

MODIFICATION NO. 8
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Constellation Schools: Old Brooklyn Community Elementary (“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, 2012; 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 3.2** shall be replaced in its entirety with the attached.


5. **Attachment 6.3** shall be replaced in its entirety with the attached.

6. **Attachment 6.7** shall be replaced in its entirety with the attached.

- 7. Attachment 6.12 shall be replaced in its entirety with the attached.
- 8. Attachment 6.13 shall be replaced in its entirety with the attached.
- 9. 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: 4-2-19

**Governing Authority of
Constellation Schools:
Old Brooklyn Community Elementary**

By: 
(Signature)

Its: President

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

Date: 10/18/18

ATTACHMENT 3.2 MANAGEMENT BY THIRD PARTY OPERATOR

1. Copy of Fully Executed Operator Contract

NOTE: Check here [_____] if the School is not currently managed by a third party. If the School decides to engage an operator in the future, this will require a contract modification.

Under R.C. 3314.032(A), new or renewed operator contracts entered into on or after February 1, 2016 must include the following:

- Criteria to be used for early termination of the operator contract,
- Required notification procedures and timeline for early termination or non-renewal of the operator contract, and
- A stipulation of which entity owns all community school facilities and property including, but not limited to, equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices purchased by the governing authority or management company. Any stipulation regarding property ownership must comply with the requirements of R.C. 3314.0210.



Constellation Schools LLC

"The Right Choice for Parents and a Real Chance for Children"

MANAGEMENT AGREEMENT

This Agreement, made this 28th day of June 2018 by and between Constellation Schools LLC (hereinafter referred to as "CS") and Constellation Schools: Old Brooklyn Community Elementary (hereinafter referred to as "the school") is for the purpose of setting forth the management and administration arrangement agreed to by the Parties with respect to the operation of the school.

WHEREAS, the school has entered into a contract with Educational Service Center of Lake Erie West for the Purpose of operating a community school within the Cleveland Metropolitan School District in Cuyahoga County, Ohio; and

WHEREAS, the parties wish to enter into an agreement for their mutual benefit;

NOW, THEREFORE, the parties agree as follows:

1. CONTRACT TERM AND EARLY TERMINATION. This Agreement shall be for a term of one year commencing July 1, 2018 and ending June 30, 2019. Either party may terminate or not renew this Agreement for good cause by prior written notice to the other, received by the other by January 10 of the year of termination, which shall be effective on June 30 of that year. Such notice shall detail all reasons for good cause for termination, which shall be based on the requirements of this Agreement, and provide the other a 30-day period to cure the reasons for termination. If the terminating party does not accept the cure provided, if any, the parties shall meet to discuss or proceed to dispute resolution (as defined in Paragraph 15 below).
2. SERVICES. CS will provide business, financial, and other management services to the school during the term of this Agreement. CS will provide Superintendent, Treasurer, and Business Management Services. Services to be provided by CS include:
 - a. Facilities management, including the coordination of all facility issues relating to repair and maintenance, cleaning services, grounds maintenance, proposed alterations, plans for future development, security planning and coordination of related contractor services;
 - b. Marketing and media relations;
 - c. Human Resources services, including locating personnel, interviewing candidates, updating and revising position descriptions, preparing employment contracts, and BCI criminal background checks;
 - d. Centralized purchasing and inventory control;
 - e. EMIS reporting assistance;
 - f. Financial services, including financial reporting and record-keeping, bookkeeping services, preparation of financial statements, monitoring banking relationships, obtaining annual tax return filings, obtaining annual audits, preparation and monitoring of budgets, developing and maintaining fiscal models consistent with an internal audit function, maintaining financial accounting policies and procedures, and any statutory duties set forth in the Ohio Revised Code;
 - g. Educational Services, including Curriculum Development evaluation and review, evaluation of student assessments and accountability systems, coordination of standardized testing, updating and revising policies and procedures, establishment of conflict resolution plan, coordination of consolidated local plan, development and maintenance of a viable technology plan, gifted plan, and special education plan, coordination of summer school and before/afterschool programs, and assisting with the breakfast and lunch program;
 - h. Coordination of Professional and Staff Development, including the development and monitoring of teacher certification requirements and coordination of Local Professional Development Committee and Resident Educator program (does not include teacher mentoring and coaching).


Notwithstanding the foregoing, the school hereby designates CS as its agent, and CS hereby accepts such appointment, to undertake, or cause to be undertaken, any demolition, acquisition, construction, and /or development necessary or desired by the school which is related to any property owned or leased by the school.

3. **PERSONAL PROPERTY.** All personal property of the school, including equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices, shall be listed in **Exhibit A**. Exhibit A shall indicate whether each item is owned by the school or by CS. Any personal property purchased by CS after February 1, 2016 for use in the operation of the school, and which was purchased with state funds paid to CS by the school as payment for services rendered, shall be the property of the school.
4. **REAL PROPERTY.** Any facility owned by CS or the school shall be detailed in **Exhibit B**, which will include a description of the ownership of the property and, if CS leases the property to the school, an addendum to the lease demonstrating that an independent professional in the real estate field has verified that, at the time the lease was agreed to, the lease was commercially reasonable.
5. **MANAGEMENT FEE.** The school agrees to pay for the above services during the term, and any renewal thereof, a fixed fee equal to One Hundred Eighty-Two Thousand Five Hundred and 00/100 Dollars (\$182,500.00) (the "Fixed Fee") plus a sum equal to 6.25% of the 2019 fiscal year Foundation payment received by the school, as reported in the Monthly Community School Foundation Report (the "Percent Fee") (collectively, the "Total Fee"). Notwithstanding anything to the contrary in this Agreement, the Fixed Fee shall in no event be less than fifty percent (50%) of the Total Fee and the Percent Fee shall be capped, if necessary, by an amount sufficient to meet this requirement. The Total Fee shall be due and owed at the beginning of the term or any renewal thereof, as applicable. CS may draw upon the annual obligation periodically. In addition to the Total Fee, the school shall reimburse CS for all out-of-pocket expenses that it may incur in carrying out the above listed activities.
6. **SECURITY DEPOSIT.** The school has paid to CS a refundable security deposit in the amount of Twenty-Five Thousand and 00/100 Dollars (\$25,000.00). The Security deposit shall be used to secure payment of any outstanding obligations upon termination of the Agreement.
7. **REPORTS.** CS will provide the school with reports, information, and documentation that the school deems necessary, and CS deems to be reasonable.
8. **SERVICE PROVIDERS.** CS will use its best efforts to locate the service providers, (i.e. independent contractors), necessary to carry out this contract and in so doing CS shall comply with all state and federal laws relating to, or governing the engagement and assignment of such providers under the Agreement. Non-licensed/certificated personnel will be appropriately supervised.
9. **INDEMNIFICATION.** CS agrees to indemnify, defend and hold harmless the school from any loss, cost, expense, obligation, liability, fee, (including, but not limited to reasonable attorney fees) or other expenditures incurred by the school as a result of any claims, actions or lawsuits brought against (the school) as a result of (i) the performance of CS, its employees, agents, subcontractors, representatives and assigns (collectively, CS's agents') pursuant to the terms of this Agreement, (ii) the negligence, recklessness or intentional misconduct of CS or CS's agents; or (iii) any breach of this agreement by CS or CS's agents. Likewise, the school agrees to indemnify, defend and hold harmless CS from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by the CS as a result of any claims, actions or lawsuits brought against CS as a result of the (i) the performance of the school, its employees, agents, subcontractors, representatives and assigns (collectively, the school's agents") pursuant to this agreement;(ii) the negligence, recklessness or intentional misconduct of the school or the school's agents; or (iii) any breach of this agreement by the school or the school's agents.

10. ADDITIONAL SERVICES. Nothing herein prevents the school from contracting with CS for certain support services at rates negotiated between CS and the school on a fee for service basis, so long as such services are not part of the services performed under this Agreement.
11. EMPLOYMENT OF CS EMPLOYEES. The school shall not offer employment to any CS employee assigned to the school during the current academic year without the express written consent of CS. The school shall not employ or contract with any CS employee for a period of two years after such person leaves CS, for any reason, without the written consent of CS.
12. NONDISCRIMINATION. Neither party to this Agreement will discriminate against any person on the basis of race, color, religion, disability, national origin, age, or sex.
13. SUCCESSION. This Agreement shall inure to the benefit of CS and the school, and their respective representatives, successors, and assigns.
14. NOTICES. Any notice required or permitted to be given under this Agreement shall be sufficient if in writing, and if sent by certified mail to the last known address for the school, Attention: Board Chairman, and to the principal office of CS, 5730 Broadview Road, Parma, Ohio 44134, Attention: Board Chairman, respectively.
15. DISPUTE RESOLUTION. The parties agree that each will make every good faith effort to resolve any and all disputes under this Agreement amicably before taking any legal action in court, including submitting to non-binding mediation. If a dispute is not settled between CS and the School, non-binding mediation shall take place by a mediator provided by the Ohio State Bar Association and acceptable to both parties. Each party shall pay for its own attorney fees.
16. TIME IS OF THE ESSENCE. Time is of essence, and this Agreement becomes null and void if it is not executed by both parties prior to July 31, 2018. The Agreement is not effective until executed by each party.
17. ENTIRE AGREEMENT. This Agreement constitutes the entire understanding and contract between the parties. All prior representations or agreements that are not explicitly contained herein are null and void and of no effect.

This Agreement may only be modified in a writing executed by each party hereto.

CONSTELLATION SCHOOLS, LLC

By: 
Executive Director

Date: 6/27/18

CONSTELLATION SCHOOLS: OLD BROOKLYN COMMUNITY ELEMNTARY

By: 
President

Date: 6/28/18

EXHIBIT A

PERSONAL PROPERTY

All personal property located at the school is either owned directly by the school or is leased through a third party leasing company. Leased items include copy machines, postage machines and technology equipment.

The management company, Constellation Schools, LLC does not own or lease any equipment used by or located at the school.

EXHIBIT B

SCHOOL FACILITY REAL PROPERTY

All real property which the school operates out of is owned 100% by the school. A copy of the deed is available for review at the management company offices.

The address of the property is 4430 State Road, Cleveland, Ohio 44109.

ATTACHMENT 6.3 EDUCATIONAL PLAN

1. Educational Plan
 - a. Mission and philosophy
 - b. Characteristics of the students the School expects to attract
 - c. Ages and grades of students
 - d. Description of curriculum
 - e. Instructional delivery methods used
 - f. Description of how curriculum aligns with Ohio Content Standards
2. Description of all classroom-based and non-classroom-based learning opportunities
 - a. Classroom-based
 - b. Non-classroom-based, including, when applicable, Credit Flex, College Credit Plus, field trips with academic enhancement component, tutoring, learning on contingency days or while a student is suspended/expelled, internet or independent study
3. If applicable, description of blended learning, preschool, internet- or computer-based, or approved 22+ Adult High School Diploma program requirements

The Governing Authority DOES/DOES NOT intend to seek designation for the School as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- a. Provided by or supervised by a licensed teacher;
- b. Goal-oriented; and
- c. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School has registered a Blended Learning Plan, the description must include, at a minimum:

- a. An indication of what blended learning model or models will be used
- b. A description of how student instructional needs will be determined and documented
- c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
- d. The school's attendance requirements, including how the school document participation in learning opportunities
- e. A statement describing how student progress will be monitored
- f. A statement describing how private student data will be protected
- g. A description of the professional development activities that will be offered to teachers

Constellation Schools: Old Brooklyn Community Elementary

Fiscal Year 2018-2019

6.3 Educational Plan

Focus, Mission, Philosophy, Goals, and Objectives of Curriculum

Constellation Schools: Old Brooklyn Community Elementary will maintain high student learning expectations and will employ teachers who are highly qualified in their teaching field as identified by the Ohio Department of Education.

Mission

Constellation Schools: Old Brooklyn Community Elementary provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.

Vision

Constellation Schools will create an exceptional learning community characterized by high expectations and academic excellence.

Our students will be actively engaged life-long global learners and be responsible, compassionate involved world citizens.

Our families will support their children and school as important, welcomed members of our diverse learning community.

Our teachers will be inspiring, compassionate and committed to the success of every student.

Our leaders will provide superior service, resources, and support to engage the community and ensure the success of every student.

Our Board of Directors will guide our school in creating a culture of excellence that ensures the success of every student.

Values

We believe all children deserve an exceptional education in a safe, caring, nurturing environment.

We will create a student focused community of global learners where children excel, are responsible, ethical world citizens, prepared for success in career, college and life.

Measurable SMART Goals

1. A minimum of 80% of all students in grades (K-4) will increase their RIT score in reading as demonstrated by the fall, winter, and spring MAP (Measures of Academic Progress) benchmark assessment.
2. A minimum of 80% of all students in grades (K-4) will increase their RIT score in Math as demonstrated by the fall, winter, and spring MAP Math benchmark assessment.
3. One Hundred Percent of all teachers will align their lessons to the Ohio’s Next Generation of Learning Standards in science and social studies in order to adequately prepare students for the AIR assessments.
4. One hundred percent of all teachers will align their lessons to the Common Core Math and ELA Standards in order to adequately prepare students for the AIR assessments.
5. Students must demonstrate success of the State Board Physical Education Standards, as demonstrated by 100% of required students completing the Ohio Physical Education Assessment per grade level.
6. A minimum of 80% of all students (K-4) will meet their music Student Growth Measure, as demonstrated by SLO results.
7. One hundred percent of all teachers will integrate technology into their lessons and will prepare students for the advancing technological society.
8. LEP students will increase proficiency levels by 10% in Reading and Math on the AIR assessments.

Characteristics of the Students

Enrollment Plan					
Grades	2019-20	2020-21	2021-22	2022-23	2023-24
	Number of Students				
Kindergarten	62	63	66	66	66
1st Grade	60	60	60	65	65
2nd Grade	72	72	74	75	75
3rd Grade	70	70	70	72	72
4th Grade	69	70	70	72	72
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Enrollment	333	335	340	350	350
Classes Per Grade	3	3	3	3	3
Number of Students Per Class*	K 22:1 1 – 4 27: 1	K 22:1 1 – 4 27: 1	K 22:1 1 – 4 27: 1	K 22:1 1 – 4 27: 1	K 22:1 1 – 4 27: 1

*No classroom can exceed a ratio of (27) students to every (1) regular classroom teacher.

In order to maintain consistent maximum enrollment, Constellation Schools: Old Brooklyn Community Elementary will execute marketing strategies that increase awareness of our school and partner with community agencies to provide services and identify potential families and children for enrollment.

English Language Learners

To the extent students do have limited English proficiency, the nature of the overall academic program and small class sizes will be conducive to meeting the needs of these students. Teachers are expected to meet the individual need of every child, and a child with limited English would present no exceptional circumstance to this requirement. Additional services will be made available to students if the classroom teacher believes the child will benefit from such services and the teacher is not equipped to provide the assistance necessary.

Low Performing Learners

Constellation Schools: Old Brooklyn Community Elementary will utilize the Response to Intervention process to identify low performing students. Students identified as low performing students in any given area will be provided with a research-based intervention to address their specific need. Students will be progress monitored in their area of need biweekly to measure growth and to determine next steps as outlined in our Response to Intervention.

Constellation Schools: Old Brooklyn Community Elementary is a school-wide Title One school. Each year, a needs assessment will be conducted to determine areas of weakness and a plan to target these areas will be developed. All Title One teachers are highly qualified in their area of instruction through the Ohio Department of Education.

Intervention services will be provided to low performing students based on need. Constellation Schools: Old Brooklyn Community Elementary will use both push in and pull out method of intervention.

College and Career Readiness

Preparing students for college and career is a part of the education plan for which will contribute to the school's performance. Whether training in a technical field or preparing for work or college, the College and Career Readiness component looks at how well prepared students are for their future opportunities. Constellation Schools: Old Brooklyn Community Elementary believes preparing students for their future requires a partnership between students, parents, and the school. Constellation Schools: Old Brooklyn Community Elementary will be using a curriculum called "Naviance". This curriculum is collaborative enhanced supporting students in setting personal goals, searching colleges and exploring careers based on personal skills and interests.

Description of Curriculum

Constellation Schools: Old Brooklyn Community Elementary will use a competency-based educational program which is aligned with the Ohio's New Learning Standards in Social Studies, Science, ELA and Math. These standards will ensure that all students are prepared for the state-mandated tests and all other achievement tests that the state has implemented. The curriculum will be sequentially developed for grades seven and eight, with emphasis placed on mastery at grade level and special intervention for at risk students. The curriculum will include the following content areas:

- Language Arts
- Math
- Science
- Social Studies, including Citizenship
- The Arts
- Physical Education/Health & Safety
- Technology

In addition, Constellation Schools: Old Brooklyn Community Elementary will integrate Character Education throughout its curriculum. The school's character education component is constantly monitored, evaluated and upgraded to ensure students are exposed to the most comprehensive program possible. Copies of the most current character education materials are available at the school or upon request.

Technology and computers play a significant part in the lives of children today, therefore, Constellation Schools: Old Brooklyn Community Elementary has adopted a comprehensive Computer/Technology Education Curriculum, which is constantly monitored, evaluated and improved. A copy of the most current Technology Curriculum is available for review at the school or upon request.

Constellation Schools: Old Brooklyn Community Elementary has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The curriculum committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request.

ELA – Constellation Schools: Old Brooklyn Community Elementary has adopted Pearson Reading Street for Tier I instruction in grades K to 2. The Pearson Reading Street intervention kits for grades K to 2 will be used for Tier 2 and Tier 3 intervention and remediation. Grades 3-4 use Scholastic Storyworks.

Math- McGraw Hill My Math series is used for Tier I instruction in Math for grades K to 4. IXL Math, are all computer intervention programs for Tier 2 and Tier 3 interventions.

Social Studies - Social Studies Alive (a computer based program) is used for all instruction of Social Studies.

Science – Ohio Science Fusion (a computer based program) is used for all Science instruction in Grades K-4.

Physical Education/Health – SPARK curriculum is adopted for use in physical education instruction. Fitnessgram is used as the fitness measures for the State of Ohio wellness measures. McGraw Hill Health curriculum is used for grades K to 4.

Research-based Intervention Curriculum:

- Headsprout
- Reading A to Z
- IXL Math and IXL ELA
- Small Group Guided Reading
- Small Group Guided Math

Constellation Schools: Old Brooklyn Community Elementary selected the above curriculum based on its alignment to the Common Core and Ohio’s New Learning Standards in Science and Social Studies. A Curriculum committee has met with representatives from curriculum vendors and has evaluated each curriculum based on its alignment to standards and research-based outcomes.

Constellation Schools: Old Brooklyn Community Elementary will utilize the common Core and Ohio’s New Learning Standards to provide differentiated instruction to students and to meet the students at their levels. Ohio Academic Standards – Extended will be used to provide access to all curriculum areas through modifications of grade-level content standards that have been identified as having a disability when applicable.

Constellation Schools: Old Brooklyn Community Elementary works with the Education Program Coordinator, the Curriculum Program Coordinator, and Curriculum Committee to evaluate, review, and revise the curriculum to ensure alignment to Common Core and Ohio’s New Learning Standards.

Constellation Schools: Old Brooklyn Community Elementary’s process for selecting new curriculum resources is based on teacher input. Each request for new curriculum will be evaluated and considered by the Curriculum Program Coordinator and Curriculum Committee to identify need, research-based outcomes, and alignment to the Common Core and Ohio’s New Learning Standards.

Constellation Schools: Old Brooklyn Community Elementary will evaluate whether the curriculum is successfully implemented and effective for all students with the assistance of the Education Program Coordinator, Curriculum Program Coordinator, Curriculum Committee, building principal, and instructional coach. Student Data and teacher feedback will be used as

determination of specific curriculum strengths and weaknesses.

Instructional Delivery Methods

Constellation Schools: Old Brooklyn Community Elementary will employ a variety of instructional methods to ensure that the individual educational needs of all students are met, to maintain student interest, and to challenge all students to strive for academic excellence. Teaching students' skills in each curriculum area will be accomplished in single or multi-grade classrooms through the following, but not limited to, instructional techniques:

- self-contained classrooms
- small and large group instruction
- multi-age classrooms and/or flexible groupings
- grouping by subject interest
- ability grouping
- individualized instruction
- computer-based and/or assisted instruction
- cooperative learning
- distance learning
- independent study
- Direct Instruction
- field trips, guest speakers and special presentations
- volunteer and real life experiences
- departmentalization
- interdisciplinary teaming
- multi-media instruction
- a certificated teacher in each classroom, supplemented by aides, and specialty teachers where necessary and appropriate

Educational Program for Each Grade Served

Constellation Schools: Old Brooklyn Community Elementary has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The curriculum committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request.

Evidence/Research of Viability of Curriculum

Constellation Schools: Old Brooklyn Community Elementary selected the all curriculum based on its alignment to the Common Core and Ohio's New Learning Standards in Science and Social Studies. A Curriculum committee has met with representatives from curriculum vendors and has evaluated each curriculum based on its alignment to standards and research-based outcomes.

Classroom Based and Non Classroom Based

Classroom Based

All students will follow a weekly schedule consisting of classroom based learning in math, science, social studies, English/language arts, music, art, physical education, technology, and character education. Several times a year, students will be able to participate in special programs including Science Fair, Spelling Bee, holiday music programs, plays, and the Constellation Art & Music Show. Field Trips and guest speakers will be offered based on alignment to the Common Core and Ohio's New Learning Standards.

Formats

All activities are aligned to the content standards and relevance must be documented prior to approval and participation.

Constellation Schools: Old Brooklyn Community Elementary's BLT works with the TBT to select new learning opportunities.

All students follow the weekly schedule including all classroom and non-classroom learning opportunities. To measure effectiveness of these opportunities, a variety of assessments are used, as described in the Assessment Plan.

Non-classroom Based

Technology – Students in grades second through eighth will be instructed using a one to one technology model that incorporates a station rotation. Google Apps for Education is used in all classrooms. Teachers will collaborate with Technology and Instructional coaches to incorporate instructional strategies that includes technology.

Several times a year, students will be able to participate in special programs including Science Fair, Spelling Bee, holiday music programs, plays, and the Constellation Art & Music Show. Field Trips and guest speakers will be offered based on alignment to the Common Core and Ohio's New Learning Standards.

Tutoring will be implemented based on student needs. Instruction will align with common core standards and work to remediate and/or enrich student achievement.

Post-secondary and career planning are not applicable to the elementary setting.

Student Suspension/Expulsion Learning is aligned to our student suspension and expulsion board policy.

Internet or Independent Study is not applicable at this time.

Special Education

All reasonable efforts shall be made to serve students with disabilities eligible for special education and/or related services. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier-free facilities comparable to those provided for non-disabled students. To the maximum extent appropriate to the student's disability, a student with disabilities shall be placed in an educational setting with non-disabled or less severely disabled students. No student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the students of the school.

The school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations.

The school is dedicated to facilitating the social, academic, and emotional growth of all Students, and, believes that all children can and will learn if they are provided with a safe, nurturing and caring educational environment.

All students entering the School will be screened for hearing, vision, speech and communication, and health or medical problems by November 1st of each school year. Students admitted other than at the beginning of the school year will be screened within 60 days of admission. Upon enrolling, students previously identified as having special educational needs will have their Individual Educational Program (IEP) reviewed according to applicable law and policy, and, revised where appropriate. Students suspected of having a disability with an educational impact, but not previously identified, may be provided with classroom interventions recommended and designed to assist the Student overcome his/her learning difficulties without further identification. Where interventions are not successful in meeting the educational needs of the student, an Evaluation Team Report (ETR) will be performed on site after parental consent has been secured. An IEP will be developed within 30 days, in accordance with applicable requirements, for students identified as having a disability with an educational impact. All students with disabilities will be provided services in the least restrictive environment. Typically, this will mean that special needs students will receive services in the classroom with other students, however, when necessary and justified, students with disabilities may be pulled from the classroom and provided services on an individual or group basis.

The school will, in circumstances either allowed or required by applicable law: allow adjusted performance/passing standards for Students who have demonstrated limited intellectual capacity, and if deemed necessary by the school.

The School will comply with all laws governing the provision of services to Students with special needs. In compliance with the Individuals with Disabilities Education Act (IDEA), multi-factored evaluations beyond those mentioned above will be conducted as needed on all students classified "special education." Psychological evaluations and re-evaluations will be conducted as required by law. The school will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Process for identifying students with disabilities.

Constellation Schools: Old Brooklyn Community Elementary School supports and complies with all applicable federal and state laws, procedures and policies regarding the School's child find responsibilities. The school will conduct all child find activities for students who are enrolled in the school so that they are appropriately located, identified and referred for evaluation.

Pursuant to Ohio law, Constellation Schools: Old Brooklyn Community Elementary School is required to perform the same child find duties as city, local, exempted village school districts, and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts. A Child Find Notice shall be published on the Constellation website and in the annual report for each school.

Constellation Schools: Old Brooklyn Community Elementary School will utilize the Response to Intervention process to identify low performing students. Students identified as low performing students in any given area will be provided with a research-based intervention to address their specific need. Students will be progress monitored in their area of need biweekly to measure growth and to determine next steps as outlined in our Response to Intervention. The school will use a variety of formative and summative assessments in order to evaluate student knowledge and skills. Assessments have been selected based on their alignment to Ohio's New Learning Standards.

Resources the school will devote to serving students with disabilities.

Each special education teacher will review student IEPs and create a daily schedule that includes service time. The schedule will also reflect classroom planning time and teacher based team (TBTs) time. The researched based curriculum offers the instructor a differentiated approach to meet the needs of diverse learners. The special education teacher has access to a universal screen and monitoring program. Constellation Schools: Old Brooklyn Community Elementary School has access to weekly full release mentors to meet with teachers to provide direct support in the area of special education compliance, strategies and service delivery.

Process for coordination between general education teachers and special education teachers and/or service providers.

As required team members, each of the above parties will have input and will be responsible for implementation of a student's Individual Education Program (IEP). A copy of each student's IEP is given to general education teachers and service providers at the start of the school year. The team will meet together to review the components of each IEP. The general education and special education teachers will meet regularly in their teacher based teams where they will collaborate in regards to student needs in instruction, service delivery, construction and execution of each IEP. The teams will also meet annually to create and review the IEP will all required members.

Process used to monitor the achievement and progress of students with disabilities.

The student Individual Education Program will outline student current performance level on skills that the student will be learning for a year, the IEP identifies the goals that the student needs to

reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The special education teacher then measures the student's academic progress regularly (weekly, biweekly, or monthly) using probes or measures. The progress on each goal is communicated with parents every 4 to 5 weeks in the form of an interim or progress report. If the student struggles to achieve each goal, the team reconvenes and adjusts the goal(s) as appropriate.

Process used to evaluate the efficacy of the program and to ensure the needs of special education students are being met.

As students are identified as a student with an educational disability, an IEP is created based on the information outlined in the ETR. If the student has an IEP upon enrolling, the team review the ETR and IEP choose to reevaluate, adopt all documents in their entirety or revise as necessary. Progress monitoring occurs regularly as deemed necessary per the IEP. If the student is demonstrating progress is being made and the services, goals and accommodations are appropriate, the service providers continue with the program in place. If the team deems adequate progress is not being made, based on the progress monitoring measure outlined in the IEP, the team reconvenes and amends as necessary.

Evidence that supports the appropriateness of the school's approach to serving students with disabilities.

The multi-step approach includes a tiered RtI program that assesses students based on a district approved research based assessment. If a student is identified as being at risk, interventions are provided and progress monitoring takes place in regular increments using a researched based progress monitoring program. The information is reviewed regularly and the team determines whether students are making adequate progress with the current level of intervention, or if increased frequency or intensity of interventions is necessary. If interventions are not successful in meeting educational needs, a qualified team conducts an ETR. If the student qualifies as a student with an educational disability, an IEP is created within 30 days. Upon enrolling, students previously identified as having special educational needs will have their Individual Educational Plan (IEP) reviewed according to applicable law and policy, and, revised where appropriate. The IEP team members will offer accommodations and modifications and progress monitoring as outlined on the IEP. If the team determines that adequate progress is not being made, the team will reconvene and amend the IEP as appropriate.

English Learners

English learner students (EL) are entitled to the same educational rights and privileges as all students in Constellation Schools: Old Brooklyn Community Elementary. The goal of the mainstream classroom teacher(s) and EL teacher(s) is to create an environment where the EL students can overcome their linguistic, cultural and academic difficulties. We believe the best way for EL students to receive their equal educational opportunity is through continual collaboration with the mainstream classroom teacher(s) and the EL teacher(s). The goal of Constellation School's English Learner Program is academic success, graduation from the EL program and most importantly the language proficiency that will allow our students participate fully in society for the rest of their lives.

The school’s methods and strategies for identifying and serving students who are EL in compliance with all federal laws and regulations.

In order to determine a student’s eligibility for the program, a Home Language Survey is completed at the time of enrollment for all students who are identified on the enrollment application with a language other than English spoken at home.

Process for identifying students whose first language is not English and the methods for determining the kinds of assistance these students may need:

The answers on the Home Language Survey (HLS) will determine whether or not a language other than English is utilized in the home. If the HLS shows that another language is spoken in the home, an initial assessment must be given to determine if the student is an English Learner (EL). A standardized assessment of language proficiency will be used, and the student’s composite score on this assessment will determine their need and eligibility for the English Learner program.

If a student transfers to Constellation Schools: Old Brooklyn Community Elementary School and the administration is given records from the previous school with an OELPA score of anything less than proficient, the above steps can be skipped. The student is still considered EL, however, a language proficiency assessment can be given to learn how to better meet the needs of the student.

There are sometimes instances when a HLS will indicate English in the only language spoken in the home, but the classroom teacher may learn that another language is spoken. If the student is doing well academically, socially, and culturally within the school, the classroom teacher and the EL teacher will respect the HLS. However, if the classroom teacher sees the student struggling with listening, speaking, reading, or writing, the team should elicit help from the EL teacher to discuss changing the HLS.

The approach the school will take to meet the needs of EL students both within general education classrooms and in other settings:

The ESL teacher will utilize the initial testing scores or yearly OELPA scores in order to best meet the needs of each ESL student that is permitted to receive services. This means the frequency, group size and duration of service will not be equal for all students.

Most commonly, the ESL teacher will use the pull-out model of instruction. Constellation Schools: Old Brooklyn Community Elementary’s Response to Intervention (RtI) model allows time for pull-out instruction without missing core instructional times in the classroom. There may also be classrooms where the EL teacher and classroom teacher feel pushing-in and working together to co-teach can have the most benefit to the EL students. Co-teaching is done throughout the school year.

The resources the school will devote to serving EL students.

Teachers will have weekly planning time to collaborate how to best meet the needs of the EL student. Students will have access to computers and computer programs that are researched based and will reinforce necessary language concepts. Teachers will be permitted to attend the yearly EL conference through the state of Ohio.

Process for coordination between general education teachers and staff serving EL students, ie. ESL or TESOL teachers.

The general education teacher and the EL teacher collaborate as needed to make sure the needs of the EL student are being met. This is done at least 3 times per year during the RtI process.

Process used to monitor the achievement and progress of EL students, including exit criteria.

New student's families are administered a Home Language Survey. If the survey comes back that a different language is spoken in the home, then the EL teachers gives an assessment to determine eligibility for language services. If the student is an English Learner and the parent accepts services, the student is assigned appropriate serves based on EL needs. This can include but is not limited to pull-out small group instruction, push-in classroom instruction or one on one intensive instruction. The student must take the state exam (OELPA) and if the student meets the criteria to exit the EL program they are no longer classified as EL, but are monitored for 2 years. If the student does not pass the state exam, the student remains eligible for EL services and remains in the program and takes the state exam (OELPA) annually. If the parent denies service, the student is still considered EL and must take the annual state exam (OELPA) in order to exit the program.

Process used to evaluate the efficacy of the program and to ensure the needs of EL students are being met.

This will be accomplished through the use of the OELPA which is administered yearly. Also, a parent survey is administered at the end of the year to determine if the needs of the students are being met.

Process the school will use to make all necessary materials available to parents of EL students in a language they can understand.

All necessary documents are translated upon request of the parent into their home language.

At-Risk Students

Constellation Schools: Old Brooklyn Community Elementary School will make every reasonable effort to close the achievement gap between its high and low-performing children.

The school utilizes a Response to Intervention program to identify and intervene effectively with students who are struggling with grade level skills and are at risk for low performance. Within this model, all students are assessed using the NWEA MAP assessments in fall, winter and spring of each academic year. Students will be assessed in Reading, Math, Language Usage and Science.

The school's methods and strategies for identifying and serving students who are not meeting academic standards and are at risk of academic failure both within general education classrooms and in other settings.

Following the September (fall) MAP assessment, students whose scores fall below the 25th percentile begin receiving small group intervention for 60-90 minutes each week to target specific skill deficits in reading or math.

Resources the school will devote to serving struggling students

Students identified as low performing students in any given area will be provided with research-based interventions in and out of the classroom to address their specific need. Students will also be offered tutoring after school based on their individual need. Parents may contact the school to schedule a conference with any of their child's team to discuss their child's progress.

Constellation Schools: Old Brooklyn Community Elementary School will be a school-wide Title One school. Each year, a needs assessment will be conducted to determine areas of weakness and a plan to target these areas will be developed. All Title One teachers are highly qualified in their area of instruction through the Ohio Department of Education.

Intervention services will be provided to low performing students based on need. Constellation Schools: Old Brooklyn Community Elementary School will use both push in and pull out method of intervention.

Process used to monitor the achievement and progress of struggling students.

Progress monitoring data is collected using the AIMSWeb program every two weeks to track the student's progress in intervention and to inform instruction.

Process used to evaluate the efficacy of the program and to ensure the needs of struggling students are being met.

Every eight weeks, the school team, including the classroom teacher, Title I (intervention) teacher, building administrator and school psychologist, convenes to review the progress monitoring data and determine whether the student is responding to the current level of intervention. If the student's rate of progress and/or skill level fall below the grade level target based on AIMSWeb national norms, the intensity of the intervention will be increased for an additional four to six weeks and then reviewed again by the team. Students who have been receiving consistent intervention and who are not responding to this level of support, or students who are only able to make progress with intensive, individualized supports in place may be referred for a multi-factored evaluation to determine whether the student demonstrates educational needs that require specially designed instruction to access the general education curriculum.

K-3 Students Identified as Not on Track

Instructional methods and strategies are appropriate for and meet the needs of students who are not on track to meet the 3rd Grade Reading Guarantee.

The students are pulled out for individualized instruction based on their RIMPS. The amount of time varies according to the tier that they are placed in. The minutes are adjusted based on RtI meetings that are held once per quarter.

Methods and strategies for identifying and serving students who are not on track to meet the 3rd Grade Reading Guarantee.

The school administers NWEA Map to students in the fall. The results of this assessment are used to determine if the students are on or off track. Students meeting the cut score are considered on track, while those who do not meet the cut score are deemed off track. The students who are off

track are then placed on a RIMP and goals are set to help the student achieve growth. Students are progress monitored according to the guidelines set forth by the RIMP.

Resources the school will devote to serving struggling K-3 students.

Students are pulled out to receive differentiated instruction or the Title I teacher will push in to offer differentiated instruction. The instructional materials that will be used are Headsprout, IXL Math and ELA, and AIMSWeb. These resources will be assessable through one to one laptop computers. The Title I teachers who will work with the struggling K-3 students will plan weekly with the general ed classroom teacher.

Process used to monitor the achievement and progress of Not On Track K-3 students.

The students who are off track are placed on a RIMP and goals are set to help the student achieve growth. Students are progress monitored according to the guidelines set forth by the RIMP.

Process used to evaluate the efficacy of the program and to ensure the needs of Not On Track K-3 students are being met.

Teachers, principals and building coaches will review the progress monitoring data as well as the map data at the end of each assessment to determine if the students are performing at an appropriate level, based on the goals set forth by their RIMP.

High Performing/Gifted Students

How the school's instructional methods and strategies are appropriate for and meet the needs of students who are exceeding grade level performance expectations.

Teachers will be required to plan their lessons according to the students' needs ensuring that differentiated instruction occurs for students who are exceeding grade level performance expectations. Additionally, the teacher will use multiple instructional materials, activities, strategies, and assessment techniques to meet students' needs and maximize the learning of their high achieving students. They will adjust the delivery and pacing of the lesson in response to student cues, and use both direct instruction and indirect instruction flexibly to serve appropriate learning purposes.

The school's methods and strategies for identifying and serving students who are exceeding academic standards within general education classrooms and in other settings.

Following the Fall MAP assessment, students whose scores fall above the normative range for their grade level will be identified and a plan will be made to ensure those students are being challenged at an appropriate level. The teachers will implement a variety of classroom techniques and strategies that will enhance student's academic achievement.

The resources the school will devote to serving high performing/gifted students.

Each year teachers will be provided with professional development and/or instructional coaching to help teachers deliver instruction to meet the needs of their high achievers. Instructional methods will be done through a variety of ways such as small group instruction, cooperative learning, direct instruction, and differentiated instruction.

Process used to monitor the achievement and progress of high performing students.

Students will be monitored through the use of formative and summative assessments during classroom instruction as well as through the MAP benchmark assessment which will be completed in the fall, winter, and spring.

Process used to evaluate the efficacy of the program and to ensure the needs of high performing students are being met.

Teachers, principals and building coaches will review the map data at the end of each benchmark assessment to determine if the students are performing at an appropriate level.

Curriculum and Instruction

Alignment to all of Ohio’s Learning Standards

Constellation Schools: Old Brooklyn Community Elementary will use a competency-based educational program which is aligned with the State of Ohio’s Learning Standards in Social Studies and Science and Ohio’s Learning Standards for ELA and Math. These standards will ensure that all students are prepared for the state-mandated tests and all other achievement tests that the state has implemented. The curriculum will be sequentially developed for grades Kindergarten to Four, with emphasis placed on mastery at grade level and special intervention for at risk students. The curriculum will include the following content areas: Language Arts, Math, Science, Social Studies, including Citizenship and Financial Literacy, The Arts, Physical Education/Health & Safety and Technology.

Scope of Curriculum

ELA – Constellation Schools: Elyria Academy has adopted Pearson Reading Street for instruction in grades K to 2, Scholastic Storyworks in grade 3-4.

Math- McGraw Hill My Math series is used for instruction in Math for grades K to 4.

Social Studies - TCI Social Studies Alive series is used for all instruction of Social Studies for grades K to 4.

Science – Houghton Mifflin Harcourt-Science Fusion Series is used for all Science instruction in Grades K-4.

Physical Education/Health – SPARK curriculum is adopted for use in physical education instruction. McGraw Hill Health curriculum is used for grades K to 4.

In addition, Constellation Schools: Old Brooklyn Community Elementary will integrate Character Education throughout its curriculum. The school’s character education component is constantly monitored, evaluated and upgraded to ensure students are exposed to the most comprehensive program possible. Copies of the most current character education materials are available at the school or upon request.

Technology and computers play a significant part in the lives of children today, therefore, Constellation Schools: Old Brooklyn Community Elementary has adopted a comprehensive

Computer/Technology Education Curriculum, which is constantly monitored, evaluated and improved. A copy of the most current Technology Curriculum is available for review at the school or upon request.

Curriculum resources that support instructional planning and the process used to develop the curriculum resources.

Constellation Schools: Old Brooklyn Community Elementary selected the above curriculum based on its alignment to Ohio’s Learning Standards in ELA, Math, Science and Social Studies. A Curriculum committee has met with representatives from curriculum vendors and has evaluated each curriculum based on its alignment to standards and research-based outcomes. Old Brooklyn Community Elementary has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The curriculum committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request. Constellation Schools: Old Brooklyn Community Elementary works with the Curriculum Program Coordinator and Curriculum Committee to evaluate, review, and revise the curriculum to ensure alignment to Ohio’s Learning Standards.

Constellation Schools: Old Brooklyn Community Elementary has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The curriculum committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request.

Constellation Schools: Old Brooklyn Community Elementary works with the Curriculum Program Coordinator and Curriculum Committee to evaluate, review, and revise the curriculum to ensure alignment to Ohio’s Learning Standards.

Instructional materials that will be used in the classroom for Tier 1, Tier 2, and instruction/intervention.			
	TIER 1	TIER 2	TIER 3
Reading/ELA	<p>Pearson Reading Street Grades K-2; Harcourt Scholastic Storyworks grades 3-4; Newsela grades 3-4</p> <p>Grades 3-4 use Literature Trade Books as well</p>	<p>The Pearson Reading Street Intervention kits for grades K-2; IXL for grades 3-4, Reading A-z, Headsprout, Raz Plus, IXL, No Redink are computer based intervention programs</p>	<p>Reading A-Z, Headsprout, Raz Plus, IXL, No Redink are computer based intervention programs</p>
Math	<p>McGraw Hill My Math Series grades K-4</p>	<p>IXL, Xtra Math are computer based interventions programs</p>	<p>IXL, Xtra Math are computer based interventions programs</p>
Science	<p>HMH Science Fusion grades K-4 , McGraw Hill</p>	<p>HMH Science Fusion Intervention Program</p>	<p>HMH Science Fusion Intervention Program</p>

Social Studies	TCI Social Studies Alive grades K-8	TCI Social Studies Alive Intervention Practices grades K-4	TCI Social Studies Alive Intervention Practices grades K-4
Behavior Management	Old Brooklyn Community Elementary PBIS Plan	Old Brooklyn Community Elementary PBIS Plan	Old Brooklyn Community Elementary PBIS Plan

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



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4.2010.6 Conduct and/or Behavior Infractions

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.

Infractions and Likely Disciplinary Action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
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	No Student shall display or possess any electronic devices (cellular	Level 1-2 disciplinary	Level 2-3 disciplinary	Level 2-4 disciplinary



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Communication Devices	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.	action.	action.	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
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,	Level 1-2 disciplinary	Level 1-3 disciplinary	Level 2-4 disciplinary



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	written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	action.	action.	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/ Menacing/ 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 e-mail, 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 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 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/ Verbal Abuse/ 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	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.



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	any other manner, abuse others.			
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"> • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors • Any inappropriate playground behaviors • Minor insubordination to adults 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.
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"> • Leaving the school building or grounds without permission • Other acts which could harm the student or others 	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"> • Defacing textbooks, library books, and other school materials • Destruction or improper use of school computers, printers, or other technology 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.



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	<ul style="list-style-type: none"> Defacing/destruction of school property including desks, walls, lockers, etc. Failure to respect the property of other students, teachers, school personnel, etc. Gum chewing on school property Improper use of restrooms and/or supplies Stealing 			
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"> Bringing toys or distracting objects to school Creating toys or distracting objects at school 	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.



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3000 STUDENT DISCIPLINE

4.3010 Expulsion and Suspension Policies

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;



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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 curriculum, classroom assignments, tests, and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and



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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 Board Approved Designee, 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 Board Approved Designee, 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



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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 to 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 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 of the student and the treasurer of the Board of Directors of the suspension. 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.



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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 to 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. 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;



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- 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 of 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.

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

See **Appendix 4.3010-A** Notice of Intended Suspension from School; **Appendix 4.3010-B** Notice of Emergency Removal and Intent to Suspend from School; **Appendix 4.3010-C** Notice of Suspension from School; **Appendix 4.3010-D** Notice of Rights Re: Suspension from School; **Appendix 4.3010-E** Notice of Intended Expulsion from School; **Appendix 4.3010-F** Notice of Emergency Removal and Intent to Expel from School; **Appendix 4.3010-G** Notice of Expulsion from School; **Appendix 4.3010-H** Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); **Appendix 4.3010-I** Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).

Adopted: September 20, 2018



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4.3020 Permanent Exclusion of Non-Disabled Students

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 Executive 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 Executive Director's recommendation.



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CHAPTER 4: STUDENT POLICIES

4.3020 Permanent Exclusion of Non-Disabled Students (continued)

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 Executive 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.

R.C. 3313.662



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CHAPTER 4: STUDENT POLICIES

4.3030 Suspension/ Expulsion of Disabled Students

In matters relating to the disciplining of disabled students, the Board shall abide by Federal and State laws regarding suspension and expulsion. The Principal, or designee, 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).

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.



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CHAPTER 4: STUDENT POLICIES

4.3030 Suspension/ Expulsion of Disabled Students (continued)

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.



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4.3030 Suspension/ Expulsion of Disabled Students (continued)

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.



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CHAPTER 4: STUDENT POLICIES

4.3030 Suspension/ Expulsion of Disabled Students (continued)

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.

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.

Constellation Schools

CHAPTER 5: HEALTH AND SAFETY POLICIES, PRACTICES AND PROCEDURES

5.1250 Positive Behavioral Interventions and Supports, Seclusion, and Restraint

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.

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CHAPTER 5: HEALTH AND SAFETY POLICIES, PRACTICES AND PROCEDURES

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.

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CHAPTER 5: HEALTH AND SAFETY POLICIES, PRACTICES AND PROCEDURES

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.

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CHAPTER 5: HEALTH AND SAFETY POLICIES, PRACTICES AND PROCEDURES

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.

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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 Principal 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.



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1000 STUDENT ADMISSION AND ATTENDANCE

4.1010 Application Process

All admission procedures will be in compliance with Section 3314.06, of the Revised Code. Applications will be available during the first two weeks of December for the succeeding academic year. During the first two weeks of December of each year, the school will accept applications from students wishing to enroll in the school. Preference will be given to students attending the School and to siblings of such students. Applications submitted after the close of the December application period will be subject to space availability after the lottery (if a lottery is conducted), and will be handled on a first-come, first-serve basis, until the maximum enrollment has been reached in each grade level. A waiting list may be established for prospective enrollees.

The enrollment period will end on September 30 of each year. Notwithstanding the foregoing, a student currently enrolled in a school operated by Constellation Schools will be permitted to transfer to another school operated by Constellation Schools mid-year, provided the following requirements are met:

- (1) the parent/guardian provides documentation, satisfactory to the School, establishing that the student's residence has changed;
- (2) the student's new residence is closer, as measured by the shortest driving route, to the School the student is transferring to than to the School of current enrollment;
- (3) there are no students on a waiting list for the transferring student's grade level at the proposed School; and
- (4) the proposed School has available space in the applicable placement grade.



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CHAPTER 4: STUDENT POLICIES

4.1030 Admission and Lottery Standards

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

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. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

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;
- 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 will have first preference for a position;
- Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School’s total enrollment.
- Students who reside in the district in which the school is located, will be given third preference.

R.C. 3314.06.

See Policy 2.1070 General Notice of Non-Discrimination, Policy 2.1080 Access to Equal Educational Opportunity, Policy 2.2080 Compulsory and Early Kindergarten Admission, Policy 4.1150 Enrollment and Residency Policy, and Policy 4.1160 Tuition for Out-of-State Students

Adopted June 28, 2018 & July 19, 2018



Constellation Schools

CHAPTER 4: STUDENT POLICIES

4.1070 Attendance/Truancy/Withdrawal/Discipline/Intervention

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 4.1090 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.



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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 than 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.

Prior to or upon the student's return, the parent shall provide to the School an explanation of the cause for absence. Failure to provide an explanation of the cause of absence, shall result in an unexcused absence. The Principal or his/her designee shall determine whether provided explanation of the cause of absence justifies excusing the absence in accordance with the terms in this policy. The Principal or his/her designee reserves the right to verify any such explanation of the cause of absence and to investigate the cause of each individual absence as it deems appropriate.

15. Vacations that interfere with school attendance should be discussed with a school administrator in advance of the planned vacation, if at all possible. Students who take vacation trips during the school year shall be considered absent with parental permission. It will be the obligation of the parent and the student to see that work missed is made up, and if necessary, secure a tutor without undue demand upon the classroom teacher. In addition, the following will be expected:

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

Withdrawal

A student who fails to participate in one hundred five 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 fails to participate in seventy-two (72) consecutive hours of



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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 Principal or his/her designee 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 shall 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 track tardiness and early dismissal times based on the precise amount of missed instruction, traced 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).

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 nurse's 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.



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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.



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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.



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CHAPTER 4: STUDENT POLICIES

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. 330-69-02

Adopted: September 20, 2018



Constellation Schools LLC

The Right Choice for Parents and a Real Chance for Children!

4.1150 Enrollment and Residency Policy

Constellation Schools: Old Brooklyn Community Elementary admits students residing in the home district of Cleveland Metropolitan School District, and (___) contiguous districts, **OR**, **(X)** statewide (“admissions areas”). The School serves grades K-4 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
- A 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) 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)

See also Policy 2.1260 Migrant Students; Policy 4.1030 Admissions and Lottery Standards; Policy 2.2080 Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation – Compulsory Kindergarten and First Grade Admissions; Policy 5.2230 Missing and Absent Children; Policy 4.2070 Student Records and Release of Information; Policy 4.2110 Homeless Students and Policy 2.3120 Grandparent Caretaker Policy.

Adopted September 20, 2018

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.



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4.1070 Attendance/Truancy/Withdrawal/Discipline/Intervention

General Policy

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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).
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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.



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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 than 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.

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15. Vacations that interfere with school attendance should be discussed with a school administrator in advance of the planned vacation, if at all possible. Students who take vacation trips during the school year shall be considered absent with parental permission. It will be the obligation of the parent and the student to see that work missed is made up, and if necessary, secure a tutor without undue demand upon the classroom teacher. In addition, the following will be expected:

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

Withdrawal

A student who fails to participate in one hundred five 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 fails to participate in seventy-two (72) consecutive hours of



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Whenever a student withdraws from the School voluntarily, the Principal or his/her designee 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.

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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:

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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.



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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
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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.



Constellation Schools

CHAPTER 4: STUDENT POLICIES

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. 330-69-02

Adopted: September 20, 2018



Performance Accountability Framework Attachment 11.6

School Name	Old Brooklyn Community Elementary
School IRN	134098
Building Principal/Director	Cherie Kaiser
Management Company	Constellation Schools
Contract Dates with the ESC of Lake Erie West	
Start Date: 7/01/2012	End Date: 6/30/2022
School Mission: Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.	

A.01	ACADEMIC PERFORMANCE STANDARD	Achievement: Indicators Met
<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 Indicators Met 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>Goals 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:2022
GOAL	70% passage rate in 4 th grade Social Studies. 64% passage rate in 4 th grade math 40% passage rate in 4 th grade reading 38% passage rate in 3 grade reading 65% passage rate in 3 rd grade math.	64.5% passage rate in fourth grade math 40.5% passage rate in fourth grade reading 38.5% passage rate in third grade reading 65.5% passage rate in third grade math	0/4 indicators- F	2/4 indicators= 50%
ACTUAL	C 40% 2 indicator met out of four	0 indicators met=0% F 66.7% passage rate in fourth grade math 75.8% passage rate in fourth grade reading 64.3% passage rate in third grade reading 62.9% passage rate in math		

RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.
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DESCRIPTION OF MEASURE AND MONITORING STRATEGY
8-week TBT process will be adhered to utilizing power standards identified through NWEA testing and Air assessments. Small groups will be identified for differentiated instruction based on the TBT assessments. AIMSweb and NWEA Map benchmark data will be used to progress monitor.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

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 Performance Index 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>Goals 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: 2022
GOAL	PI-64% Adv.- 5% Acc.- 7% Prof.- 36% Basic- 40% Limited-12%	PI Score 71.9% Adv- 10% Acc.-12% Prof.- 41% Basic 30% Limited- 7%	PI Score 75% Decrease limited category from 18.8% to 16% Increase proficiency rate from 23.5% to 25% Adv-11% Acc -12% Prof- 41% Basic-30% Limited- 7%	PI Score 85.5%
ACTUAL	79.1- C	73.2- C		
RATING (completed by sponsor)				*Goals in this column will only address the PI score.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
8-week TBT process will be adhered to utilizing power standards identified through NWEA testing and Air assessments. Small groups will be identified for differentiated instruction based on the TBT assessments. AIMSweb and NWEA Map benchmark data will be used to progress monitor.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: 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: 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 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>Goals 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: 2022
GOAL	Overall – D Lowest 20%- C Disabilities- F	Overall- D Lowest-20%- C Disabilities- D	Overall- D Lowest 20%- D	Overall- C
ACTUAL	D	F Overall- F Lowest 20%- F Disabilities- NR		
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>8-week TBT process will be adhered to utilizing power standards identified through NWEA testing and Air assessments. Small groups will be identified for differentiated instruction based on the TBT assessments. Progress monitoring will take place with AIMS and NWEA Map benchmarking.</p>

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:

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

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>Goals 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: 2022
GOAL	READING All - 74.1% Eco. Dis- 63% White-75.3% MATH All- 74.8% Eco. Dis- 63.7% White- 76%	READING All- 74.3% Eco. Dis- 63.2% White- 75.5% MATH All-75% Eco Dis-63.9% White- 76.2%	D-69%	69%
ACTUAL	B- 89.7%	D- 66.7%		
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
8-week TBT process will be adhered to utilizing power standards identified through NWEA testing and Air assessments. Small groups will be identified for differentiated instruction based on the TBT assessments. ... We will focus on increasing our Reading Economically Disadvantaged group from 70.8% to 73%. Aims Webb and NWEA will be used to progress monitor.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: 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.05	ACADEMIC PERFORMANCE STANDARD	K-3 Literacy
<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>Goals 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: 2022
GOAL	60%	63%	C	B
ACTUAL	C	D		
RATING (completed by sponsor)				*Goals in this column will only address the Component Grade

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Small group guided reading based on flexible groupings. Measured through weekly progress monitoring for Tier 2 A and 2 B students and through NWEA Map data.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

A.06	ACADEMIC PERFORMANCE STANDARD	Graduation Rate
<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>Goals 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:
GOAL	N/A	N/A	N/A	N/A
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the overall component percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
N/A

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

A.07	ACADEMIC PERFORMANCE STANDARD	Prepared for Success
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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:
GOAL	N/A	N/A	N/A	N/A
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the overall component percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
N/A

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

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>Goals 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: 2022
GOAL	70% of students will score in the average range	72% of students scored in the average range	75% of students will score in the average range;	75% of students will score in the average range
ACTUAL	Greater than 70%	Greater than 72%		
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>8-week TBT process will be adhered to utilizing power standards identified through NWEA testing and Air assessments. Small groups will be identified for differentiated instruction based on the TBT assessments. Progress will be monitored through NWEA Map benchmarking.</p>

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

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>Goals 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: 2022
GOAL			We will perform at higher rates or equal to on our P.I index to William Cullen Harper and Benjamin Franklin in the Cleveland Metropolitan School District	We will perform at higher rate on our P.I index to William Cullen Harper and Benjamin Franklin in the Cleveland Metropolitan School District
ACTUAL				
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
NWEA map assessments and AIR assessments

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

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 Mission of the school is: Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.</p> <p>Goals 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>		

	2016/17	2017/18	2018/19	Contract End Date: 2022
GOAL	During the 2016/2017 school year, 85% of students will earn a C or higher on the behavior portion of student's report cards. Suspensions will not exceed 10 per year.	During the 2017/18 school year, 85% of students will earn a C or higher on the behavior portion of student's report cards. Suspensions will not exceed 7 per year.	Implementation of PBIS and Character Education	Implementation of PBIS and Character Education(including Tier 3)
ACTUAL	Greater than 85%	Greater than 85%		
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
SWISS tracking system will demonstrate a decrease in student referrals and will be reviewed monthly by the PBIS team.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

NA.02	NON-ACADEMIC PERFORMANCE STANDARD	Attendance
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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: 2022
GOAL	93%	93%	93%	93%
ACTUAL		94%		
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Health Education in the area of hand washing and that spread of germs. Attendance will be monitored through attendance logs.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

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NA.03	NON-ACADEMIC PERFORMANCE STANDARD	Parent Satisfaction
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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: 2022
GOAL	93%	93%	93%	93%
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Parent surveys and communication via remind/Dojo/email and phone logs

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

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NA.04	NON-ACADEMIC PERFORMANCE STANDARD	Governing Board Performance
<p>All community schools are required to comply with all rules and regulations regarding a Governing Board.</p> <p>The Governing Board Performance is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.</p> <p>Goals 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: 2022
GOAL	<p>Old Brooklyn Elementary Board members will receive annual training as required by state law and the sponsor agreement. Board meetings will be held monthly with an attendance rate of 95% or better for board members. Each board member will participate in a minimum of three of the following:</p> <ul style="list-style-type: none"> a. Additional organizational committee b. Organizational Strategic Planning c. Attendance at a school sponsored event d. Accompany school sponsor during their school visit e. School site visit when school in session – coordinated with Principal f. Attendance 	<p>Old Brooklyn Elementary Board members will receive annual training as required by state law and the sponsor agreement. Board meetings will be held monthly with an attendance rate of 95% or better for board members. Each board member will participate in a minimum of three of the following:</p> <ul style="list-style-type: none"> a. Additional organizational committee b. Organizational Strategic Planning c. Attendance at a school sponsored event d. Accompany school sponsor during their school visit e. School site visit when school in session – coordinated with Principal f. Attendance at a National or State Charter 	<p>Old Brooklyn Elementary Board members will receive annual training as required by state law and the sponsor agreement. Board meetings will be held monthly with an attendance rate of 95% or better for board members. Each board member will participate in a minimum of three of the following:</p> <ul style="list-style-type: none"> a. Additional organizational committee b. Organizational Strategic Planning c. Attendance at a school sponsored event d. Accompany school sponsor during their school visit e. School site visit when school in session – coordinated with Principal f. Attendance at a National or State Charter Conference 	<p>Old Brooklyn Elementary Board members will receive annual training as required by state law and the sponsor agreement. Board meetings will be held monthly with an attendance rate of 95% or better for board members. Each board member will participate in a minimum of three of the following:</p> <ul style="list-style-type: none"> a. Additional organizational committee b. Organizational Strategic Planning c. Attendance at a school sponsored event d. Accompany school sponsor during their school visit e. School site visit when school in session – coordinated with Principal f. Attendance at a National or State Charter School Conference

	at a National or State Charter School Conference	School Conference		
ACTUAL	97% Attendance at Board Meetings	98% Attendance at Board Meetings		
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Board Minutes indicating 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)

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

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

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	Organizational/Operational
<p>All community schools are required to submit a variety of documents in Epicenter yearly.</p> <p>The Organizational /Operational contract must include a performance framework that defines your schools expected organizational/operational outcomes with clear, measurable and inclusive targets.</p> <p>Goals 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: 2022
GOAL			On-time 100% Accuracy 98%	On-time 100% Accuracy 99%
ACTUAL	100% On-time 100%- Accuracy	100% On-time 98%- Accuracy		
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Monitored through epicenter log.

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	Financial Performance and Sustainability
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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: 2022
GOAL		<p><u>FINANCIAL PERFORMANCE</u></p> <p>Prepare monthly financial reports within 2 weeks of the end of each month, that are approved by the school board and filed with the sponsor. Prepare and submit all financial reports, budgets and statements required by the sponsor, state government and federal government in a timely and accurate manner. Conduct annual audits that are free of exceptions.</p> <p><u>FINANCIAL SUSTAINABILITY</u></p> <p>Maintain and/or increase enrollment as needed to develop balanced budgets. Maintain a minimum of 90 days cash on hand. Follow purchasing policies approved by the board. Maintain property and liability insurance at levels required in the sponsor</p>	<p><u>FINANCIAL PERFORMANCE</u></p> <p>Prepare monthly financial reports within 2 weeks of the end of each month, that are approved by the school board and filed with the sponsor. Prepare and submit all financial reports, budgets and statements required by the sponsor, state government and federal government in a timely and accurate manner. Conduct annual audits that are free of exceptions.</p> <p><u>FINANCIAL SUSTAINABILITY</u></p> <p>Maintain and/or increase enrollment as needed to develop balanced budgets. Maintain a minimum of 90 days cash on hand. Follow purchasing policies approved by the board. Maintain property and liability insurance at levels required in the sponsor agreement.</p>	<p><u>FINANCIAL PERFORMANCE</u></p> <p>Prepare monthly financial reports within 2 weeks of the end of each month, that are approved by the school board and filed with the sponsor. Prepare and submit all financial reports, budgets and statements required by the sponsor, state government and federal government in a timely and accurate manner. Conduct annual audits that are free of exceptions.</p> <p><u>FINANCIAL SUSTAINABILITY</u></p> <p>Maintain and/or increase enrollment as needed to develop balanced budgets. Maintain a minimum of 90 days cash on hand. Follow purchasing policies approved by the board. Maintain property and liability insurance at levels required in the sponsor agreement.</p>

		agreement.		
ACTUAL		Met	Met	
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Board approved financial statements

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: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

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