

ATTACHMENT 6.3

Educational Program

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



Focus Learning Academy of Northern Columbus K-8 Education Plan

The Focus Learning Academy of Northern Columbus K-8 recognizes the unique needs of English language learners as an opportunity to educate both the students and their families, as well as spread cultural awareness throughout the school and community at large. As the school has grown, the needs of this at-risk population in the development of academic and language proficiency began attracting non-Somali English language learners as well as Somali students who were born in the United States, but lacked the communication necessary for parents to make informed educational decisions for their children.

The Focus Learning Academy of Northern Columbus K-8 has seized this opportunity to develop integrated academic and language proficiency programs, family support and education, basic skills, meaningful cultural diversity education for both staff and students, and has provided an opportunity for all students to develop a sense of belonging in a school which embraces differences and teaches cross-cultural understanding.

Through these opportunities, the parents of the students at Focus Learning Academy of Northern Columbus K-8 have the ability to trust an educational system that will embrace their children and assess the individual needs of each child. Parents will know with confidence, their children will not fall behind academically while learning English language skills, will not be ignored or isolated, and will be afforded the opportunity to develop a sense of community. Having a school community that is willing to teach, and is willing to learn, is essential to the cultural sensitivity necessary to create a diverse, positive educational experience.

The Focus Learning Academy of Northern Columbus K-8 provides English language learners the opportunity of academic success that cannot be realized in a traditional setting. Under the guidance of NCOESC, the Focus Learning Academy of Northern Columbus K-8 will be guided through state mandates and will remain educationally sound to accomplish this mission.

Mission Statement

The mission of the Focus Learning Academy of Northern Columbus K-8 is to provide at-risk students an opportunity for educational success. These students come to the school with diverse backgrounds and educational experiences requiring differentiation in language and academic learning. The Focus Learning Academy of Northern Columbus K-8 provides a school system where all learners can succeed at high levels and where learning is standards-based using the Sheltered Instruction Observational Protocol (SIOP) Model to include all English language skill levels, and is collaborative, rigorous, interactive and responsive to the needs of the diverse learners and our community.

Educational Philosophy

Education at the Focus Learning Academy of Northern Columbus K-8 is centered on the student as a whole. The philosophic foundation of the K-8 is student-centered in nature, providing the skills necessary for all students to become independent, lifelong learners who value themselves and others, contribute to their community, and succeed in a changing global community. As facilitators of learning, we understand our responsibility is to pave the way for student learning to take place regardless of cultural background, prior academic experience, language barriers, ethnicity, race, and socio-economic status. Education is also a process that requires the support of parents and the community for students to use as resources for furthering their educational goals.

Curriculum

The Focus Learning Academy of Northern Columbus K-8 staff understands the importance of individual accommodations for each student.

Through leading educational organizations such as NWEA, Study Island, Prentice Hall, Pearson, National Geographic, Brain Pop, and Reading A-Z, Focus Learning Academy North K-8 has developed a comprehensive framework of academics aligned to the Ohio Department of Education Common Core Standards. In conjunction with our standards aligned curriculum, we also provide one-on-one tutoring, reading tutoring and tracking, and remedial class groups to work on foundational skills.

Students are placed in core subject areas that are based on the state standards. These students are monitored for academic growth using the NWEA Map formative assessments. Students are tested 3(4) times a year to determine math, science and language skills. From this determination, students are placed in reading groups and math groups of similar levels to ensure foundational skills are being built upon in preparation for higher level skills.

To accommodate students with limited English proficiency, the Focus Learning Academy North K-8 has developed an ESL program that identifies those students in need of English language services, creates an individualized plan for language and academic goals, and periodically tests the progress of these students to ensure individual student growth in both academic and social language skills. Students who are new to the country are enrolled in a newcomer program, concentrating on basic literacy skills, culture and survival skills. After the program, students are continuously supported in mainstream classes using supplemental ESL pull out and through the SIOP Model, incorporating academic and language objectives for all students in the classroom and providing strategies and differentiation.

Technology

Every class room in the building is equipped with Smart Board technology; also all students are given access to 1-1 Technology multiple times each week. Each grade level has the capability to use our devices during their Math and Reading RTI period.

1st- Grade: 25 Unit Kindle Fire Cart

2nd Grade: 20 Unit Kindle Fire Cart

3rd Grade: 24 Unit Chromebook Cart

4th & 5th Grade: 30 Unit Windows Laptop Cart

RTI- Short Cycle data is monitored weekly in Both Reading (RAZ Kids) and Math.

The School also has a dedicated Tech lab includes 30 windows desktop computers, an instructor station with a laptop. Incorporating computer skills, language skills and appropriate use of school computers is an expectation of the parents and teachers alike. Computers will be used to teach research skills and research validity, typing and common software programs, such as how to use a word document. Computers will also be used for supplemental materials, video enrichment in the classroom, note taking skills and on-line study aids, such as Study Island and textbook resources.

Students will be taught the proper way to use the internet and will be closely monitored for acceptable use of the computers, as outlined in the Acceptable Use Policy created by the Focus Learning Academy North K-8 Board.

Instructional Design

1. Methods

Focus Learning Academy North K-8 has adopted a SIOP/ RTI Model as the cornerstone to building an effective learning environment for our at-risk, limited English proficiency students. The SIOP Model uses sheltered instruction in the classroom to make content comprehensible for English learners while at the same time developing English language skills. The SIOP Model is research based and research verified through the Center for Research on Education, Diversity & Excellence (CREDE) and funded by the Institute of Education Sciences, US Department of Education.

The SIOP Model serves as an instructional framework utilizing cooperative learning, specially Designed Academic Instruction in English (SDAIE) strategies, and differentiated instruction. The SIOP Model has been implemented in all fifty states and several countries as a way to make content comprehensible for second language learners. The SIOP Model has 8 components and 30 features combined to create a process for teaching that can be evaluated and verified within the classroom. Using this structure, teachers will be able to ensure English language learners are able to have the support necessary for learning the content while increasing academic language skills in reading, writing, listening and speaking.

Using the SIOP Model, teachers will be able to continually monitor student progress, build in learning strategies for the students to use, encourage a collaborative environment and ensure academic content standards are being taught in a differentiated fashion.

All classroom teachers will be required to use this model in their classrooms to ensure students don't fall behind in grade level content. Teachers starting in the school will slowly integrate the SIOP Model in one subject area to acclimate the teachers to the new protocol. Teachers will attend SIOP training throughout the year and be partnered with a SIOP teaching buddy to ensure collaboration and support throughout the learning process. By the second year of teaching, teachers will be expected to fully implement the SIOP Model in all subject areas, utilizing their SIOP teaching buddy.

2. Materials

Each student will have access to textbooks, online curriculum enrichment, Brain Pop, United Streaming, supplemental reading remediation through Reading A-Z and hands-on experiences in the classroom. Students will also have access to differentiated materials through Pearson, Prentice Hall and National Geographic to create comprehensive understanding of the Ohio Department of Education standards.

Teachers will be SIOP trained with SIOP instructional materials, supports, training notebooks, and textbooks to ensure teachers are adequately capable of incorporating the SIOP Model in the classroom.

Exit Goals

Students are required to satisfactorily complete subjects in each grade as required by the State of Ohio, meet attendance requirements and participate in state mandated testing. At the completion of 8th Grade, students will be promoted to a secondary school of their choice.

Each student leaves the Focus Learning Academy of Northern Columbus K-8 as a clear and effective communicator, a self-directed lifelong learner, a creative and practical problem-solver, a responsible and involved citizen, and an integrated and informed thinker.

Faculty

The Focus Learning Academy of Northern Columbus K-8 complies with ORC 3314 and the Federal ESEA in the employment of Highly Qualified Teachers. In addition, Focus Learning Academy of Northern Columbus K-8 will also make every effort to attract and retain quality teachers, TESOLs, translators, teaching aides and support staff who understand the at-risk and English language learner population, Sheltered Immersion Operational (SIOP) Protocol and strive for the success of all students regardless of emotional upsets, physical ailments, cultural barriers or behavioral issues.

A Dean of Students and Director will oversee and assist the Local Professional Development Committee in helping each teacher develop an Individual Professional Development Plan on a yearly basis. Using the LPDC Resource Guide as a guideline for the design and implementation of the LPDC program, all forms, bylaws, procedures and meeting schedules will comply with ODE standards.

All eligible teachers will be involved in the resident educator program under the guidance of a RESA Mentor. Using state credentialed mentors, the participants will follow prescribed guidelines to complete the 4 year program. Using available resources through the Ohio Department of Education, the SST11, and all other appropriate means of supporting the professional development of teachers, staff will be encouraged to pursue professional development in academic areas.

Raising student achievement will also be accomplished through support of teachers pursuing non-academic professional development in relation to all areas encompassing the at-risk and English language learner population (Ex. effective communication, immigrant issues, serving a student's non-academic needs). To meet the state requirements, selected staff members of the Focus Learning Academy of Northern Columbus K-8 will be certified in CPR, Child Abuse Recognition and First Aid.

Weekly staff meetings, conducted by the Principal, will be held with the agenda items specifically addressing student needs. Monthly staff meetings will be held in the same manner.

Special Needs Services and Supports

The Focus Learning Academy of Northern Columbus K-8 will act in accordance with the Individuals with Disabilities Act (IDEA), ORC 3323 and PL 105-17.

1. All students enrolled will be asked to provide information on special needs, including but not limited to; Individual Education Plan (IEP), Multi-factored Evaluation (MFE), and Evaluation Team Report (ETR).
2. The Focus Learning Academy of Northern Columbus K-8 will address students' special needs using the following;
 - a. Special Education Teacher on staff
 - b. Access to Licensed Psychologist for testing
 - c. Intervention Assistance Team
3. Appropriate interventions will be administered through the Intervention Assistance Team (IAT) prior to requesting parental consent for psychological testing for special needs screenings.
4. Students having a disability with an educational impact will have an Individualized Education Plan (IEP) developed and implemented with as few restrictions as possible.
5. Should a student's IEP require service which are unusual to the Focus Learning Academy of Northern Columbus K-8 process, the school will contract the appropriate organizations to meet the needs of the student. One-on-one or small group pull out intervention may be administered when necessary. In such a case, a manifestation determination will be held.

6. The Focus Learning Academy of Northern Columbus K-8 will accurately report special needs categories for identified students in the State of Ohio's CSADM system.
7. The Focus Learning Academy of Northern Columbus K-8 will maintain appropriate records in the school's special education office as required by state and federal law.

All too often, students who enroll with the Focus Learning Academy of Northern Columbus K-8 have fallen through the cracks of public education and the special services they require have been overlooked, as well as special services assigned as a learning disability when the student was really a struggling English language learner. With that in mind, we understand the importance of an accurate diagnosis of a learning disability and successful implementation of the IEP accommodations. Our PAP and individual attention allows us to closely monitor the success of the existing IEP and to make adjustments accordingly, if necessary.

Additionally, the Focus Learning Academy of Northern Columbus K-8 has established a solid relationship with the LAU Resource Center within the Ohio Department of Education and will continue in the development of ESL services for all appropriate students. Using the Sheltered Immersion Operations Protocol (SIOP) Model, all students will be provided language supports in their daily academic subjects to increase academic language skills. All students who do not indicate English as their native language will be assessed twice a year with a language diagnostic test in the form of the FLANC Language Assessment for placement and reporting purposes. Newly arrived students will also be enrolled in a new comer program to ensure the basic skills needed to participate in class are being met, as well as introducing the students to their new learning environment. Additionally, the school commits to providing all services and supports required by ODE for English language learners.

2018-2019 FLANC Calendar

July 2018

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July

4 Independence day

26th Summer Camp 9th - 12th

30th Staff Report

Start of School

2 days

August 2018

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

20 - 23 Eid al-Adha (No School)

24th PD - 1st Quarter Interim Grades Due (No Students)

18 days

September 2018

Su	M	Tu	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September

3rd Labor Day (No School)

28th Q1 PD / Parent Conference (No Students)

18 days

October 2018

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October

1st - 5th Count Week Fall Field Days

Fall - Break October 8th - 19th

Remediation "Boot Camp"

Start of Fall Quarter

13 days

November 2018

Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November

16th PD - 2nd Quarter Interim Grades Due (No Students)

Thanksgiving Break 19th - 23rd

Classes Resume

16 Days

January 2019

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

7th Start of Winter Quarter

14th MLK Day (No School)

18 days

February 2019

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

February

1st PD - Q3 Interim Grades Due (No Students)

18th President's Day (No School)

18 days

March 2019

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March

1st Q3 PD / Parent Conference (No Students)

18th Start of Spring Quarter

Spring - Break March 3rd - 15th

Remediation "Boot Camp"

10 days

April 2019

Su	M	Tu	W	Th	F	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April

12th PD - 4th Quarter Interim Grades Due (No Students)

19th Good Friday

20 days

May 2019

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May

13th ZooTrip K - 2

17th PD - 4th Quarter Grades Due (No Students)

20th ZooTrip 3 - 8

22-23 End of Year Ceremony

24th Field Day (Last Day for Students)

27th Memorial Day (No School)

28-31 Parent / Teacher / Admin. Conference

17 Days

December 2018

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20th

Q2 PD / Parent Conference (No Students)

13 days

December

June 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June

1

163 Days x 6.25 = 1,018.75 hours

8:00am - 2:45pm (30min Lunch/Recess)

178 Total Staff Days



SPONSOR ANNUAL REPORT OF THE COMMUNITY SCHOOL'S SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES

Ohio law requires sponsors to submit to the Ohio Department of Education, on or before Nov. 1 of each year, a report that describes the special education and related services provided by that school to enrolled students during the previous fiscal year and the school's expenditures for those services. Please complete this report for the previous school year and submit via Epicenter by 11:59 p.m., Nov. 1. No student identifiable information should be included in this report.

Name of School Focus Learning Academy of Northern Columbus K8 IRN 142943
 School Address 1880 East Dublin-Granville Road Columbus, OH 43229
 School Phone 614-547-0920 School Fax 614-547-0924
 School Administrator Travis Budd Title Principal
 Administrator's Email tbudd@focusacademynorth.org Phone 614-593-9089
 Special Education Director Brandi Nocera Title Teacher
 Director's Email bnocera@focusacademynorth.org Phone 614-743-5823
 Grade Levels Served K-8 School Enrollment 452
 Enrollment Area Columbus, Ohio

Students with Disabilities Population (based on previous year's data)

Total number of students identified as students with disabilities 10
 Students with disabilities make up what percentage of the total school population >1%

Indicate the number of students with disabilities by grade level:

K 0 Grade 1 2 Grade 2 0 Grade 3 0 Grade 4 4 Grade 5 3 Grade 6 0 Grade 7 1
 Grade 8 0 Grade 9 0 Grade 10 0 Grade 11 0 Grade 12 0

Indicate the number of students with disabilities by category/condition:

Responses Here: *You may use as much space as needed.*

The number of students with the learning disability of Specific Learning Disability (SLD) in the 2017/2018 school year was 4. Likewise, the number of students with the learning disability of Intellectual Disability (ID) in the 2017/2018 school year was 2. There was 1 student who was identified as Speech/Language Impairment (SLI) only.

During the 2016/2017 school year, there were 5 students diagnosed with Specific Learning Disability (SLD), 2 students diagnosed with Intellectual Disability (ID), and 1 student diagnosed with Autism (AU). There was 1 student who was identified as Speech/Language Impairment (SLI) only.

Indicate the number of students who are evaluated and placed on an initial individualized education program (IEP) at your school:

Responses Here: *You may use as much space as needed.*

The number of students who were evaluated and placed on an initial individualized education program at FLANC during the 2017/2018 school year has not been finalized, as the year is still progressing and students are still being referred. For the duration of the 2016/2017 school year, there was one student who was referred, evaluated, and placed on an initial individualized education program. This student later withdrew from the district.

Indicate the number of students who entered the school with IEPs and who were subsequently re-evaluated by your school and identified under different disability categories:

Responses Here: *You may use as much space as needed.*

The number of students who entered the school with IEPs and who were subsequently re-evaluated by the school and identified under a different disability category was zero (0). This is true for both the 2016/2017 school year as well as the 2017/2018 school year so far.

GENERAL QUESTIONS

1. Describe the process your school utilized to obtain student records from the student's previous school.
2. What steps were taken to ensure that all IEPs were signed prior to the student receiving special education and related services?

Responses Here: *You may use as much space as needed.*

1) The process used to obtain student records differed greatly between the 2016/2017 and 2017/2018 school years. During the 2016/2017 school year, the previous Intervention Specialist (IS), once hired, would have the front office staff call the previous school for records. It is unsure whether or not the previous IS made attempts to follow-up with the previous schools to ensure that records were sent to FLANC. If records were obtained, they were then filed with the IS.

During the 2017/2018 school year, the process instilled is quite different. The new IS will contact the previous school, asking for records to be sent to FLANC. If records do not appear within 2 business days of operation, or 48 standard hours, the IS will then send a formal fax request to the previous school. The school will then have another 2 business days of operation, or 48 standard hours, to fax the records to FLANC. Should the records not be faxed or faxed incomplete, another request will be sent, with the previous district having one business day of operation, or 24 standard hours, to send the records. If the previous school still does not send the requested files, the IS will obtain parent permission to go to the previous district, if applicable and in-state within reason, and obtain the records in person.

2) The steps taken to ensure that all IEPs were signed prior to the student receiving special education and related services during the 2016/2017 school year were lacking. The previous IS would contact the previous school of the student, and ask for the signed copy of the IEP, should the copy not be valid. However, it is unsure whether or not other steps were taken to ensure signatures were always present faithfully. It is likewise unsure if there were follow-up attempts to gain documents with signatures.

During the 2017/2018 school year, if documents are not signed by the proper parties, a good-faith effort will be made to get the correct documents through the district. Should the district not comply, the IS will then contact Lynn Kinney, who serves as the records master at CCSD, which is where the majority of FLANC's students integrate. Should the student come from another district or state, the school will have 2 business days of operation, or 48 standard hours, to send the records before another attempt is made. If, after 3 attempts, the valid records are still not sent, the IS will contact parents to obtain permission to get the signed document in person, if in applicable and in-state within reason. If there are no valid records sent, FLANC will then retest and/or reevaluate students to get a valid IEP.

STAFFING & PROFESSIONAL DEVELOPMENT

1. Please list all certificated/licensed staff, intervention specialists, paraprofessionals and any other staff members employed by the school who provided services to students with disabilities. Include their certification or licensure, HQT status and list all professional development training that was provided. Also, indicate the number of students that each staff member was responsible for.
2. Please identify all contracted personnel who also provide services to students with disabilities and list their certification, licensure and/or qualifications. Identify all the annual training that was provided to these contracted individuals.
3. List all workshops, trainings, etc., for personnel who provided special education or related services during the previous year as it relates to special education.

Responses Here: *You may use as much space as needed.*

1) All staff who works with SPED students are HQ teachers. The various classroom teachers have certified degrees within their licensed area and attend PD regularly. The previous IS who worked with students was Jamie Gwin, Intervention Specialist, SLD, HQT. Training included SPED PDs from SST11, RTI, IEP, and several general education PDs.

2). The contracted service providers who worked with students included PSI Solutions, TES liaisons for psychology.

3) During the 2016/2017 school year, the IS attended various workshops and PDs, including, but not limited to, Alternate Assessment.

IEP

1. How did you ensure that the most current MFE information was utilized to develop a new IEP?
2. How did you ensure that there was a process in place to make a connection between the previous IEP and the new IEP?
3. What review process took place for new students enrolling in the school with current IEPs?
4. Where and how were IEP meetings conducted and who made up the team? Include how the school conducted these meetings for students and/or parents that are not able to travel to the school location?
5. How did the school ensure that the student's IEP focuses on specially designed instruction that met the student's individual needs?

Responses Here: *You may use as much space as needed.*

- 1) During the 2016/2017 school year, FLANC utilized the information in the most recent evaluations, the teacher's assessments of the students, and the information from the most recent ETR to create an IEP based on the student's individual disability.
- 2) During the 2016/2017 school year, the previous IEP goals were addressed and discussed prior to writing new IEP annual goals. If needed, goals were changed or adapted.
- 3) For the newly enrolled students during the 2016/2017 school year, the IS reviewed the IEP to determine if it was adopted or rejected. Should the IEP have been rejected, the IS then had to develop a new IEP within 30 days of enrollment for the student.
- 4). All IEP/ETR meetings during the 2016/2017 school year took place on campus at FLANC. The required invitations were sent to parents requesting their attendance at the meetings. Should the parent have been unable to attend, the IS would then try to facilitate a phone conference with the parent during the meeting.
- 5). During the 2016/2017 school year, the IS and Principal communicated the individual IEP goals and responsibilities with all relevant staff members. Staff then took PD days to ensure understanding of special education rules and regulations.

Discipline

1. How did the school handle discipline issues for students with disabilities?
2. Did these differ from those of other non-disabled students?

Responses Here: *You may use as much space as needed.*

1) During the 2016/2017 school year, all discipline procedures for a student with disabilities, FLANC followed the procedures outlined in the operating standards. Decisions for all discipline issues were made on a case-by-case basis. Should a student with a disability violate the student code of conduct and is removed from the school for a cumulative of ten days, the IEP team then completed a Manifestation Determination to determine whether or not the student's behavior was due to their disability.

2) The only difference between a non-disabled peer and a special education student was the Manifestation Determination procedure during the 2016/2017 school year at FLANC.

EVALUATION

1. Describe the referral process that was in place for general education teachers who suspected a student might have a disability.
2. What interventions were provided for students with suspected disabilities and how were such interventions documented?
3. How were staff members made aware of the evaluation process?
4. Once parental consent was received, what was the school's process for initiating and completing the MFE process? Include at a minimum:
 - a. How the MFE was conducted for students who do not reside in the same city in which the school is located?
 - b. How the parents were notified and what role did they play in the process?
 - c. If contracting was done by an outside individual/group to conduct all or part of the MFE, identify all such parties.
5. Provide a list of documents that were used to document the evaluation.
6. Identify the school's procedures for ensuring that all necessary timelines with respect to referral, evaluation and, if appropriate, IEP development and re-evaluation, are followed?

Responses Here: *You may use as much space as needed.*

1) During the 2016/2017 school year, there was no formal referral process. However that is rectified during the 2017/2018 school year. The majority of referrals during the 2016/2017 school year were verbal between the previous IS and general education teacher. The 2017/2018 process is as follows:

- a. The general education teacher and IS discuss concerns and conference together.
- b. The student in question will be observed and complete the RTI process.
- c. If, after the 3rd tier of RTI is proving to be ineffective, the general education teacher will complete the PR04 form for a referral as well as the accompanied paperwork, collecting things such as student work samples and previous test scores.
- d. Within 30 days of the referral, FLANC will conduct the correct steps from an evaluation. From the date of parent consent, the school has 60 days to complete the evaluation and hold a meeting. From the date of the results of the meeting, the school then has 30 days to complete an IEP.

2) The various methods of intervention differed student to student based on their needs during the 2016/2017 school year. The various methods were documented.

3) During the 2016/2017 school year, staff members were made aware of the referral process and evaluation process via the previous IS.

4) When parent consent was received during the 2016/2017 school year, FLANC had 60 days to complete the evaluation of the student. The evaluations were performed by a school psychologist, speech pathologist, occupational therapist, physical therapist, and observations/evaluations compelled via the general education teacher, other school personnel, and parents/guardians. The previous IS then should have submitted all the forms and conducted the meeting.

- a. This did not apply to FLANC.
- b. During the 2016/2017 year, parents were given a copy of "Whose IDEA Is It?" booklet in their native language of Somali. Parents were also invited to meetings. They may have been asked to complete observations and/or evaluations of their child.

c. Parties that were contracted outside of FLANC to conduct part of the MFE included DCL and TFC

DELIVERY OF SERVICES

1. If required, how did the school provide transportation and other related services for students?
2. What transitional services were made available to students?
3. How were accommodations, modifications and/or supports to the general education curriculum made to address each student's needs?
4. Please provide a list of all assistive technology resources that were made available to students.
 - a. List any school programs in which students with disabilities did not participate.
5. Describe all psychological counseling, positive behavior interventions and support services provided to students with disabilities.

Responses Here: *You may use as much space as needed.*

- 1) Students during the 2016/2017 school year rode standard transportation with their non-disabled peers. Outside services were provided by PSI and TES for Speech, Occupational Therapy, and/or Physical Therapy.
- 2) Should a student turn 14 during the 2016/2017 school year, the previous IS worked with parents to develop a proper transitional service plan for the student.
- 3) Accommodations, modifications, and/or supports made to the general education curriculum that were made to address each student's needs varied during the 2016/2017 school year. It was made on a case-by-case basis, but included things such as modified assignments and extended time. These were generally completed by the general education teacher.
- 4) A list of assistive technology resources that were made available to students during the 2016/2017 year included:
 - a. electronic devices such as Kindles
 - b. headphones
 - c. enlarged print/images
 - d. tapes and/or CDs
- 5) This did not apply during the 2016/2017 school year.

ASSESSMENT

1. How did the school prepare students with disabilities to take the state-mandated assessments?
2. What criteria did the school employ for deciding which students will be given alternate assessments?

Responses Here: *You may use as much space as needed.*

1) During the 2016/2017 school year, FLANC prepared students with disabilities to take the state-mandated assessments by the following:

a. gave students the correct and proper accommodations during the school year to the best of the previous IS's ability.

b. practicing similar test questions throughout the year.

2) To determine the criteria employed during the 2016/2017 school year to determine which students took the alternative assessment was via the IEP. Should a student have a modified curriculum that differed from the state assessment measures, the student then may have qualified to take the alternate assessment.

ATTACHMENT 6.4

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

Academic Assessment & Accountability

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

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

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

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

five years of entering ninth grade for the first time

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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