

**MODIFICATION NO. 9**  
**TO OHIO COMMUNITY SCHOOL CONTRACT**  
**BY and BETWEEN**  
**Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)**  
**AND**  
**Menlo Park Academy (“Governing Authority” or “School”)**

**WHEREAS**, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2011; and

**WHEREAS**, the ESCLEW and the Governing Authority agree to the following modifications;

**NOW THEREFORE**, the parties modify the Contract as follows:

1. **Article IV, Section 4.1.** In the first sentence add “3319.074” in the appropriate numerical order.

The rest of Section 4.1 remains as original written in the Contract.

2. **Article VI, Section 6.12.**

- a. Insert the following new subsection as subsection (e): “The School shall adopt a policy regarding the enrollment and attendance of students, which requires a student’s parent to notify the School when there is a change in the location of the parent’s or student’s primary residence. This policy is included in Attachment 6.12.”

- b. Insert the following new subsection as subsection (f): “The School shall adopt a policy regarding the verification of a student’s residence and address consistent with the School’s obligations in accordance with R.C. 3314.11. This policy shall be included in Attachment 6.12.”

- c. The rest of Section 6.12 remains as originally written in the Contract.

3. **Article VI, Section 6.13.** Insert the following sentence after the first sentence in the section: “Beginning November 1, 2018, the policy must include procedures for the automatic withdrawal of a student from the School if the student fails to participate in seventy-two (72) consecutive hours of learning opportunities without a legitimate excuse.”

The rest of Section 6.13 remains as originally written in the Contract.

4. **Attachment 6.7** shall be replaced in its entirety with the attached.
5. **Attachment 6.12** shall be replaced in its entirety with the attached.
6. **Attachment 6.13** shall be replaced in its entirety with the attached.

7. **Attachment 11.6** shall be replaced in its entirety with the attached.

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

**Educational Service Center of  
Lake Erie West**

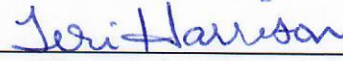
By:   
(Signature)

Its: Superintendent

with full authority to execute this Contract  
for and on behalf of **Sponsor**  
and with full authority to bind **Sponsor**.

Date: 2-7-2019

**Governing Authority of  
Menlo Park Academy**

By:   
(Signature)

Its: President

with full authority to executive this Contract  
for and on behalf of **Governing Authority**  
and with full authority to bind **Governing  
Authority**.

Date: 10/25/18

**ATTACHMENT 6.7**  
**STUDENT DISCIPLINE AND DISMISSAL POLICIES**

1. Policy regarding suspension, expulsion, removal, and permanent exclusion of a student that specifies, among other things:
  - a. Types of misconduct for which a student may be suspended, expelled, or removed, and
  - b. Due process related to these forms of discipline
2. Policy for the discipline, suspension, and expulsion of disabled students
3. Policy for Positive Behavioral Interventions and Supports/Restraints and Seclusion

**SECTION 270**

**STUDENT DISCIPLINE/ PROCEDURE**

All students are expected to conform to the Student Code of Conduct at School, on the School premises, at School activities or functions whether on or off the School premises and on transportation to and from School, if paid for or provided by the School and are subject to the School's disciplinary process when they fail to do so. Students may also be subject to the School's disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School Staff or their property.

### **Progressive Discipline**

#### First Level Offense

1. Teacher explains or reviews class and School rules and warns the student of possible consequences.
2. Teacher applies appropriate in school consequences.

#### Second Level Offense

3. Teacher applies appropriate consequences, including longer time-outs, or alternate areas for reflection, loss of privileges, detention, etc.
4. Teacher personally communicates the problem(s) with the student's parent(s).
5. Teacher sends a written report home and a copy to the office.

#### Third Level Offense

If actions taken at Levels 1-2 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct for his or her grade level, the Principal may suspend the student from School, not to exceed ten School days, subject to Policy 273.

#### Fourth Level Offense

Subject to Policy 273, if actions taken at Levels 1-3 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct for his or her grade level, the highest level administrator of the School likened to a Superintendent may expel the student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the student is permanently excluded under Policy 273.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Principal and/or the highest level administrator of the School likened to a Superintendent.

## Infractions and Likely Disciplinary Action

|  | <b><u>DEFINITION</u></b>  | <b>FIRST OFFENSE</b>   | <b>SECOND OFFENSE</b>   | <b>THIRD OFFENSE</b>  |
|--|---|--|---|---|
| Academic Misconduct                        | Plagiarizing, cheating, copying another's work or internet materials, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).  | Level 1-2 disciplinary action.   | Level 2-3 disciplinary action.                                    | Level 3-4 disciplinary action.                                  |
| Bomb Threat                                | Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.   | Level 3-4 disciplinary action and 1 year discretionary expulsion.  | Level 3-4 disciplinary action and 1 year discretionary expulsion. | Level 4 disciplinary action and 1 year discretionary expulsion. |
| Criminal Act                               | Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.  | Level 3-4 disciplinary action and 1 year discretionary expulsion.  | Level 3-4 disciplinary action and 1 year discretionary expulsion. | Level 4 disciplinary action and 1 year discretionary expulsion. |
| Disruptive Behavior                        | Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.  | Level 1-2 disciplinary action.   | Level 2-3 disciplinary action.                                    | Level 2-4 disciplinary action.                                  |
| Dress Code Violations                      | See Dress Code  | Change into school provided uniform for the day and return it at the end of the school day. Excessive dress code violations may result in additional consequences (Levels 2-3) |   |   |
| Electronic and Other Communication Devices | No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.   | Level 1-2 disciplinary action.   | Level 2-3 disciplinary action.                                    | Level 2-4 disciplinary action.                                  |
| Firearm                                    | Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).   | 1 year mandatory expulsion.  | 1 year mandatory expulsion.                                       | 1 year mandatory expulsion.                                     |
|  | Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.  | Level 4 disciplinary action and 1 year discretionary expulsion.  | Level 4 disciplinary action and 1 year discretionary expulsion.   | Level 4 disciplinary action and 1 year discretionary expulsion. |
|  | Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.  | Level 4 disciplinary action and 1 year discretionary expulsion.  | Level 4 disciplinary action and 1 year discretionary expulsion.   | Level 4 disciplinary action and 1 year discretionary expulsion. |
| Gang Activity                              | No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student. See also Gang Policy. | Levels 1-3   | Level 2-4   | Level 3-4   |

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| Homework  | Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.  | Level 1   | Level 1-2   | Level 2 -3  |
| Inappropriate language                                | Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.  | Level 1-2 disciplinary action.                                  | Level 1-3 disciplinary action.                                  | Level 2-4 disciplinary action.                                  |
| Insubordination                                       | Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.  | Level 1 disciplinary action.                                    | Level 2 disciplinary action.                                    | Level 3 or 4 disciplinary action.                               |
| Intimidation/<br>Menacing/<br>Bullying/Cyber-Bullying | Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone and pager text messages, blogs, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying. | Level 2-3 disciplinary action.                                  | Level 3-4 disciplinary action.                                  | Level 3-4 disciplinary action.                                  |
| Knife   | Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.   | Level 4 disciplinary action and 1 year discretionary expulsion. | Level 4 disciplinary action and 1 year discretionary expulsion. | Level 4 disciplinary action and 1 year discretionary expulsion. |
|   | Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.  | Level 4 disciplinary action and 1 year discretionary expulsion. | Level 4 disciplinary action and 1 year discretionary expulsion. | Level 4 disciplinary action and 1 year discretionary expulsion. |
| Lying   | Intentionally giving untrue communication.   | Level 1-2 disciplinary action.                                  | Level 1-2 disciplinary action.                                  | Level 2-4 disciplinary action.                                  |
| Obscenities/<br>Verbal Abuse/<br>Vulgarity            | Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.   | Level 1-2 disciplinary action.                                  | Level 2-4 disciplinary action.                                  | Level 3-4 disciplinary action.                                  |
| Physical Contact                                      | Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students. See also Fighting Policy.  | Level 1-3 disciplinary action.                                  | Level 2-4 disciplinary action.                                  | Level 3-4 disciplinary action.                                  |
| Refusal to Do Classroom Work                          | The refusal to complete work, labs, projects, or other assignments given by the teacher.   | Level 1 disciplinary action.                                    | Level 2 disciplinary action.                                    | Level 3 disciplinary action.                                    |
| Minor Safety  | Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: <ul style="list-style-type: none"> <li>• Talking during safety drills</li> <li>• Running, pushing, yelling, or other inappropriate behaviors</li> <li>• Any inappropriate playground behaviors</li> <li>• Minor insubordination to adults</li> </ul>  | Level 1 disciplinary action.                                    | Level 2 disciplinary action.                                    | Level 2-4 disciplinary action.                                  |

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| Major Safety  | Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to <ul style="list-style-type: none"> <li>Leaving the school building or grounds without permission</li> <li>Other acts which could harm the student or others</li> </ul>  | Level 2-4   | Level 2-4   | Level 2-4   |
| Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances | Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event. See also Drugs and Alcohol.  | Level 3-4 disciplinary action.                      | Level 3-4 disciplinary action.                      | Level 4 disciplinary action.                        |
| Sale, Use, Possession, or Distribution of Tobacco Product   | Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Use of Tobacco on School Premises.   | Level 1-2 disciplinary action.                      | Level 2 - 3 disciplinary action.                    | Level 2- 4 disciplinary action.                     |
| School Property   | Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to: <ul style="list-style-type: none"> <li>Defacing textbooks, library books, and other school materials</li> <li>Destruction or improper use of school computers, printers, or other technology</li> <li>Defacing/destruction of school property including desks, walls, lockers, etc.</li> <li>Failure to respect the property of other students, teachers, school personnel, etc.</li> <li>Gum chewing on school property</li> <li>Improper use of restrooms and/or supplies</li> <li>Stealing</li> </ul> | Level 1 disciplinary action.                        | Level 2 disciplinary action.                        | Level 2-4 disciplinary action.                      |
| Sexual or Other Harassment  | Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.  | Level 1-3 disciplinary action.                      | Level 2-4 disciplinary action.                      | Level 3-4 disciplinary action.                      |
| Tardiness   | To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.  | Disciplinary action consistent with Truancy Policy. | Disciplinary action consistent with Truancy Policy. | Disciplinary action consistent with Truancy Policy. |
| Theft   | Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.  | Level 1 disciplinary action.                        | Level 2 or 3 disciplinary action.                   | Level 3 or 4 disciplinary action.                   |
| Toys or Play Objects  | School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to: <ul style="list-style-type: none"> <li>Bringing toys or distracting objects to school</li> <li>Creating toys or distracting objects at school</li> </ul>  | Level 1 disciplinary action.                        | Level 1-2 disciplinary action.                      | Level 1-2 disciplinary action.                      |
| Truancy   | Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Truancy Policy.   | Disciplinary action consistent with Truancy Policy. | Disciplinary action consistent with Truancy Policy. | Disciplinary action consistent with Truancy Policy. |
| Violating Classroom Rules   | Not following the classroom rules as determined by the classroom teacher.  | Level 1 disciplinary action.                        | Level 2-3 disciplinary action.                      | Level 2-4 disciplinary action.                      |



## Transportation Discipline

Bus suspensions (for bus riding privileges only, but not for suspension from School) may be imposed for any period of time as set forth in the School's Code of Conduct. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to appear before the Principal before a suspension is imposed.

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be held within seventy-two (72) hours of the removal. Immediate removal is authorized when the Student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School's Code of Conduct. If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding code of conduct of the home school districts from which Students are being transported, in a central location in each School building, and make them available to Students or Parents upon request.

Suspensions or immediate removal from bus riding privileges of disabled students shall be accomplished in accordance with the laws governing suspension and expulsion of disabled students.

R.C. 3313.66; R.C. 3313.668; R.C. 3327.014; OAC 3301-83-08

See Appendix 273-A Notice of Intended Suspension from School; Appendix 273-B Notice of Emergency Removal and Intent to Suspend from School; Appendix 273-C Notice of Suspension from School; Appendix 273-D Notice of Rights Re: Suspension from School; Appendix 273-E Notice of Intended Expulsion from School; Appendix 273-F Notice of Emergency Removal and Intent to Expel from School; Appendix 273-G Notice of Expulsion from School; Appendix 273 H Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); and Appendix 273-I Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).

**Revised 10/25/18**

It is desirable and advisable that the School maintain a good relationship with police, the Court, parole officers, Children's Services Board, and other agencies that deal with the public welfare, insofar as it benefits and protects the student, the School, personnel, School property, and the home.

Whenever a law enforcement officer (including police, parole, children's services, Board or other agency representative) calls at the School in the performance of duty, the officer shall, upon arrival, be required to:

1. contact the proper school official;
2. produce satisfactory personal identification indicating the source of authority; and
3. state the purpose of business with the School.

In cases where the officer requests permission to question a student during School hours, the School Director or his/her designee shall first contact the parent or guardian for permission to question the student, and the parent or guardian shall be given the opportunity to be present during the questioning. The student shall then be called to the office for the interview.

The School Director or his/her designee shall remain present during the questioning, to represent the best interests of the School, and may facilitate the interview or otherwise assist the student and parent or guardian if it seems advisable.

If the parent or guardian gives permission for the interview to take place, but cannot be present, or waives that right, then the School Director or his/her designee must be present to facilitate the interview or otherwise assist the student to the best of their ability. The student may specifically request another counselor or teacher to be present also.

If the parent or guardian refuses permission to question the student during School hours, or cannot be contacted, the officer shall be informed of this, and the student shall not be called to the office for the interview.

In any case in which the officer wishes to take the student from School premises for questioning, permission from the parent or guardian to release the student to the officer shall be secured by the School Director or his/her designee. However, if the officer actually arrests the student for the commission of a crime, the student is to be released, even though the parents or guardians cannot be reached for notification; or having been reached, refuse consent.

Notwithstanding anything to the contrary in this policy, if a student is being questioned as a potential victim, and the officer states that law enforcement feels it inadvisable or inappropriate to contact a parent or guardian, or have a parent or guardian present, the school will comply with the law enforcement officer and allow questioning of the student at the direction of the officer, provided the School Director or his/her designee is present to the fullest extent allowed by the officer.

Statutory regulations concerning the rights of students as citizens shall be observed at all times and complied with by both law enforcement and school officials. Students are entitled to full protection under the law.

All types of officers and agency representatives shall be required to follow the procedures described in this Policy.

The Principal or his/her designee may suspend a student for up to ten (10) school days. The person designated as Superintendent in OEDS-R (hereafter “Superintendent”) may expel a student for up to eighty (80) school days, and in some instances, one (1) year. Provided however, beginning with the 2019-2020 school year neither the Principal nor the Superintendent shall initiate the process of issuing an out-of-school suspension or expulsion to students in grades pre-kindergarten through three, unless the student has committed a firearm, bomb-threat, or knife offense; or other criminal offense that results in serious bodily injury or property damage; or where the student’s out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the student, fellow classmates, or school personnel. The Principal or Superintendent may not suspend, expel, or remove any student from School solely on the basis of the student’s unexcused absences from School.

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures. A removed student in grades pre-kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the student’s conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four through twelve may be removed, and must be provided with notice and procedures to follow the removal in accordance with R.C. 3313.66, including a hearing on the next school day following the removal.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used, or leased by the School for School, School extracurricular, or School-related events).

A student may also be expelled for a period not to exceed one (1) year for:

1. bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property;
2. bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;
3. possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person;
4. committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. making a bomb threat to a school building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or

incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade that is capable of causing serious bodily injury.

The specific circumstances under which the Superintendent may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with the Individual with Disabilities Education Act;
2. the student was unaware that s/he was possessing a firearm or knife;
3. the student did not understand that the item s/he possessed was considered a firearm or knife;
4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. the student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause.

During the period of suspension, removal, or expulsion, the student may not attend or participate in any School functions without permission from the Principal. The student may enter School facilities only when given permission by Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

Students issued an in-school suspension shall serve suspensions in a supervised learning environment and shall be permitted to complete any classroom assignments missed because of the suspension. While serving an out-of-school suspension, the Board [ does or  does not] authorize students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of tests and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work. Any student serving an out-of-school suspension shall be permitted to complete any classroom assignment missed due to the suspension.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extra-curricular activities for misconduct or rules violations. The length of suspension shall be determined by the Principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extra-curricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity are not entitled to notice, hearing, or appeal rights.

If the Principal determines that a student's behavior on a School vehicle violates School rules, s/he may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Principal the option to require a student to perform community service or another alternative consequence in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto school property.

The Board designates the Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension, provided the Principal and Superintendent are not the same person. If the Principal and Superintendent are the same person, the  Board,  a committee of the Board, or  \_\_\_\_\_, an administrator who is not involved in the suspension decision, will hear the appeal of the suspension.

The  Board,  a committee of the Board, or  \_\_\_\_\_, an administrator who is not the Superintendent and is not involved in the expulsion, will hear the appeal of an expulsion.

The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

### Due Process Rights

#### Suspension

The following procedure does not apply to in-school suspensions. The Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written Notice of Intent to suspend will be given to the student, which contains the following:
  - a. The reasons for the intended suspension; and
  - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.
2. Beginning with the 2019-2020 school year, if the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior suspending the student. If the events leading up to the suspension indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. The student must be allowed an informal hearing before the Principal or his/her designee to challenge the reasons for the intended suspension or otherwise explain his/her actions. The student is not entitled to call witnesses at this informal hearing.
4. Within one school day after the suspension is imposed, the Principal or his/her designee shall provide written notification of the suspension to the parent, guardian, or custodian. The notice must contain the following:
  - a. The reasons for the suspension;
  - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
  - c. The right to representation at all appeals;

- d. The right to a hearing before the Board or its designee; and
- e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.

If an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Superintendent may require the student to participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or his/her designee may develop an appropriate list of alternative consequences.

### Expulsion

Only the Superintendent may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Superintendent must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:
  - a. The reasons for the intended expulsion; and
  - b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Superintendent at the request of the student, his parent, custodian, guardian, or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
  - c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. Beginning with the 2019-2020 school year, if the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior expelling the student. If the events leading up to the expulsion indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Superintendent to challenge the reasons for the expulsion or otherwise explain his/her actions.
4. Within one school day after the expulsion is imposed, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer

of the Board of Directors of the expulsion. The notice must include the following:

- a. The reasons for the expulsion;
- b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
- c. The right to representation at all appeals;
- d. The right to an appeal hearing before the Board or its designee;
- e. The right to request that the hearing be held in executive session;
- f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;
- g. When the Superintendent expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

### Prohibition of Corporal Punishment

All teachers, administrators, non-licensed school employees, and school bus drivers are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the School. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.

*R.C. 3313.66-.662; R.C. 3313.668; R.C. 3321.13(B)(4); R.C. 4510.32(B); 20 USC 7961(b)(1)*

### **Revised 10/25/18**

See Appendix 273-A Notice of Intended Suspension from School; Appendix 273-B Notice of Emergency Removal and Intent to Suspend from School; Appendix 273-C Notice of Suspension from School; Appendix 273-D Notice of Rights Re: Suspension from School; Appendix 273-E Notice of Intended Expulsion from School; Appendix 273-F Notice of Emergency Removal and Intent to Expel from School; Appendix 273-G Notice of Expulsion from School; Appendix 273-H Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); and Appendix 273-I Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).

In accordance with the law, the Board may seek to permanently exclude a student, sixteen (16) years of age or older, who has been convicted of or adjudicated delinquent for the reason of the following offenses:

1. carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordinance on property owned or controlled by the Board or at an activity held under the auspices of this Board;
2. possessing, selling, or offering to sell controlled substances on property owned or controlled by the Board or at an activity under the auspices of this Board; and
3. complicity to commit any of the above offenses, regardless of where the complicity occurred.

In accordance with law, any student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

- A. rape, gross sexual imposition or felonious sexual penetration;
- B. murder, manslaughter, felonious or aggravated assault; and
- C. complicity to commit offenses described in paragraphs A and B, regardless of where the complicity occurs.

The above statement of policy on permanent exclusion is to be posted in a central location in each School facility as well as made available to students, upon request.

If the School Director has adequate evidence that a student, sixteen (16) years old or older at the time of the offense, has been convicted of or is an adjudicated delinquent resulting from any of the above offenses, s/he shall submit a written recommendation to the Board that the student should be permanently excluded from the public school by the State Superintendent of Public Instruction (State Superintendent). The recommendation is to be accompanied by the evidence, other information required by statute, and the name and position of the person who should present the School's case to the State Superintendent. The Board, after considering all the evidence, including the hearing of witnesses, shall take action within fourteen (14) days after receipt of the School Director's recommendation.

If the Board adopts the resolution, the Board shall submit it to the State Superintendent, together with the required documents and the name of the person designated by the Board as its representative to present the case to the State Superintendent. A copy of the resolution shall be sent to both the student and his/her parents.

If the Board fails to pass the resolution, it shall so notify the School Director, in writing, who, in turn, shall provide written notification of the Board's action to both the student and his/her parents.



If the State Superintendent rejects the Board's request, the School shall re-admit the student in accordance with statute and Board guidelines. If the State Superintendent acts on the Board's request, his/her actions and those of the School shall be in accord with the procedures described in Ohio Revised Code 3313.66.

Any information regarding the permanent exclusion of a student shall be included in the student's official records and shall be included in any records sent to any school that requests the student's records.

When the permanently excluded student reaches the age of twenty-two or when the permanent exclusion of the student is revoked, the school shall remove and destroy all references to the exclusion from the student's file.

*R.C. 3313.662*

In matters relating to the disciplining of disabled students, the Board shall abide by Federal and State laws regarding suspension and expulsion. The School Director will follow the guidelines below and ensure they are properly used when disciplining any student with a disability.

#### Removals of Not More Than 10 Days- The 10-Day Rule

The School may unilaterally remove a student with a disability who violates a code of student conduct from the student's current placement for not more than 10 school days. This option may be used only if the disciplinary action is consistent with actions taken against nondisabled students. The School may place students removed under the 10-day rule in an appropriate interim alternative educational setting (“IAES”) if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are not considered a “change of placement” and the School is not obligated to provide services to students during those removals. The School can use the 10-day rule to remove a student for either a single removal of 10 consecutive school days; or a series of shorter-term removals over the course of the school year that are more than 10 consecutive school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required. However, if one or more IEP team members believe that modifications are needed to the Student’s behavior plan, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

#### Removals of More than 10 Days - Change of Placement

A change of placement occurs if a removal is for more than 10 consecutive school days; or if a student is subjected to a series of removals which accumulate to over 10 school days, that constitute a pattern. If a change of placement occurs (after a MDR (see below)), then the School must notify the parents or guardians of that decision. This notice must inform the parents or guardians of all the procedural safeguards accorded under the law. These safeguards include a manifestation determination review, a right to receive services, and a continuation of services for a free appropriate public education. The School must provide services that:

- enable the student to continue to participate in the general education curriculum (although in another setting); and
- enable the student to progress toward meeting the goals set out in the student’s IEP.

#### Manifestation Determination Review (“MDR”)

The School will conduct a MDR to examine a student's behavior before imposing disciplinary consequences that would amount to a change of placement. The purpose of the MDR is to determine whether a student's disability caused, influenced or otherwise impacted the student's behavior in question. To make this determination, the student’s IEP team is required to review certain information and determine whether the behavior causing the disciplinary infraction is or is not a manifestation of the student's disability.

The MDR is not required for disciplinary removals that do not constitute a change of placement, that is, less than 10 school days per incident or a series of removals accumulating to more than 10 school days in one school year that do not constitute a pattern.

No later than the date on which the decision to take a disciplinary action which may be a change of placement is made, the School must notify the parents or guardians of that decision and of all procedural safeguards, including the MDR. The School and the parents or guardians must determine which members of the IEP team are relevant to conduct the manifestation determination. The team will review all relevant information in the student's file to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or was the direct result of the School's failure to implement the IEP. If the team determines that either condition is applicable for the student, it must determine that the conduct is a manifestation of the student's disability.

*Manifestation* - If the team determines that the behavior was a manifestation of the student's disability, the full IEP team must meet the following requirements:

- conduct a functional behavior assessment and implement a behavior intervention plan for the student, unless the School conducted a functional behavior assessment prior to the manifestation determination;
- if the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and
- return the student to the placement from which he or she was removed, 45-day rule exception applies.

*No Manifestation* - If the team determines that the behavior was NOT a manifestation of the disability, the School may discipline the student using the relevant disciplinary procedures applicable to students without disabilities in the same manner and for the same duration, continuing to provide services to students with disabilities.

If a student's behavior was not a manifestation of the disability, the School will still take steps to attend to the student's behavior. The student must receive, as appropriate, a functional behavior assessment, behavioral intervention services and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

*Exceptions to the MDR Requirement* – The Unilateral Change in Placement and 45-Day Rule

School personnel may remove a student to an IAES for up to 45 school days, without a prior MDR or IEP meeting, when a student:

- carries or possesses a weapon (a device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 1/2 inches in length);
- knowingly possesses or uses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. 812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV, or V in the Controlled Substances Act); or
- has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

This authority can be exercised if a student commits any of the offenses described above at the School, on the School premises or at a School function.

The IEP team will meet subsequent to the unilateral placement in an IAES, and must determine what the permanent setting will be, take steps to modify the student's IEP, as appropriate, provide appropriate behavioral intervention services and modifications designed to address the behavior violation so that it does not recur, and continue to provide the student with educational services to enable him or her to participate in the general education curriculum and to progress toward IEP goals.

The School must still do a MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the School must still meet all of the requirements outlined above for the MDR, with the additional exception that the student stay in the alternative placement for 45 school days, regardless of the outcome of the manifestation.

### Due Process Complaint

Parents or guardians who disagree with any decision regarding placement or the outcome of an MDR may appeal the decision through the filing of a due process complaint, and may request an expedited due process hearing.

The School may request a hearing to change a student's placement if the School believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. Under those circumstances, the hearing officer may order a change in placement of a student with a disability to an IAES for a period of up to 45 school days if the hearing officer agrees with the School's assessment.

During any due process proceedings, the student's placement, through a disciplinary action, must not change unless the parents/guardians and the School agree otherwise, or upon admissions to the School and parent/guardian consent. The School may change the student's placement when taking disciplinary actions that constitute a change of placement against students with disabilities, or students who may be eligible for IDEA services.

In the case where a student has been placed in an IAES, the student will remain in the IAES chosen by the School, pending the hearing officer's decision or until the time period expires, whichever occurs first, unless the parent and school agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within 20 days of the hearing request, and the hearing officer must make a determination within 10 school days after the hearing.

## **275.1            Disciplining a 504 Student**

### Section 504 Manifestation Determination Reviews

A Student on a 504 Plan is to be afforded due process relating to any proposed change in educational placement where the Student is subject either to expulsion or suspension for a period of more than ten consecutive school days or a series of suspensions that are each 10 or fewer school days in duration, but exceed 10 school days in the aggregate and create a pattern of exclusions. In all such cases, except in the case where such suspension or expulsion pertains to the use or possession of illegal drugs or alcohol as detailed below, the School shall follow the procedures outlined in Policy Discipline/Suspension/Expulsion of Disabled Students.

### Disciplinary Procedures for Students Possessing or Using Alcohol or Illegal Drugs

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any Student on a 504 Plan who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against Students without disabilities, in accordance with Policy 273 Expulsion and Suspension Policies. In such a case, the disability due process procedures found in Policy Discipline/Suspension/Expulsion of Disabled Students are inapplicable.

### Emergency Removal from Placement

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

*29 USC 701 et seq. (Section 504 of the Rehabilitation Act of 1973)*

See also Policy 228 Section 504 of the Rehabilitation Act of 1973.

This policy governs the use of positive behavioral methods and emergency safety interventions including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

## I. Definitions

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement that is not (A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

De-escalation techniques: are strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process that is used to describe the function or purpose that is served by a student's behavior. Understanding the function that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint: (A) any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose; and (B) does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including: (1) restraints for medical immobilization; (2) adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or (3) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary, physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from student's possession; (C) to calm or comfort; (D) to assist a student in completing a task if the student does not resist the contact; or (E) to prevent an impulsive behavior that threatens the student's immediate safety.

Positive Behavior Interventions and Supports: (A) a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students, and (B) that encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminishes reoccurrences of challenging behaviors, and teaches appropriate behavior to students.

Positive Behavior Support Plan: design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

Prone Restraint: physical or mechanical restraint while the student is in a face down position.

Seclusion: involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student: a child or adult aged three to twenty-one enrolled in the school.

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus driver or other School staff who interact directly with students.

Timeout: a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

## **II. Creation of Positive Behavioral Intervention and Supports (PBIS)**

The School shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement.

The School shall train staff to: (A) identify conditions such as where, under what conditions, with whom, and why specific inappropriate behavior may occur; and (B) conduct preventive assessments which include: (1) a review of existing data; (2) interviews with parents, family members, and students; and (3) examination of previous and existing behavioral intervention plans.

Based on the assessment data, the School shall develop and implement preventative behavioral interventions that (A) modify the environmental factors that escalate the inappropriate behavior;

(B) support the attainment of appropriate behavior; and (C) use verbal de-escalation to defuse potentially violent dangerous behavior.

### **III. Prohibited Practices**

The following are prohibited under all circumstances, including emergency safety situations:

- (A) Prone restraint;
- (B) Corporal punishment;
- (C) Child endangerment as defined in R.C. 2919.22;
- (D) Seclusion or restraint of preschool students (if any);
- (E) Deprivation of basic needs;
- (F) Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following:
  - (i) Any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
  - (ii) Pinning down with knees to torso, head and/or neck;
  - (iii) Using pressure points, pain compliance and joint manipulation techniques;
  - (iv) Dragging or lifting of a student's hair or ear or by any type of mechanical restraint;
  - (v) Using students or untrained staff to assist with the hold or restraint;
  - (vi) Securing a student to another student or to a fixed object; or
  - (vii) Using any other technique used to unnecessarily cause pain.
- (G) Any physical restraint that impacts the student's primary mode of communication;
- (H) Mechanical or chemical restraints;
- (I) Aversive behavioral interventions; or
- (J) Seclusion of students in a locked room.

### **IV. Restraint**

May be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective intervention is possible, and, when performed by trained staff, except in the case of an unavoidable emergency situation. The physical restraint must not obstruct the student's ability to breathe.

Staff must:

- (A) Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- (B) Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- (C) Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;



- (D) The least amount of force necessary should be used;
- (E) Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- (F) Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- (G) Complete all required reports and document staff observations of the students.

## **V. Seclusion**

Seclusion shall only be used if: it is a last resort for the student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention.

The room or area used for seclusion cannot be locked, and must provide for adequate space, lighting, ventilation, clear visibility, and the safety of students.

Seclusion shall not be used as: a substitute for an education program, less restrictive alternatives, inadequate staffing, staff training in positive behavior supports and crisis prevention and intervention; a form of discipline or punishment; a means to coerce, retaliate; or in a manner that endangers the students.

Staff must:

- (A) Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- (B) Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- (C) Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- (D) Remove the student when the immediate risk of physical harm to self or others has dissipated;
- (E) Conduct a de-briefing including involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- (F) Complete all required reports and document the observation of the student.

## **VI. Functional Behavioral Assessment**

If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment (FBA) to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA should be followed by a behavioral intervention plan (BIP) that incorporates appropriate positive behavioral interventions. The use of an FBA or a BIP does not necessarily mean the student is a special education student in itself, but may be used for non-disabled as well as differently-abled or special education students.

## **VII. Training and Professional Development**

The School shall train all staff working with students annually on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. The School shall have a plan on training staff working with students, as necessary, to implement PBIS on a system-wide basis. The School shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques and that their training is kept current.

## **VIII. Required Data and Reporting**

Staff must document each use of seclusion or restraint and report it to the building administration and the parent immediately. A written report of the incident must be created, given to the parent within 24 hours of the incident, and placed in the student's file. This report is subject to the Family Educational Rights and Privacy Act.

The School shall report information concerning its use of seclusion and restraint annually to, and as requested by, the Ohio Department of Education.

The School shall make this policy available to parents annually, and shall post this policy on its website.

## **IX. Monitoring and Complaint Procedures**

The School shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The School Director or his/her designee must investigate every complaint and respond to the parent in writing within thirty (30) days of filing the complaint.

Parent(s) may choose to file a complaint with the Ohio Department of Education, Office of Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

*O.A.C. 3301-35-15; R.C. 3319.46.*

## **ATTACHMENT 6.12 ADMISSIONS POLICY**

1. Admissions and enrollment policy and procedures, including:
  - a. Specification that the school will not discriminate in its admission of students on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude (unless at-risk limitations apply)
  - b. Specification that the School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3314.64 or 3313.65, except that the School may limit to:
    - i. Students who have obtained a specific grade level or are within a specific age group,
    - ii. Students who meet the definition of “at risk,” or
    - iii. Residents of a specific geographic area
  - c. Wait list and lottery procedures
2. Enrollment and attendance policy, which must require that parents notify the community school in which their child is enrolled when there is a change in the parent’s or student’s primary residence
3. Student residency and address verification policy, which must requires schools to verify the address of enrolling students and annually verify the residency of attending students, and must specify the number and type of documents to be used for residency verification
4. Open Enrollment Policy, if applicable
5. At-Risk Definitions, including gifted, if applicable

**NOTE:** Any change in the admissions or enrollment policies must be reported in writing to the Sponsor within five (5) business days.

## 241 Admission and Lottery Standards

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as “at risk” in the Community School Contract.

As defined in the Community School Contract, enrollment is limited to students with scores demonstrating “superior cognitive ability,” as defined in R.C. 3324.03, on a state approved testing instrument within the past twenty-four (24) months. See **Appendix 241-A** Screening and Identification Requirements for Students who are Gifted.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have preference for a position in the current year, even though they may be in a different age or grade group;
- Preference for the next open position may be given to siblings of students attending the School in the previous year or to the children of full-time staff members employed by the School, provided the total number of students receiving this preference is less than five percent (5%) of the School’s total enrollment.

*R.C. 3314.06.*

See Appendix 241-A Screening and Identification Requirements for Students who are Gifted.

# NOTICE

Pursuant to the Ohio Revised Code Section 3314.041, the governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

**The Menlo Park Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administrator or the Ohio Department of Education.**

## 241.2 Records upon Enrollment

Newly enrolled student records:

1. Upon entry, a request for records will be made within twenty-four (24) hours from the public or nonpublic elementary or secondary school the pupil most recently attended.
  - a. "Entry" is defined as the beginning of learning opportunities by a student at the School.
2. If the records are not received, a second request and contact with the parent and former school should be made within the first fourteen (14) days by the Principal or his/her designee.
3. If the records are not received within fourteen (14) days of the date of request, or the pupil's previous school indicates that it has no record of the pupil's attendance, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; (5) an attested transcript of a hospital record showing the date and place of birth of the child; or (6) a birth affidavit, the Principal will contact the former school directly, then the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.
4. The School shall not admit any student requesting admission to the School after discharge or release from the custody of the department of youth services until the School is in receipt of (1) an updated copy of the student's academic transcript; (2) a report outlining the student's behavior in school while in custody of the department; (3) the student's current IEP if applicable; and (4) a summary of the institutional record of the student's behavior.
5. The School shall not deny admission to a child who has been placed in a foster home or in a residential facility (*e.g.*, a group home, child's crisis care facility, children's residential center, residential parenting facility with 24-hour care, county children's home or district's children's home) if the child does not present a birth certificate, or a comparable certificate from another state or country, or another document specifically listed above in (3) to attest to the child's date and place of birth upon registration for admission. Required documentation must be presented within ninety (90) days of the child's initial entry into the School. If the required records are not produced within ninety (90) days of enrollment the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.
6. In the event that an order or decree is issued allocating or modifying an allocation of parental rights and designating a residential parent, or that a grandparent power of attorney or caretaker authorization affidavit is executed, that residential parent or

grandparent shall provide the School with a complete and accurate copy of the order and any other relevant documentation.

7. Requests for student records: Upon receipt of a request for student records, the School will comply within two (2) business days.
8. Copies of the student's records will be made and kept on file.

*R.C. 3313.672.*

See also Policy 252 Missing and Absent Children.

**Revised 10/25/18**

## **241.3 Academic Acceleration, Compulsory and Early Kindergarten Admissions, and Early High School Graduation**

### Compulsory Kindergarten Admissions

The School shall admit or evaluate children seeking admission to kindergarten in accordance with the following:

- A. The School shall admit a child to kindergarten if the child is five years of age prior to September 30 of the year of admittance.
- B. Notwithstanding the provisions provided below, for a child who does not meet the age requirements for mandatory admission to kindergarten, but who will be five years of age prior to January 1 of the year in which admission is requested, the School shall evaluate the child for early admittance in accordance with this policy upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. Following such evaluation, the Board or its designee shall make a decision as to whether to admit the child based on the child's score on the evaluation and any other factors it deems relevant.
- C. For purposes of this policy, the Board-designated evaluation procedure will consist of a readiness test administered to a prospective kindergartner by the Board's designee.
- D. For a child seeking admission to kindergarten who will not be five years of age prior to January 1 of the year in which admission is requested, the School shall only admit the child in accordance with its Academic Acceleration policy as provided below.
- E. First Grade eligibility shall be based on the admissions, promotion, and retention policies of the School.

### Academic Acceleration:

The School believes that students often require access to advanced curriculum in order to realize their potential.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten (provided, as set forth above, that this policy applies to them), accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

#### 1. Referrals and Evaluation

- a. Any student may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the School Director for an evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a School member who has knowledge of the referred child's abilities.



- b. Copies of this policy and referral forms for evaluation for possible early entrance (if applicable), whole-grade acceleration, individual subject acceleration, and early high school graduation are available in the School's office. The School Director or his/her designee shall accept referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
  - c. The principal of the referred student's school, or his/her designee, shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement and, once consent is received, shall evaluate the student.
  - d. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the School Director's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee or if approved by the committee. All students who will be the proper age for entrance into kindergarten by September 30 of the school year for which admission is requested shall be evaluated upon the request of the child's parent(s) or legal guardian(s).
  - e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's principal. The notification shall include instructions for appealing the outcome of the evaluation process.
  - f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Governing Authority within thirty (30) days of being notified of the committee's decision. The Chief Executive Officer of the educational service provider or his/her designee shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. That decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.
2. Acceleration or Early Admissions Evaluation Committee
- a. Composition
    - i. The School Director or his/her designee shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student committee comprised of the following:
      - 1. The School Director or Assistant School Director;
      - 2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
      - 3. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);

4. A parent or legal guardian of the referred student or a representative designated by the parent or legal guardian of the referred student;
  5. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the School, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
- ii. The acceleration evaluation committee shall be charged with the following responsibilities:
1. Conduct fair and thorough evaluation of the student.
    - a. Students considered for whole-grade acceleration and early admissions to whom this Academic Acceleration policy applies shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.
    - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.
    - c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements.

In all of the above (a)-(c), the committee shall consider the student's own thoughts or possible acceleration.

2. Issue a written decision to the School Director and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
3. Develop a written acceleration plan for students who will be admitted early to kindergarten to whom this Academic Acceleration policy applies, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written plan shall specify:
  - b. Placement of the student in an accelerated setting;
  - c. Strategies to support a successful transition to the accelerated setting;
  - d. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
  - e. An appropriate transition period for accelerated placement for early entrants to kindergarten to whom this Academic Acceleration policy applies, grade-level accelerated students, and students accelerated in individual content areas. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement, and the School Director shall remove the student without any repercussions. At any time during the

transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement, and the School Director shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request. If the student will be placed in an accelerated setting different from that initially recommended, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

1. For students the accelerated evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options, waiving School prerequisite requirements for enrolling in advanced courses, waiving School graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
2. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

See also **Appendix 241.3-A** Academic Acceleration and Early Admission Referral Form and Consent to Evaluate and **Appendix 241.3-B** Notice of Outcome of Acceleration or Early Admittance Evaluation Process.

*R.C. 3321.01; RC 3324.10.*

This School currently serves students in grades K-8. This policy will be enforced to the extent applicable to students in those grades.

#### **241.4 Enrollees Suspended or Expelled Elsewhere**

The school has the authority to recognize and honor the disciplinary suspensions and expulsions imposed by other public schools. A student who has been suspended or expelled from another school district in Ohio may be denied admittance at the School for a period equal to the period of the original suspension or expulsion. The student will be provided an opportunity for a hearing before admittance is denied.

If the student has been expelled or otherwise removed for disciplinary purposes from a public school in another state, the School may deny admittance for the shorter of (1) the period of such expulsion or removal or (2) the period of expulsion or removal which would have been applied had the student committed the same offense in Ohio. Prior to denial of admission, the student will be given an opportunity for a hearing.

*R.C. 3313.66(J)(1)-(2)*

## 241.5 Enrollment and Residency Policy

The School admits students residing in the home district of \_\_\_\_\_, and [\_\_\_\_] contiguous districts, **OR**, [X\_] statewide [check one] (“admissions areas”). The School serves grades  K  -  9  and/or ages  4  -  15  as per its Community School Contract with its Sponsor.

A child shall be admitted to the School as a student, if the child’s parent resides in the School’s admission areas. Residency is not determined solely by where the parents own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place. Any one of the following documents can be used to establish proof of residency for verification of a child’s ability to be enrolled. These items must be current, be in the parent’s name, and include a street address. A post office box address cannot be used to validate residency records:

- A deed, mortgage, lease, current home owner’s or renter’s insurance declaration page, or current real property tax bill; or
- A utility bill or receipt of utility installation issued within ninety days of enrollment; or
- A paycheck or paystub issued to the parent or student within ninety days of enrollment that includes the address of the parent’s or student’s primary residence; or
- The most current available bank statement issued to the parent or student that includes the address of the parent’s or student’s primary residence; or
- Any other official document issued to the parent or student that includes the address of the parent’s or student’s primary residence and as approved by the Ohio Superintendent of Public Instruction.

The School shall monthly review the residency records of students enrolled in the School and shall provide an annual verification to the Ohio Department of Education that students are entitled to attend the School. If there is a change in the location of the parent or student’s primary residence, the student’s parent must notify the School immediately.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the School and Parent disagree as to residency status, the Superintendent of Public Instruction shall determine the public school in which the student may enroll. If the School and the Student’s home district (district of residency) disagree about residency, this policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the student’s home district. If the district of residence challenges the student’s residency, the Principal may request additional documentation from the Parent, which may be provided to the student’s home district.

*R.C. 3314.03(A); R.C. 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)*

See also Policy 204.8 Migrant Students; Policy 241 Admissions and Lottery Standards; Policy 241.3 Compulsory and Early Kindergarten Admissions; Policy 252 Missing and Absent Children; Policy 294 Student Records and Release of Information; Policy 297 Homeless Children and Youth Policy; and Policy 298 Grandparent Caretaker Policy.

**Revised 10/25/18**

## **241.6 Tuition for Out-of-State Students**

The Board may open admission to the School on a tuition basis to any individual age five (5) to twenty-two (22) who is not a resident of Ohio, to the fullest extent allowed under state and federal law, and it may set or revise such tuition amount by Board resolution.

*R.C. 3314.06.*

## **ATTACHMENT 6.13 ATTENDANCE POLICIES**

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

**NOTE:** The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

**SECTION 250**

**ATTENDANCE**



General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
12. Instruction at home from a person qualified to teach the branches of education in which instruction is required (after adequate certification of home

instruction has been provided to the Principal or his/her designee).

13. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
14. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

### Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities without excuse prior to November 1, 2018 will be automatically withdrawn from the School. After November 1, 2018 a student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

### Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- ☒ Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for two (2) hours of that day).
- ☐ Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for 80 minutes of that day).
- ☐ Track tardiness and early dismissals to the nearest \_\_\_\_\_ minutes (not to exceed 60 minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

#### Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a

representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

**AIT Exemption:** The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2017-2018 school year, the School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and

3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

*R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-.191; O.A.C. 3301-69-02.*

**Revised 10/25/18**

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

A student at the time of his/her initial entry to school shall present to the person in charge of admission any records given to him/her by the elementary or secondary school s/he most recently attended and a certification of birth\* issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school s/he most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the School Director shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

If the School receives notification from a law enforcement agency that it has made a missing child report for a current or a former student, then the School must mark the student's records so that whenever a copy of, or information regarding the records is requested, any School official responding to the request is alerted that the records are those of a reported missing child. In addition, when a request of records or information is received, the person in charge of admission must immediately report the request to the law enforcement agency that notified the School that the student might be a missing child. When forwarding a copy of, or information from, the student's records in response to a request, the School must do so in such a way that the receiving school is not able to discern that the student's records are marked. But, the School must retain the mark in the records until notified that the student is no longer a missing child. Upon notification by a law enforcement agency that the student is no longer a missing child, the School must remove the mark from the student's records in such a way that it would be impossible to tell that the records were ever marked. See **Appendix 252-A** for the Missing Child Reporting and Marking Form.

The School will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The School will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, parents, and community members relative to missing children issues and matters are available from the School, including information regarding the fingerprinting program. The School's informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The person in charge of admissions is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her when the student is absent

from school. The parent or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session.
2. If a parent fails to call the School as prescribed in Part A, School personnel will call the parent to inform him/her of the student's absence.
3. In those cases where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

\*May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

*R.C .109.65; R.C 3313.96; R.C. 3313.672*

The School recognizes the advantage to both parents and law enforcement agencies of a means of identifying children who have become lost or have been abducted. Accordingly, the School may cooperate with legal law enforcement agencies in the voluntary fingerprinting of students enrolled at the School.



Prior to the first day of August each school year, the School may adopt a plan that requires students to access and complete classroom lessons posted on the School's website in order to make up hours in that School year on which it is necessary to close the School for any of the following reasons:

- (1) Disease epidemic;
- (2) Hazardous weather conditions;
- (3) Law enforcement emergencies;
- (4) Inoperability of school buses or other equipment necessary to the school's operation;
- (5) Damage to the school building; or
- (6) Other temporary circumstances due to utility failure rendering the school building unfit for school use.

A plan adopted by the School shall provide for making up any number of hours, up to a maximum of the equivalent of three days. Each plan must provide for the following:

- (1) Not later than the first day of November of the school year, each classroom teacher shall develop a sufficient number of lessons for each course taught by the teacher that school year to cover the number of make-up hours specified in the plan. The teacher shall designate the order in which the lessons are to be posted on the School's web site in the event of a school closure.
- (2) To the extent possible and necessary, a classroom teacher shall update or replace, based on current instructional progress, one or more of the lesson plans before they are posted on the web site.
- (3) As soon as possible after a school closure, a school employee responsible for web site operations shall make the designated lessons available to students on the School's site. A lesson shall be posted for each course that was scheduled to meet during the hours of the closure.
- (4) Each student enrolled in a course for which a lesson is posted on the site shall be granted a two-week period from the date of posting to complete the lesson. The student's classroom teacher shall grade the lesson in the same manner as other lessons. The student may receive an incomplete or failing grade if the lesson is not completed on time.
- (5) If a student does not have access to a computer at the student's residence and the plan does not include "blizzard bags" (see below), the student shall be permitted to work on the posted lessons at the school after the student's school reopens. If the lessons were posted prior to the reopening, the student shall be granted a two-week period from the date of the reopening, rather than from the date of posting as otherwise required. The School may provide the student access to a computer before, during, or after the regularly scheduled school day or may provide a substantially similar paper lesson in order to complete the lessons.

## Blizzard Bags

In addition to posting classroom lessons online, the School may include in the plan distribution of “blizzard bags” which are paper copies of the lessons posted online. If the School opts to use blizzard bags, teachers shall prepare paper copies in conjunction with the lessons to be posted online and update the paper copies whenever the teacher updates the online lesson plans. The plan must specify the method of distribution of blizzard bag lessons, which may include, but not be limited to, requiring distribution by a specific deadline or requiring distribution prior to anticipated school closure as directed by School Director.

*R.C. 3313.482; 3314.08*



## **Performance Accountability Framework Attachment 11.6**

|  |                                |
|--|--------------------------------|
| <b>School Name</b>   | <b>Menlo Park Academy</b>      |
| <b>School IRN</b>  | <b>000318</b>                  |
| <b>Building Principal/Director</b>   | <b>Stacy Stuhldreher</b>       |
| <b>Management Company</b>  |                                |
| <b>Contract Dates with the ESC of Lake Erie West</b>   |                                |
| <b>Start Date: July 1, 2011</b>  | <b>End Date: June 30, 2021</b> |
| <b>School Mission: Menlo Park Academy is a public school that develops the potential of gifted children through an exemplary program of rewarding experiences that nurtures the whole child.</b> |                                |

|   |                                      |                                    |
|---|--------------------------------------|------------------------------------|
| <b>A.01</b>   | <b>ACADEMIC PERFORMANCE STANDARD</b> | <b>Achievement: Indicators Met</b> |
| <p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.</p> <p>The <b>Indicators Met</b> measure represents student performance on state tests. This measure is based on a series of up to 24 state tests that record the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 25 possible indicators.</p> <p><b>Goals</b> set for this standard should address 1.) The expected numeric increase; and 2.) at least one targeted grade or content area.</p> |                                      |                                    |

|  | 2016/17                           | 2017/18                           | 2018/19   | Contract End Date:2021  |
|--|-----------------------------------|-----------------------------------|---|---|
| <b>GOAL</b>                                | 95% or higher<br>(Set by sponsor) | 95% or higher<br>(Set by sponsor) | 90% or higher<br><br>Target Content Area<br>and Grade:<br>8 <sup>th</sup> Grade ELA | 90%   |
| <b>ACTUAL</b>                              | 91%                               | 85%                               | TBD   |   |
| <b>RATING</b><br>(completed<br>by sponsor) |                                   |                                   |   | *Goals in this column will<br>only address the Indicators<br>Met numeric value. |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY   |
|--|
| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal</li> </ol> </li> <li>2. Analyzing MAP Class Breakdown by Projected Proficiency Report from Winter Benchmark <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who are not on track to pass the AIR tests</li> </ol> </li> <li>3. Tracking progress via current grades of students receiving interventions through team meetings.</li> </ol> |

| THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR. |                                  |                               |                              |
|--|----------------------------------|-------------------------------|------------------------------|
| MONTH  | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|  |                                  |                               |                              |

| SUMMARY RATING FOR THIS STANDARD:<br>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR. |                        |                          |                         |                           |
|---|------------------------|--------------------------|-------------------------|---------------------------|
| 0 points:<br>Significantly  | 1 point:<br>Below Goal | 2 points:<br>Progressing | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |

| Below Goal |  | Towards Goal |  |  |
|------------|--|--------------|--|--|
|            |  |              |  |  |

PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| A.02  | ACADEMIC PERFORMANCE STANDARD | Achievement: Performance Index |
|---|-------------------------------|--------------------------------|
| <p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The <b>Performance Index</b> measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of all students.</p> <p><b>Goals</b> set for this standard should address 1.) The number of total PI points earned; and 2.) “Movement” (identified in at least two categories) of students scoring Advanced, Accelerated, Proficient, Basic or Limited on at least one of Ohio’s State Tests.</p> |                               |                                |

|                                  | 2016/17  | 2017/18  | 2018/19   | Contract End Date:2021                                |
|----------------------------------|--|--|---|---|
| GOAL                             | 100 pts. or better,<br>84% or better<br>(Set by sponsor) | 100 pts. or better,<br>84% or better<br>(Set by sponsor) | <u>PI Points:</u><br>111.2 points or better,<br>92.7% or better<br><br><u>Movement:</u><br>-Reduce the number of students scoring Basic by 50%.<br><br>-Reduce the number of students scoring Limited to less than 5. | 111.2 points or better<br><br>92.7% or better         |
| ACTUAL                           | 106.4 points,<br>88.7%                                   | 108.8 points,<br>90.7%                                   | TBD   |   |
| RATING<br>(completed by sponsor) |  |  |   | *Goals in this column will only address the PI score. |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY   |
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| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal             <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal</li> </ol> </li> <li>2. Analyzing MAP Class Breakdown by Projected Proficiency Report from Winter Benchmark             <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who are not on track to pass the AIR tests</li> </ol> </li> <li>3. Tracking progress via current grades of students receiving interventions through team meetings.</li> </ol> |

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

| MONTH | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|-------|----------------------------------|-------------------------------|------------------------------|
|       |                                  |                               |                              |

SUMMARY RATING FOR THIS STANDARD:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

| 0 points:<br>Significantly<br>Below Goal | 1 point:<br>Below Goal | 2 points:<br>Progressing<br>Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
|--|------------------------|--|-------------------------|---------------------------|
|  |                        |  |                         |                           |

PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| A.03   | ACADEMIC PERFORMANCE STANDARD | Progress |  |  |
|--|-------------------------------|----------|--|--|
| <p>The Progress component looks closely at the growth that all students are making based on their past performances. There are four measures within the component: <b>progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students</b> statewide. The state examines students' state tests through a series of calculations to produce a "value-added" rating for each of the four groups listed.</p> <p><b>Goals</b> for this standard should address 1.) The overall letter grade; 2.) The overall percentage; 3.) Growth (identified as a percentage) for at least one of the individual measures listed above.</p> |                               |          |  |  |

|                                  | 2016/17 | 2017/18   | 2018/19  | Contract End Date: 2021   |
|----------------------------------|---------|---|--|---|
| GOAL                             | B       | B   | Overall:<br>D<br><br>Individual Measure-Gifted:<br>D | Overall: D<br><br>Gifted: D                                     |
| ACTUAL                           | F       | Overall: F<br><br>Individual Measure-Gifted:<br>F | TBD  |   |
| RATING<br>(completed by sponsor) |         |   |  | *Goals in this column will only address the Overall Percentage. |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY   |
|--|
| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal</li> </ol> </li> <li>2. Analyzing MAP Class Breakdown by Projected Proficiency Report from Winter Benchmark <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who are not on track to pass the AIR tests</li> </ol> </li> <li>3. Tracking progress via current grades of students receiving interventions through team meetings.</li> </ol> |

| THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR. |                                  |                               |                              |
|--|----------------------------------|-------------------------------|------------------------------|
| MONTH  | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|  |                                  |                               |                              |



SUMMARY RATING FOR THIS STANDARD:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

| 0 points:<br>Significantly<br>Below Goal | 1 point:<br>Below Goal | 2 points:<br>Progressing<br>Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| A.04   | ACADEMIC PERFORMANCE STANDARD | Gap Closing |  |  |
|--|-------------------------------|-------------|--|--|
| <p>Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of nine student groups against the performance of a 10th group; all students in Ohio.</p> <p><b>Goals</b> for this standard should address 1.) The component score; and 2.) At least one targeted area (reading, math or graduation rate).</p> |                               |             |  |  |

|                                  | 2016/17 | 2017/18 | 2018/19                            | Contract End Date:2021  |
|----------------------------------|---------|---------|------------------------------------|---|
| GOAL                             | 95%     | 95%     | 95%<br>Target Content Area:<br>ELA | 95%   |
| ACTUAL                           | 100%    | 100%    | TBD                                |   |
| RATING<br>(completed by sponsor) |         |         |                                    | *Goals in this column will only address the Overall Percentage. |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY   |
|--|
| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal               <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal</li> </ol> </li> <li>2. Analyzing MAP Class Breakdown by Projected Proficiency Report from Winter Benchmark               <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who are not on track to pass the AIR tests</li> </ol> </li> <li>3. Tracking progress via current grades of students receiving interventions through team meetings.</li> </ol> |

| THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR. |                                  |                               |                              |
|--|----------------------------------|-------------------------------|------------------------------|
| MONTH  | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|  |                                  |                               |                              |

| SUMMARY RATING FOR THIS STANDARD:<br>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR. |                        |                                       |                         |                           |
|---|------------------------|---------------------------------------|-------------------------|---------------------------|
| 0 points:<br>Significantly Below Goal   | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| <b>A.05</b>   | <b>ACADEMIC PERFORMANCE STANDARD</b> | <b>K-3 Literacy</b> |
| <p>Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.</p> <p>The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Districts and schools are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.</p> <p><b>Goals</b> for this standard should address 1.) The component grade; and 2.) At least one measurable, targeted strategy aimed at improving student reading scores.</p> |                                      |                     |

|                                  |         |         |         |   |
|----------------------------------|---------|---------|---------|---|
|                                  | 2016/17 | 2017/18 | 2018/19 | Contract End Date:2021                                      |
| GOAL                             | NR      | NR      | NR      | NR  |
| ACTUAL                           | NR      | NR      | NR      | NR  |
| RATING<br>(completed by sponsor) |         |         |         | *Goals in this column will only address the Component Grade |

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| <b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b> |
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| <b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b> |   |                                      |                                     |
| <b>MONTH</b>  | <b>EVIDENCE PRESENTED BY THE SCHOOL</b> | <b>TECHNICAL ASSISTANCE PROVIDED</b> | <b>PROGRESS BEING MADE (YES/NO)</b> |
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| <b>SUMMARY RATING FOR THIS STANDARD:<br/>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b> |                                |   |                                 |                                   |
| <b>0 points:<br/>Significantly Below Goal</b>   | <b>1 point:<br/>Below Goal</b> | <b>2 points:<br/>Progressing Towards Goal</b> | <b>3 points:<br/>Meets Goal</b> | <b>4 points:<br/>Exceeds Goal</b> |
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| <b>PERFORMANCE SUMMARY:<br/>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR</b> |
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| <b>A.06</b>  | <b>ACADEMIC PERFORMANCE STANDARD</b> | <b>Graduation Rate</b> |
| <p>The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four year graduation rate and 40%- the letter grade for the five-year graduation rate.</p> <p>The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.</p> <p><b>Goals</b> set for this standard should address 1.) The overall component letter grade; and 2.) The overall component percentage.</p> |                                      |                        |

|                                  |         |         |         |   |
|----------------------------------|---------|---------|---------|---|
|                                  | 2016/17 | 2017/18 | 2018/19 | Contract End Date:2021  |
| GOAL                             | NR      | NR      | NR      | NR  |
| ACTUAL                           | NR      | NR      | NR      |   |
| RATING<br>(completed by sponsor) |         |         |         | *Goals in this column will only address the overall component percentage. |

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|---|
| <b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b> |
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| <b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b> |   |                                      |                                     |
| <b>MONTH</b>  | <b>EVIDENCE PRESENTED BY THE SCHOOL</b> | <b>TECHNICAL ASSISTANCE PROVIDED</b> | <b>PROGRESS BEING MADE (YES/NO)</b> |
|   |   |                                      |                                     |

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|---|------------------------|---------------------------------------|-------------------------|---------------------------|
| <b>SUMMARY RATING FOR THIS STANDARD:</b>  |                        |                                       |                         |                           |
| <b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b> |                        |                                       |                         |                           |
| 0 points:<br>Significantly Below Goal   | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
|   |                        |                                       |                         |                           |

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| <b>PERFORMANCE SUMMARY:</b>  |
| <b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR</b> |
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| <b>A.07</b> | <b>ACADEMIC PERFORMANCE STANDARD</b> | <b>Prepared for Success</b> |
|-------------|--------------------------------------|-----------------------------|

The Prepared for Success component looks at how well-prepared Ohio's students are for all post-secondary opportunities. Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.

A Prepared for Success letter grade is based on how well the students performed on these three measures: ACT or SAT remediation-free scores; An Honors Diploma; or Earning twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields. "Bonus" points are potentially earned by students for meeting additional criteria associated with Advanced Placement scores, International Baccalaureate credits, or College Credit Plus credits.

**Goals** for this standard should include 1.) The letter grade for the component score; 2.) The overall percentage of the component score; and 3.) A specific strategy to show growth in one or more of these six measures.

|                                     |         |         |         |   |
|-------------------------------------|---------|---------|---------|---|
|                                     | 2016/17 | 2017/18 | 2018/19 | Contract End Date:2021  |
| GOAL                                | NR      | NR      | NR      | NR  |
| ACTUAL                              | NR      | NR      | NR      |   |
| RATING<br>(completed<br>by sponsor) |         |         |         | *Goals in this column will only address the overall component percentage. |

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| <b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b> |
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|---|---|--------------------------------------|-------------------------------------|
| <b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b> |   |                                      |                                     |
| <b>MONTH</b>  | <b>EVIDENCE PRESENTED BY THE SCHOOL</b> | <b>TECHNICAL ASSISTANCE PROVIDED</b> | <b>PROGRESS BEING MADE (YES/NO)</b> |
|   |   |                                      |                                     |

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|---|------------------------|--|-------------------------|---------------------------|
| <b>SUMMARY RATING FOR THIS STANDARD:<br/>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b> |                        |  |                         |                           |
| 0 points:<br>Significantly<br>Below Goal  | 1 point:<br>Below Goal | 2 points:<br>Progressing<br>Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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| <b>PERFORMANCE SUMMARY:<br/>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR</b> |
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| A.08  | ACADEMIC PERFORMANCE STANDARD | Other Academic Measure |  |  |
|---|-------------------------------|------------------------|--|--|
| <p>Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.</p> <p><b>Goals</b> set for this standard should include a brief description of the assessment and the increase being expected.</p> |                               |                        |  |  |

|                                  | 2016/17 | 2017/18                              | 2018/19  | Contract End Date:2021 |
|----------------------------------|---------|--------------------------------------|--|------------------------|
| GOAL                             | NR      | 55% Meet or Exceed their growth goal | 65% Meet or Exceed their growth goal<br><br>Assessment used: MAP | 65%                    |
| ACTUAL                           | NR      | 58%                                  | TBD  |                        |
| RATING<br>(completed by sponsor) |         |                                      |  |                        |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY   |
|--|
| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal</li> </ol> </li> <li>2. Analyzing MAP Class Breakdown by Projected Proficiency Report from Winter Benchmark <ol style="list-style-type: none"> <li>a. After the analysis, meet with each team to discuss strategies and/or interventions for students who are not on track to pass the AIR tests</li> </ol> </li> <li>3. Tracking progress via current grades of students receiving interventions through team meetings.</li> </ol> |

| THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR. |                                  |                               |                              |
|--|----------------------------------|-------------------------------|------------------------------|
| MONTH  | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|  |                                  |                               |                              |

| SUMMARY RATING FOR THIS STANDARD:<br>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR. |                        |                                       |                         |                           |
|---|------------------------|---------------------------------------|-------------------------|---------------------------|
| 0 points:<br>Significantly Below Goal   | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| A.09  | ACADEMIC PERFORMANCE STANDARD | Comparative Data from Similar Schools |
|---|-------------------------------|---------------------------------------|
| <p>In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare in the same components. ODE utilizes a method referencing six criteria to determine a “similar school” for local comprehensive districts. Because of the unique nature of Community Schools, “similar schools” should be comparable in ADM, percent poverty, and percent minority students. In determining “similar schools”, this can be any two schools within the state that are comparable in one of the areas to your school, this may include one or both being schools within the same management company.</p> <p><b>Goals</b> in this area should: 1.) Include the verbiage: “performing at rates higher than or equal to”; 2.) Identify at least two “similar” schools; 3.) Address at least one of the following areas as reported on the LRC: Performance Index, Progress, Gap Closing, K-3 Literacy Rate, or Graduation Rate.</p> |                               |                                       |

|                                  | 2016/17 | 2017/18 | 2018/19   | Contract End Date:2021    |
|----------------------------------|---------|---------|---|---------------------------|
| GOAL                             | NA      | NA      | MPA's Performance index will be higher than or equal to the PI of Ottawa Hills Elementary School.<br><br>MPA: 108.8 for 17-18<br>Ott.: 107.9 for 17-18<br><br>MPA Goal: 111.2 | MPA: 111.2<br>Ott.: 107.9 |
| ACTUAL                           | NA      | NA      | TBD   |                           |
| RATING<br>(completed by sponsor) |         |         |   |                           |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY   |
|--|
| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>4. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal             <ol style="list-style-type: none"> <li>b. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal</li> </ol> </li> <li>5. Analyzing MAP Class Breakdown by Projected Proficiency Report from Winter Benchmark             <ol style="list-style-type: none"> <li>b. After the analysis, meet with each team to discuss strategies and/or interventions for students who are not on track to pass the AIR tests</li> </ol> </li> <li>6. Tracking progress via current grades of students receiving interventions through team meetings.</li> </ol> |

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

| MONTH | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|-------|----------------------------------|-------------------------------|------------------------------|
|       |                                  |                               |                              |

SUMMARY RATING FOR THIS STANDARD:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

| 0 points:<br>Significantly<br>Below Goal | 1 point:<br>Below Goal | 2 points:<br>Progressing<br>Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| NA.01   | NON-ACADEMIC PERFORMANCE STANDARD | Mission Specific Goal |
|---|-----------------------------------|-----------------------|
| <p>The mission statement is unique to the school and determines what makes the school stand out from other schools.</p> <p>The <b>Mission</b> of the school is: Menlo Park Academy is a public school that develops the potential of gifted children through an exemplary program of rewarding experiences that nurtures the whole child.</p> <p><b>Goals</b> set for this standard should address a specific area from the school's mission statement. Examples could include Character education, student behavior, STEM focus, College preparatory.</p> <p>MPA is launching Executive Functioning this school year. Students in all grades will be taught EF skills. Executive functioning is a set of cognitive processes that are necessary for the cognitive control of behavior: selecting and successfully monitoring behaviors that facilitate the attainment of chosen goals.</p> |                                   |                       |

|                                  | 2016/17 | 2017/18 | 2018/19   | Contract End Date:2021  |
|----------------------------------|---------|---------|---|---|
| GOAL                             | NA      | NA      | <p>30% of staff know what EF is and how to teach it, per pre-program survey results.</p> <p>By the end of the 18-19 school year, 100% of the staff will know what EF is and how to teach it, per post program survey results.</p> <p>10% of students know what EF is, per pre-program survey results.</p> <p>By the end of the 18-19 school year, 100% of the students will know what EF is, per post-program survey results.</p> | 100% of the staff and students will know what EF is and how to use it to improve cognitive functioning. |
| ACTUAL                           | NA      | NA      | TBD   |   |
| RATING<br>(completed by sponsor) |         |         |   | *Goals in this column will only address the Indicators Met numeric value.                               |

| DESCRIPTION OF MEASURE AND MONITORING STRATEGY  |
|---|
| <b>We will measure and monitor progress by:</b> |

1. Compare pre and post assessment results to determine growth (Also necessary for MHJ Grant evaluation)
2. Analyze lesson plans for frequency and duration of EF lessons
3. Analyze student and staff reflection on EF.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

| MONTH | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
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SUMMARY RATING FOR THIS STANDARD:

THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

| 0 points:<br>Significantly<br>Below Goal | 1 point:<br>Below Goal | 2 points:<br>Progressing<br>Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:

THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| <b>NA.02</b> | <b>NON-ACADEMIC PERFORMANCE STANDARD</b> | <b>Attendance</b> |
|--------------|--|-------------------|

The Ohio Department of Education historically has ranked schools as proficient with a year ending attendance percentage of 93%.

The **Attendance rate** is measured by “Student Attendance Rate” means the ratio of the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for that school year. (OAC 3301-18-01). This number is expressed as a percentage.

**Goals** set for this standard should address 1.) Increasing student attendance to the proficiency rate of 93% or higher; and 2.) Identify strategies in which the school will work to accomplish this goal. (Strategies may include; increasing family involvement through activities at the school, implement student attendance incentive programs, create a peer mentoring system for students, etc.

|                                  | 2016/17 | 2017/18           | 2018/19 | Contract End Date:2021  |
|----------------------------------|---------|-------------------|---------|---|
| GOAL                             | 95%     | Indicator changed | 12%     | 12%   |
| ACTUAL                           | 95.2%   | 15.5%             | TBD     |   |
| RATING<br>(completed by sponsor) |         |                   |         | *Goals in this column will only address the Indicators Met numeric value. |

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

**We will measure and monitor progress by:**

1. Meeting bi monthly to review student attendance and tardy rates (Director and Counselor)
2. Identify students whose attendance and tardies are above the state guidelines
3. Send letters to parents informing them of the issue
4. If problem continues, request parent meeting to discuss issue
5. Counselor meets with MS students to encourage attendance.

**THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.**

| MONTH | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|-------|----------------------------------|-------------------------------|------------------------------|
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**SUMMARY RATING FOR THIS STANDARD:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

| 0 points:<br>Significantly Below Goal | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

**NA.03 NON-ACADEMIC PERFORMANCE STANDARD Parent Satisfaction**

Parent/caregivers are key stakeholders in the success of Community Schools.

The **Parent Satisfaction** increases communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.

**Goals** set for this standard should address what form of feedback will the school solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received.

|                                  | 2016/17 | 2017/18 | 2018/19 | Contract End Date:2021  |
|----------------------------------|---------|---------|---------|---|
| GOAL                             |         | 90%     | 90%     | 90%   |
| ACTUAL                           |         | 86%     | TBD     |   |
| RATING<br>(completed by sponsor) |         |         |         | *Goals in this column will only address the Indicators Met numeric value. |

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

**We will measure and monitor progress by:**

1. Administering the Annual survey to parents
2. Analyzing the results
3. Set goals based on results
4. Communicate goals to parents and community
5. Solicit feedback on progress of goals
6. Start the cycle again in June 2019.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

| MONTH | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|-------|----------------------------------|-------------------------------|------------------------------|
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**SUMMARY RATING FOR THIS STANDARD:**

THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

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|---------------------------------------|------------------------|---------------------------------------|-------------------------|---------------------------|
| 0 points:<br>Significantly Below Goal | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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| <b>NA.04</b>  | <b>NON-ACADEMIC PERFORMANCE STANDARD</b> | <b>Governing Board Performance</b> |
| <p>All community schools are required to comply with all rules and regulations regarding a Governing Board.</p> <p>The <b>Governing Board Performance</b> is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.</p> <p><b>Goals</b> set for this standard should address the ability of the individual members and/or combined entity increasing the efficiency and/or effectiveness of the board. This could include; professional development, attendance rates at meetings, attendance rate at school functions as well as interaction with key stakeholders of the community school.</p> |  |                                    |

|   | 2016/17 | 2017/18 | 2018/19  | Contract End Date:2021  |
|---|---------|---------|--|---|
| <b>GOAL</b>                             | NA      | NA      | 80% Attendance Rate of Board Members at Meetings and Work Sessions | 80% Attendance Rate   |
| <b>ACTUAL</b>                           | NA      | NA      | TBD  |   |
| <b>RATING</b><br>(completed by sponsor) |         |         |  | *Goals in this column will only address the Indicators Met numeric value. |

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| <b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>   |
| <p><b><u>We will measure and monitor progress by:</u></b></p> <ol style="list-style-type: none"> <li>Recording attendance of Board Members at Board Meetings</li> <li>Recording attendance of Board Members at Work Sessions</li> </ol> |

| <b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b> |                                  |                               |                              |
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| MONTH   | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
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| <b>SUMMARY RATING FOR THIS STANDARD:</b>  |                        |                                       |                         |                           |
| <b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b> |                        |                                       |                         |                           |
| 0 points:<br>Significantly Below Goal   | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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| <b>PERFORMANCE SUMMARY:</b>  |
| <b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR</b> |





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| <b>NA.05</b>   | <b>NON-ACADEMIC PERFORMANCE STANDARD</b> | <b>Organizational/Operational</b> |
| <p>All community schools are required to submit a variety of documents in Epicenter yearly.</p> <p>The <b>Organizational /Operational</b> contract must include a performance framework that defines your schools expected organizational/operational outcomes with clear, measurable and inclusive targets.</p> <p><b>Goals</b> set for this standard should address the on-time and accuracy of compliance submissions within Epicenter.</p> |  |                                   |

|                                     |         |                               |                               |   |
|-------------------------------------|---------|-------------------------------|-------------------------------|---|
|                                     | 2016/17 | 2017/18                       | 2018/19                       | Contract End Date:2021  |
| GOAL                                | NA      | NA                            | 98%- Accuracy<br>80%- On Time | 98%- Accuracy<br>80%- On Time   |
| ACTUAL                              | NA      | 97%- Accuracy<br>71%- On Time | TBD                           |   |
| RATING<br>(completed<br>by sponsor) |         |                               |                               | *Goals in this column will<br>only address the Indicators<br>Met numeric value. |

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| <b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>   |
| <p><b><u>We will measure and monitor this by:</u></b></p> <ol style="list-style-type: none"> <li>1. Sending notice to staff and Board of upcoming submissions and due dates</li> <li>2. Sending reminders of submissions</li> <li>3. Tracking submissions.</li> </ol> |

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| <b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b> |                                  |                               |                              |
| MONTH   | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
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| <b>SUMMARY RATING FOR THIS STANDARD:</b>  |                        |  |                         |                           |
| <b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b> |                        |  |                         |                           |
| 0 points:<br>Significantly<br>Below Goal  | 1 point:<br>Below Goal | 2 points:<br>Progressing<br>Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
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| <b>PERFORMANCE SUMMARY:</b>  |
| <b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR</b> |



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| <b>NA.06</b> | <b>NON-ACADEMIC PERFORMANCE STANDARD</b> | <b>Financial Performance and Sustainability</b> |
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All community schools are required to submit evidence of the financial performance and sustainability of the school to the sponsor.

The **Financial Performance and Sustainability** framework that defines your schools expected financial outcomes with clear, measurable and inclusive targets.

**Goals** set for this standard should address the financial performance and sustainability with specific annual and over-the-contract-term metrics and targets. ( audits, debt, building ownership, enrollment, or cash balance)

|                                  |         |         |              |   |
|----------------------------------|---------|---------|--------------|---|
|                                  | 2016/17 | 2017/18 | 2018/19      | Contract End Date:2021  |
| GOAL                             | NA      | NA      | Clean Audits | Clean Audits  |
| ACTUAL                           | NA      | NA      | TBD          |   |
| RATING<br>(completed by sponsor) |         |         |              | *Goals in this column will only address the Indicators Met numeric value. |

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| <b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>  |
| <b>We will measure and monitor progress by:</b><br>Participating in and completing clean audits. |

| <b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b> |                                  |                               |                              |
|---|----------------------------------|-------------------------------|------------------------------|
| MONTH   | EVIDENCE PRESENTED BY THE SCHOOL | TECHNICAL ASSISTANCE PROVIDED | PROGRESS BEING MADE (YES/NO) |
|   |                                  |                               |                              |

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|---|------------------------|---------------------------------------|-------------------------|---------------------------|
| <b>SUMMARY RATING FOR THIS STANDARD:</b><br><b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b> |                        |                                       |                         |                           |
| 0 points:<br>Significantly Below Goal   | 1 point:<br>Below Goal | 2 points:<br>Progressing Towards Goal | 3 points:<br>Meets Goal | 4 points:<br>Exceeds Goal |
|   |                        |                                       |                         |                           |

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| <b>PERFORMANCE SUMMARY:</b><br><b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR</b> |
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