

**MODIFICATION NO. 7
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West ("Sponsor" or "ESCLEW")
AND
Menlo Park Academy ("Governing Authority" or "School")**

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

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

NOW THEREFORE, the parties modify the Contract as follows:

1. Attachment 6.3 shall be replaced in its entirety with the attached.
2. Attachment 6.12 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: 8-15-2018

**Governing Authority of
Menlo Park Academy**

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: 6-30-18

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 follows:
 - ... classroom-based or non-classroom-based supervised instructional and educational activities which are defined in the community school’s 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” (emphasis added). 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

EDUCATIONAL PROGRAM

MISSION STATEMENT

Menlo Park Academy is a public school that develops the potential of gifted learners through an exemplary program of rewarding experiences that nurtures the whole child. Menlo Park Academy (hereinafter “The Academy”) will provide academically gifted students with an exceptionally challenging educational environment offering accelerated, flexible, learning opportunities that address the development of the whole child, integrates values, self-discipline and responsibility, provides parents a high quality educational choice for their gifted children, and, fully incorporates and utilizes technology. Through individualized instruction, attention to social and personal development, and the pursuit of academic excellence, The Academy will encourage students to be self-motivated, independent and self-reliant, foster their critical thinking skills, and, create academically successful, life-long learners, and responsible citizens.

TYPE OF SCHOOL

Menlo Park Academy is an “At-risk” school.

The Academy is an “At-Risk” school, as defined in and authorized by R. C. §3314.06(B)(2), and students will be identified pursuant to R. C. §3324.03. Prospective students will be chosen from a group of candidates who provide test scores that demonstrate identification on a state approved testing instrument as listed on the Chart of Approved Assessment Instruments for Gifted Screening and Identification from the Ohio Department of Education (ODE). The area of identification must be in Superior Cognitive or Specific Academic Ability as defined in Section 3324.03 of the Ohio Revised Code.

ATTENDANCE AREA

The Academy’s primary attendance area is Cuyahoga County. The Academy is centrally located in the City of Cleveland to ensure it draws students from a broad area. The Academy gives preference to students residing in the city of Cleveland; however, the Academy has an enrollment policy that will allow students residing in any district in the State of Ohio, to attend The Academy. Enrollment of students is on a first come basis. If more qualified students apply than the school has space to accommodate, The Academy will conduct a lottery to determine which students will be admitted.

Non-Discrimination Policy. The Academy will not discriminate on the basis of race, color, religion, disability, national origin, age or sex in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Why Students Attend Menlo Park Academy. With the emphasis in education today on inclusion and the least restrictive environment for students with disabilities, the needs of gifted students are often overlooked or subjugated to the needs of other students. This fact places gifted students at risk – at risk for boredom, frustration, underachievement, becoming a behavior problem, using drugs, and, ultimately, dropping out of school. The pull-out model for gifted education has created a crisis. Boredom and frustration drive gifted students out of school at a rate three to five times higher than the dropout rate among the rest of the school population. By creating a more homogeneous learning environment, where high performing students are able to interact with their intellectual peers, their social & emotional needs and asynchronous development are priorities, and with teachers who focus on their individual developmental needs, the special abilities and

intellect of these students can blossom. Offering an educational alternative for academically gifted students who would otherwise fall through the cracks in the traditional public school system is precisely the type of innovation that is appropriate for a community school to undertake.

CHARACTERISTICS OF STUDENTS

Age(s)/Grade level(s) of the school’s students.

Students will be enrolled in grades K-9, depending on the year and driven by need.

Student enrollment per age/grade, number of certified staff, teacher-student ratio. Beginning with SY2017-18, we plan to grow enrollment over the next seven years. Maximum class sizes are currently 26 students per class or instructional grouping. The school uses flexible and multi-aged ability grouping methods to ensure the needs of the students are met.

How the mission of the school meets the needs of these students. The needs of gifted students are not being adequately met in the traditional public schools, leaving this population at-risk. The lack of accelerated and flexible learning opportunities for these gifted students results in a loss of interest in, and disdain for, school, and, education, generally. It is imperative to properly identify these students early-on, because they become more at-risk for educational failure and social isolation with each year that they spend in non-challenging educational environments that fail to provide appropriate academic and social supports. Parents recognize the exceptional needs and abilities of their children, but are unable to find programs that will encourage the full development of their talents and abilities within the traditional public schools.

EDUCATIONAL PHILOSOPHY

Menlo Park Academy (hereinafter “The Academy”) focuses on the needs of academically gifted students who would otherwise be relegated to heterogeneous classrooms and schools that fail to adequately challenge them. The core of all activities is focused on the whole child, considering all aspects of the gifted child’s development – mental, physical and emotional – and provide exceptional learning experiences in a supportive environment that encourages personal and academic excellence; provides intellectual, creative and artistic challenges; as well as

Gifted children learn best in an enriched environment designed to develop their skills, as well as service their intellectual, social, and emotional needs. True learning involves the development of the "whole child", with the support they need to develop high level critical and creative thinking skills.

Our curriculum offers more density, complexity, and moves at a faster pace than is available in typical school environments. Children are also afforded the opportunity to interact and build friendships with their intellectual peers. In many traditional classrooms, approximately 1/3 of the school year is spent reviewing information. For gifted students, this repetition and slow pace can be frustrating and ultimately detrimental to their learning processes. The Academy provides an environment where that frustration is avoided.

An individualized learning plan called a Written Education Plan (WEP) is created for each student so that they can work at an appropriate pace and accelerate in areas where they have strong interests and abilities. They receive support from faculty members who understand their unique and special needs.

These gifted children are able to learn and grow with their peers and feel a sense of belonging that may not be normally found in other classrooms where they feel different, and often attempt to pretend they don't know the answers so that they "fit in". Here, they can be truly challenged to work towards achieving their full potential.

The educational program at The Academy recognizes the diverse learning styles and abilities of gifted students, and provides an exceptionally challenging educational environment supporting each student's distinctive needs. The learning that takes place at The Academy will utilize the state academic content standards as its base, but is expected to be much more rich, in-depth, and diverse than these minimum standards. Using block scheduling, flexible groupings, and mixed-grade ability grouping within subject areas, together with personalized and differentiated academic opportunities, and opportunities for acceleration – both in subject areas and grade level - The Academy challenges students and engage them as active participants in their own education.

CURRICULUM

Academic Content Standards. Menlo Park Academy uses a competency-based educational program. The State of Ohio's Academic Content Standards provide the base to the overall program, which ensures that students are prepared for the state-mandated achievement tests. The program provides rich, in-depth, and diverse learning opportunities and an exceptionally challenging educational environment supporting each student's distinctive needs. The curriculum will include the following content areas:

- Language Arts
- Math
- Science
- Social Studies, including Citizenship
- The Arts (music and art)
- Physical Education/Health & Safety
- Technology
- Foreign Language

Character Education Program. In addition, Menlo Park Academy 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. Technology and computers play a significant part in the lives of children today, therefore, Menlo Park Academy 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.

Executive Function. Executive function skills are critical to student achievement. They include skills that have to do with acting on knowledge, such as organizing, documenting, taking notes, studying, and planning for larger projects. For many gifted children, information goes into their minds easily, but they struggle with the output and can appear scattered. The Academy provides a program to enable students to develop these skills over time.

Mindfulness. As a part of servicing the whole child, The Academy offers a program in mindfulness. This ties to our classroom management model of Responsive Classroom.

INSTRUCTIONAL DESIGN

Methods. The Academy will use block scheduling for maximum flexibility, and 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. The following instructional techniques will be employed:

- Departmentalization in middle grades
- Interdisciplinary teaming
- Flexible ability grouping of students
- Grouping by subject interest
- Independent study
- Self-contained classrooms
- Small and large group instruction
- Individualized instruction
- Computer-assisted instruction
- Distance learning
- Cooperative learning
- Problem-based learning (inquiry-based; open-ended)
- Field trips, guest speakers and special presentations
- Volunteer and real life experiences
- Multi-media instruction
- A certified teacher in each classroom, supplemented by assistant teachers, aides, and specialty teachers where necessary and appropriate

Facility. The Academy benefits from flexible spaces that enable easy movement of students to accommodate their different needs. Students move seamlessly to different topics, regardless of grade level or age.

Instructional materials and resources will provide advanced readings, present interesting and challenging ideas, and will include:

- Teacher lesson plans
- Current textbooks, workbooks and worksheets aligned with the Common Core State Standards
- Magazines, newspapers and other current materials
- Community resources for hands-on learning
- Academic software programs
- Field Trips
- Internet Learning Experiences

EXIT GOALS

Students completing the Menlo Park Academy program will successfully:

1. Complete classroom assignments with little assistance from the teacher;
2. Pass teacher constructed tests with at least 70% accuracy;
3. Respond orally to questions pertaining to “grade level” material with a clear understanding of what is being asked;
4. Acquire and apply the essential skills in each of the curriculum areas that have been presented at “grade level;”
5. Integrate and apply the skills learned in each area of the curriculum with interdisciplinary activities;
6. Complete homework assignments independently, accurately, and on time
7. Ask questions and seek assistance from the teacher in order to receive extra help and intervention that will allow for mastering the material taught;
8. Use keyboarding, word processing, computing and computer research skills effectively to complete classroom assignments;
9. Read fluently for comprehension, oral presentation and building vocabulary.

In addition, The Academy will focus on the development of the whole child, addressing both academic and personal goals, including:

- Thinking skills, such as observing, predicting, classifying, analyzing, synthesizing and evaluating
- Intellectual curiosity and persistence in developing creative approaches to problem solving
- Creative expression in a wide range of areas
- Large and small muscle coordination
- Self-understanding and being able to accept and understand their strengths and weaknesses and develop a positive self-concept
- Independence and decision-making abilities
- Assertiveness and the ability to express themselves in mature and effective ways
- Social skills and cooperation

Additional Performance Indicators.

Teacher-Constructed Tests, Quizzes, etc. For teacher-constructed tests, quizzes or assessment test given in teacher manuals or student workbooks, the standard will be 70% or higher.

OAA/Standardized Tests. For standardized tests such as the Iowa, the standard will be a stanine of 5 or higher; a grade equivalent at grade level or higher (using current month at the time of testing). Ohio Achievement Assessments will be given in grades 3 through 8 as required by the Ohio Department of Education.

Other. Assessments other than paper and pencil will be done on a point system with a standard of 70% or higher.

Attendance. Menlo Park Academy anticipates that its student attendance rate will exceed 93%.

Parent Satisfaction. Parents will be surveyed each year to determine parent satisfaction and areas of concern with the educational program presented at Menlo Park Academy. Survey results will be used to improve the curriculum, educational environment and overall program of the school.

Teacher Satisfaction. Teachers will be surveyed each year to determine their level of satisfaction. In addition, Teachers will attend a day-long staff meeting/debriefing at the end of the school year to discuss the successes and shortcomings of the year. The School Director will seek input from the teachers on how

to make the next school year more successful, and ask teachers to provide a critique of the just-completed academic year.

Student Satisfaction. Students will be surveyed each year to determine their satisfaction with the school, teacher, and educational program.

Percent of Returning Enrollment. The percentage of students that are re-enrolled for the following school year will be used as an indicator of parental satisfaction and school success.

Community Involvement. Menlo Park Academy will continue to solicit grants and foundation support to supplement its program. Public recognition of the program offered by the school in the form of media coverage will also be indicative of school success.

Student Performance. School success will be determined by students demonstrating sufficient competency to advance to the next grade.

Report Cards. Menlo Park Academy will complete report cards for each student at the end of each grading period. These reports will include: Academic progress, character formation, and attendance report (including tardiness). Space will also be provided for teacher, parent, and School Director comments. The final average grade will be recorded on the students' permanent record.

Progress Reports. Progress reports will be issued half way through each grading period when appropriate. These can indicate strengths and/or weaknesses. Receiving this report midway through the grading period will allow students/parents to determine whether a child requires additional help, and should permit the student to improve his/her performance before the final grade is issued on the Report Card.

SPECIAL NEEDS SERVICES, SUPPORTS AND SERVICE DELIVERY PLAN

The school will comply with R.C. Chapter 3323 and PL 105-17, Individual with Disabilities Act (I.D.E.A.). 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 to Menlo Park Academy other than at the beginning of the school year will be screened within 60 days of admission. Students will be provided with all appropriate interventions prior to seeking parental consent for psychological testing to determine whether a disability with an educational impact exists. An Individual Educational Plan (IEP) will be developed for each student identified as having a disability with an educational impact, and Menlo Park Academy will provide services to its special needs students in the least restrictive environment. Typically, this will mean that special needs students will receive services in the classroom with other Menlo Park Academy students. Menlo Park Academy will consult with personnel at the County Special Education Resource Center and other specialized resources, to ensure that special needs students receive optimum services. Ancillary service providers (speech-language pathologist, occupational therapist, psychologist, physical therapist, reading specialist, etc.) will provide services within the classroom setting whenever possible. When necessary, special needs students may be pulled from the classroom and provided services on an individual or group basis. Menlo Park Academy will contract with service providers for services that are beyond the capabilities of its staff.

Limited English Proficiency. 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.

TEACHER TO STUDENT RATIO

The teacher to student ratio will be no more than 26 students to one certified teacher.

SCHEDULE

Hours of Instruction. Menlo Park Academy will offer a minimum of 920 hours of instruction for the academic year in compliance with ORC 3314.03 (A)(11)(a).

Daily Schedule and Hours of Operation. The daily schedule of Menlo Park Academy is set forth below; however, the schedule may be modified from time-to-time to meet the needs of the school and its students.

7:45	-	8:15 a.m.	Teacher Preparation
8:15	-	11:30 a.m.	Morning Classes
11:30	-	12:00 p.m.	Lunch
12:00	-	12:30 p.m.	Recess
12:30	-	3:30 p.m.	Afternoon Classes
3:30 p.m.			Dismissal
3:30	-	4:00 p.m.	Teacher Preparation



MPA

Minutes

Regular Board Meeting

Date and Time

Thursday June 21, 2018 at 6:00 PM

Location

Menlo Park Academy-2149 W. 53rd Street, 3rd Floor Conference Room

OUR MISSION: Menlo Park Academy is a public school that develops the potential of gifted learners through an exemplary program of rewarding experiences that nurtures the whole child.

Directors Present

Fraser Hamilton Sr, Melissa Vlasak, Suzanne McFarland, Teri Harrison

Directors Absent

Cathie Leimbach, Richard Hronek

Non Voting Members Present

Stacy Stuhldreher

Guests Present

Beth Sweeney, Carol Ryan, Dave Massa, Jeff Jaroscak, Melissa McCarthy, Michelle Sayer, Mike Milby, Penn Berens, Tiffany Dux, Tricia Markovic

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

Teri Harrison called a meeting of the board of directors of MPA to order on Thursday Jun 21, 2018 @ 6:04 PM at Menlo Park Academy-2149 W. 53rd Street, 3rd Floor Conference Room.

II. Public Comments

A. Public Comments

A big Thank You from Penn Berens. "I have enjoyed serving on the governance committee."

Tiffany Dux - "I am curious on the status of an upcoming playground and was wondering what the time line is."

Michelle Sayer - "There are some grants that may be a good fit to help with the addition of a playground." Lowe's toolbox grant is one such grant.

III. Board Meeting Minutes Approval

A. Approval of Minutes of the April 19 Regular Meeting

Fraser Hamilton Sr made a motion to table the minutes from the Regular Board Meeting on 04-19-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Minutes of May 17, 2018, Regular Meeting

Fraser Hamilton Sr made a motion to table the minutes from the Regular Board Meeting on 05-17-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Approve Minutes of the May 19 Special Board Meeting

Fraser Hamilton Sr made a motion to table the minutes from the Strategic Planning Session on 05-19-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Minutes of the May 22 Special Board Meeting

Fraser Hamilton Sr made a motion to table the minutes from the Special Meeting on 05-22-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Approve Minutes of the June 5 Special Board Meeting

Fraser Hamilton Sr made a motion to table the minutes from the EOY Staff and Board Retreat on 06-05-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

F. Approve Minutes of the June 7 Working Session

Fraser Hamilton Sr made a motion to table the minutes from the Working Session on 06-07-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. Approve Minutes of the June 13 Special Board Meeting

Fraser Hamilton Sr made a motion to table the minutes from the Special Board Meeting on 06-13-18.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Search Firm

A. Ratliff & Taylor

Executive search practice - Over the last 7 years they have been increasing their work with non-profit organizations. They have a 95% completion rate. The search process begins with interviewing stakeholders (staff and parents) to determine the qualities Menlo needs in a candidate. They will continue to search until the candidate begins day one of work.

V. Sponsor Update

A. Sponsor Update

The opening sponsor assurances will be done tomorrow, (6/21/18) The compliance spreadsheet was sent to ODE on May 30th. There are a few items that may need to be corrected if flagged by ODE.

VI. Treasurer Report

A. Monthly Financials

Suzanne McFarland made a motion to receive the May financial statements as presented.

Fraser Hamilton Sr seconded the motion.

The board **VOTED** unanimously to approve the motion.

The 17/18 budget was based on 50 more students than were enrolled this year.

The gap can be made up through higher enrollment. We are still waiting on the Historic tax credits to come in to pay off some of the outstanding debt.

VII. Staff Reports

A. Monthly Report

There were many events that happened in May. Every third grader passed the third grade reading guarantee.

B. Operations Report

The Admin team is in the process of creating school operating procedure manuals.

C. Outstanding Material Fees

87% of fees have been collected. 34 students have their report cards on hold for non-payment of fees.

D. PTO Utilization Report & Plan

A new software (Softtime) was obtained and all the information was gathered. Only one employee was in the negative with PTO time.

E. Sheakley Agreement

Fraser Hamilton Sr made a motion to authorize Stacy Stuhldreher to enter into agreement with Sheskey for our Worker's Comp coverage.

Melissa Vlasak seconded the motion.

The board **VOTED** unanimously to approve the motion.

F. Stipend Payouts

Melissa Vlasak made a motion to approve the stipend with the amendments pending validation that the moneys are in the budget. .
Suzanne McFarland seconded the motion.
The motion did not carry.
Suzanne McFarland made a motion to make amendments to the stipend motion as listed: Melissa Vlasak seconded
reduce Adam Turski's TBT to \$469 and BLT to \$375
increase Lindsay Macey's stipend from \$375 to \$500
eliminate the stipend for the writing club
remove the International's trip stipend from the approval
pay the Athletic Director out of the stipend budget not the pay to play budget

G. Aramark Agreement

Melissa Vlasak made a motion to authorize Stacy Stuhldreher to execute the agreement with Aramark agreement pending legal review.
Fraser Hamilton Sr seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Administrative Staff Performance Reviews & Recommended Salary Increases

Performance reviews are ongoing. No wage increases are put forth at this time.

I. MobileTek Agreement

Fraser Hamilton Sr made a motion to table the vote for the mobile tek agreement.
Melissa Vlasak seconded the motion.
The board **VOTED** unanimously to approve the motion.

VIII. Development & Community Relations

A. Plan Execution Reports

Planning for the Winter Concert is underway. The date will be Thursday December 20th.

IX. Facilities

A. Facility Report

No questions were raised regarding the report.

X. Governance

A. Board Policy Updates to Align MPA Preferences to current policies

Melissa Vlasak made a motion to approve the 7300 Grant writing policy and the 7301 Fundraising Activities policy as presented.
Teri Harrison seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. May Updates to Policies

Fraser Hamilton Sr made a motion to table the vote.
Melissa Vlasak seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Ohio's Model Special Education Policies and Procedures Reapproval

Fraser Hamilton Sr made a motion to approve Ohio's Model Special Education Policies and Procedures.

Melissa Vlasak seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Strategic Planning Process

Fraser Hamilton Sr made a motion to table the vote.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. 2018-19 Board Meeting Calendar

Fraser Hamilton Sr made a motion to approve the board meeting calendar as presented with the amendment of moving the July 7th meeting to July 14th.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

F. Charter Attachment Updates

Fraser Hamilton Sr made a motion to approve the charter attachment updates.

Melissa Vlasak seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. Revised Committee Charters

Suzanne McFarland made a motion to table the vote.

Fraser Hamilton Sr seconded the motion.

The board **VOTED** unanimously to approve the motion.

H. Board Officers & Committee Chairs

I. New Board Member Installation

Carol Ryan recited the oath of office to become a board member.

XI. Program Excellence

A. Assurance Reports

No report was given.

XII. Executive Session

A. Executive Session

Fraser Hamilton Sr made a motion to go into executive session to discuss the performance of a public employee.

Suzanne McFarland seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Melissa Vlasak	Aye
Cathie Leimbach	Absent
Fraser Hamilton Sr	Aye
Richard Hronek	Absent
Suzanne McFarland	Aye
Teri Harrison	Aye

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. Open Enrollment Policy, if applicable
3. At-Risk Definitions, including gifted, if applicable

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

241 Admission and Lottery Standards

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

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

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

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

R.C. 3314.06.

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

NOTICE

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

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

241.2 Records Upon Enrollment

Newly enrolled student records:

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

Requests for student records:

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

R.C. 3313.672.

See also Policy 252 Missing and Absent Children.

241.4 Enrollees Suspended or Expelled Elsewhere

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

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

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

241.5 Enrollment and Residency Policy

The School admits students residing statewide (“admissions areas”). The School may serve grades K-9 per its Community School Contract with its Sponsor, and it currently serves grades K-8. Beginning in the 2017-18 school year, the School will serve grades K-9.

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.

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 School Director may request additional documentation.

R.C. 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)

See also, Missing and Absent Children, Homeless Children and Youth; Admissions and Lottery; Compulsory School Age and Kindergarten Admissions, Student Records and Release of Information; Grandparent Caretaker and Migrant Students Policies and Laws.