

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.

HOPE LEARNING ACADEMY EDUCATIONAL PROGRAM

Mission, Belief Statement

Mission

HOPE Learning Academy of Toledo is committed to providing a rigorous academic education for the exceptional child with specialized learning needs in a non-traditional classroom setting that cultivates "self-reliance, critical thinking, and problem solving skills" through a research proven curriculum infused with social growth, sensory integration, and art enrichment.

Belief

WE BELIEVE IN:

- Helping each student reach his or her full potential,
- Obtaining and implementing various teaching strategies to accommodate different learning styles,
- Protecting each student's right to learn in a safe and healthy environment,
- Expecting only positive outcomes.

Impact on Education

The goal of the HOPE Learning Academy is to provide **students with exceptional needs** in K through 8th grade, a high quality education. The quality of our educational program will help give our students the foundation for successful learning in elementary school, high school, and beyond.

HOPE Learning Academy embraces the philosophy of holistic education, which cultivates real-world problem-solving skills through project-based learning (PBL). Project-based learning is a research proven tool enhancing classroom engagement through a series of rigorous projects. Each project guides students through standard based content while practicing 21st century skills such as collaboration, communication and critical thinking.

Accordingly, the HOPE Learning Academy of Toledo will

- Provide each student with a program of study characterized by a strong, balanced core curriculum aligned with Ohio's learning standards;
- Encourage parental and staff involvement through a strong parent-teacher organization, LifeSkills program, and programs designed to help parents and families help make their child(ren)'s educational experience successful.
- Encourage strong ties and communication between families and teachers through a web-based program that allows parents/guardians to constantly monitor their children's progress and easily communicate with teachers and leaders.
- Monitor student performance and quickly identify learning gaps through daily learning exercises, classroom assessments, group and individual projects, nationally referenced standardized test, and required Ohio's State assessment.
- Implement a code of conduct designed to provide students with a safe and orderly school environment in which learning can take place without disruption: and,
- Focus on LifeSkills Development of all students by emphasizing and modeling through the school wide Life Skills curriculum.
- In addition, we will implement and infuse social and emotional learning competency building into our daily curriculum through special designed social skills and sensory integration classes.

HOPE LEARNING ACADEMY EDUCATIONAL PROGRAM

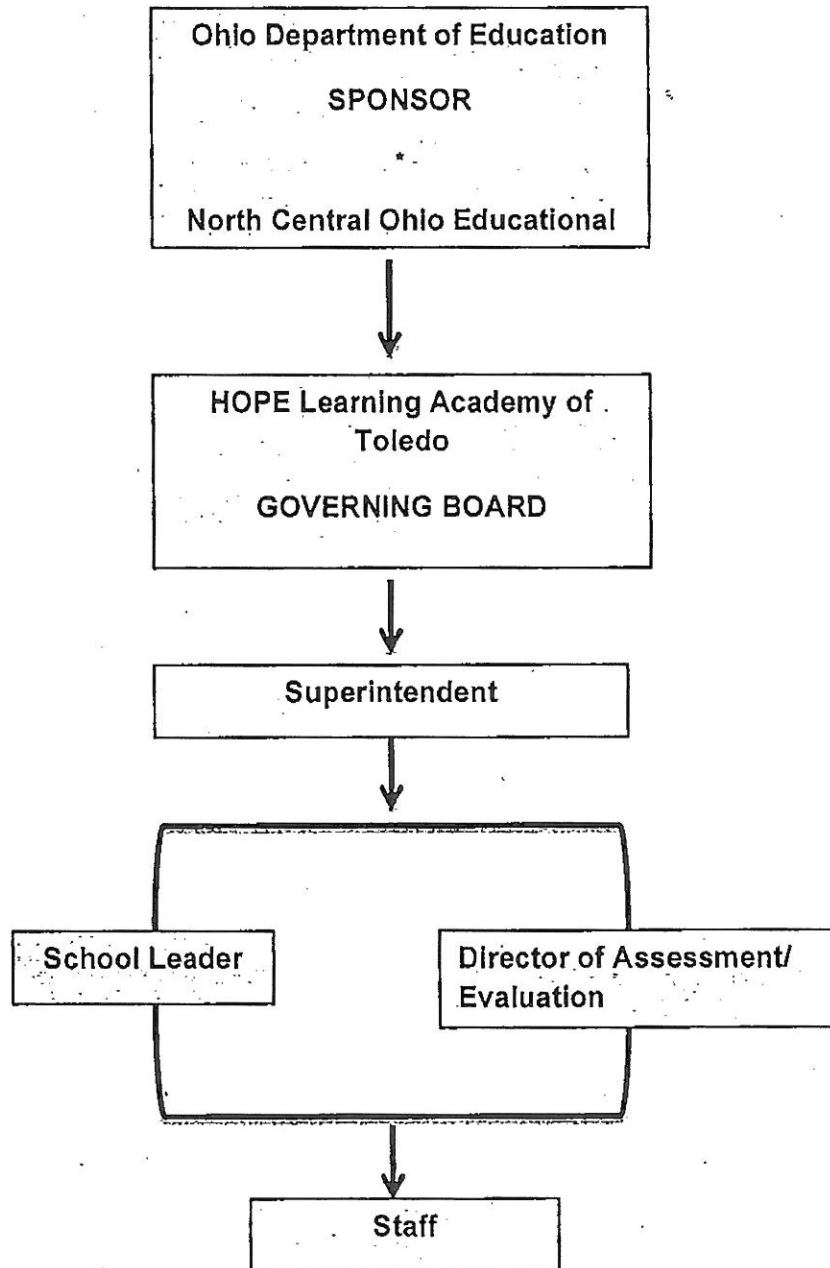
Organizational Chart

The North Central Ohio Educational Service Center (NCOESC) is the oversight body for HOPE Learning Academy of Toledo.

The Governing Board of the HOPE Learning Academy of Toledo is responsible to the Sponsor (NCOESC) for compliance with the terms and conditions of the charter contract. The Governing Board is the policy-making body of the HOPE and is statutorily responsible for the administration of the HOPE Learning Academy of Toledo.

The Governing Board will contract management services with NCOESC. NCOESC shall report to the Governing Board and shall be operationally accountable for ensuring compliance with the terms of this contract.

Organizational Chart of HOPE Learning Academy of Toledo



HOPE LEARNING ACADEMY EDUCATIONAL PROGRAM

Curriculum

Curriculum	Grade Levels	Subject, and/or Program	Research Support
Math in Focus (Singapore Math)	K-8	Math	Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press. Campbell, K. J., Collis, K. F., & Watson, J. M. (1996). visual processing during mathematical problem solving. <i>Educational Studies in Mathematics</i> , 28, 177-194.
Houghton Mifflin - Journeys	K-6	Reading	Enhancing Houghton Mifflin Journeys by Tech4Learning
NWEA MAP	K-8	Reading & Math Intervention	NWEA'S MEASURES OF ACADEMIC PROGRESS VOTED ONE OF "TOP 100 PRODUCTS OF 2008," AS REVEALED BY DISTRICT ADMINISTRATION MAGAZINE
Discovery Ed	K-8	Science	Recognized and supported by the National Science Foundation, 2013.
TCI Online Alive	K-8	Social Studies	Effectiveness of TCI's History Alive: A Report of a Randomized Experiment in Alum Rock Union Elementary School District by Empirical Education (2006).
Writing With Out Tears	K-3	Writing	Writing begins at home: Preparing children for writing before they go to school.
G.U.M: Grammar, Usage, Mechanics	7-8	English Language Arts	Enhancing ELA learners with a comprehensive grammar usage program by Zaner-Bloser

These tools along with other supplemental materials will allow us to meet the needs of the diverse population of learners. All students, including students with disabilities, English language learners, gifted, at-risk, and/or economically disadvantaged students will be assessed at enrollment and fall of every year to determine baseline levels of achievement. Each student will have an achievement plan and a monthly plan for either remediation or enrichment. Staff members will collaborate in order to determine the intervention or enrichment systems that are necessary to ensure the academic success of the student. The analysis of student work will be utilized to monitor progress in addition to the local common assessments, Ohio Achievement assessment, and ongoing formative and summative assessments.

Commitment to Academic Rigor

While the public continues to debate many facets of our national education system, one area of unilateral agreement is the importance of reading and math. Cross-categorical classrooms allow students to be exposed to reading and math in all subjects while building a deeper understanding of real-world application. With that focus in mind, we have developed a series of belief statements:

HOPE LEARNING ACADEMY EDUCATIONAL PROGRAM

- HOPE believes that our first priority is to ensure our students are able to access the standard based curriculum independently through differentiated instruction by providing students with multiple options to learn and interpret ideas according to their tested ability level.
- HOPE believes that a student's academic program should be flexible and based on the needs of the student. The program will vary as the child develops academically.
- HOPE believes that enhancing student achievement involves developing all areas of human development. An educational experience that stimulates academic and social growth requires a curriculum infused with life, sensory, and art expression skills.
- HOPE believes the emphasis on reading begins before kindergarten. This establishes a foundation and positions the child for future success. Thus, we will encourage parents to enroll their children in pre-kindergarten programs to help orient them to become successful readers in kindergarten.

New Learning Standards of Ohio

The New Learning Standards of Ohio are foundational in providing our students with a high-quality education. They allow every parent, teacher and student a thorough understanding of what the standards of success are in every school across the state.

The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The New Learning Standards of Ohio focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

Having students, parents and teachers all on the same page and working together with shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college, technical school and a modern workforce.

Rubrics

Detailed rubrics are used by teachers for observing each of the critical instructional elements of the educational programs. Rubrics list a clear set of guidelines for lessons. Prior to an observation of student skills, teachers review the checklist in order to prepare for the observation. Following the observation, these checklists can serve as a point of reference as teachers and administrators discuss and evaluate the effectiveness of the lesson. In this way, teachers receive immediate feedback, which enables them to make immediate and real changes that lead to more effective teaching.

A Multi-Sensory Based ELA

Multi-sensory approaches teach reading and writing through Auditory (hearing), Visual (sight), and Kinesthetic (movement/touch) pathways. This gives multiple pathways for the information to reach the brain. It is diagnostic as it involves constant assessing and reflection on knowledge of the student. It is systematic and seeks to unite the components of written language. Thus it treats sound-symbol knowledge, oral language (grammar and pronunciation), written language conventions and handwriting in an organized and integrated fashion.

LifeSkills and Social Skills

Social skills development for students with special needs does not come naturally. While many students, both those with and without disabilities, may struggle with reading nonverbal cues while engaging in social interactions, certain individuals are more likely than their peers to have difficulty in a traditional school setting. Social situations that present difficulties for students with disabilities can range from fairly simple (engaging in conversation with a peer) to the extremely complex (determining whether someone who seems friendly is actually harming you). A social skills infused curriculum is vital to the character development in educating the whole child.

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School Culture

By initially starting a K through 8 school with small class sizes and a low student-teacher ratio, we can instill a school culture upon which to build and grow. The School Leader along with the administrative staff will lead the school culture by taking time to build relationships, and a sense of community, with staff members, families and students.

The school staff, including the School Leader, will have an open door policy in regards to communication. Obviously, this openness will be limited when class is in session, however; teachers will be available by appointment, via phone or via email.

Academic Goals

Student Promotion

Goal: Students shall master all the grade level objectives before being promoted to the next grade level. This shall be measured through an objectives mastery checklist that each teacher shall keep for each student. The mastery checklist shall be aligned with the Ohio Content Standards to insure each student is mastering grade level objectives. Expectation shall be high with student achievement being encouraged through a variety of methods.

Student Achievement

Goal: All students will increase achievement.

Student achievement will be measured by comparing pre- and post-test scores of an Ohio Department of Education (ODE) approved district assessment aligned with the Ohio New Learning Standards. Goals will be set each year from the base line data gathered from the pre-test administered at the beginning of the school year.

Additionally, student achievement will be measured by comparing scores on the Ohio Achievement Assessment (OAA).

The *HOPE Learning Academy* shall pursue meeting the following applicable minimum requirements pursuant to the Ohio Revised Code 3302.02:

75% pass rate on each 3rd grade achievement assessment for typical students

93% attendance rate; and

3% drop rate.

If the school does not meet all the requirements, HOPE Learning Academy of Toledo shall show an average increase of at least 2.5 percentage points each year for those requirements not met or the average result for each appropriate grade level shall equal or exceed the proficiency test results of the district-wide local school in which the school operates.

Adequate Yearly Progress and Valued-Added Growth

Goal: All *typical* students will reach proficient level in reading and mathematics, and all students will receive an expected value-added growth rating of **Met** by 2023-2024. Until then, yearly goals are set requiring a specific percentage of typical students in the school to meet AYP and for all students to show value-added growth. Goals for each student group must be met.

Overview of Education Program and Curriculum

The curriculum has been carefully aligned in order to meet the learning objectives and skills addressed in the primary and supplemental instructional resources. It has also been aligned to the New Learning Standards of Ohio for English Language Arts and Math (Common Core) and Science and Social Studies for the State of Ohio and well as the Common Core Standards.

The Core Content Standard is a consensus-based model of specific content guidelines that provide a solid, coherent foundation of learning for students in Early Childhood and Elementary grades. It

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represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. The Standards offer a planned progression of specific knowledge in history, geography, mathematics, science, English literature and fine arts. It is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next.

Reading, Writing, Oral Language and English

We believe that successful readers must be given all of the tools necessary to read. This includes a phonics program beginning in Kindergarten. The systematic introduction and practice of sounds in pre-school, and kindergarten through the first marking period of second grade enables all children to be firmly rooted in the basics of the English language.

Students will be instructed from the very beginning of the reading experience that there is important meaning in the text. Comprehension skills will be modeled, taught, and evaluated at every grade level.

Teachers will work to develop fluency in all readers. Children will be given many opportunities to read both silently and aloud. Teachers will model fluency and expression at every grade level through the oral presentation of excellent literature.

Our students will regularly read classical children's literature. It is our desire to expose them to outstanding works in the field of children's literature with a strong emphasis on books containing rich language and vocabulary. All students will be expected to develop a strong understanding of and appreciation for the English language. A challenging spelling program includes weekly spelling list and quizzes. Students will be instructed in all areas of grammar and punctuation including topics such as root, prefixes, suffixes, and subject/verb agreement. Students will study vocabulary with an emphasis on appropriate vocabulary from content areas. Classes will also review grammar, punctuation, and spelling through *Daily Oral Language* exercises. Teachers will emphasize that neatness counts and excellent penmanship will be expected. Students will have many opportunities to develop their skills in the area of Composition writing in both fiction and non-fiction.

Journeys Common Core reading program is infused with digital tools and transparent result-driven instruction. Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The vocabulary instruction builds readers and writers ability while providing intervention for struggling students. Journeys have a differentiation component that allows for easy access to varied ability of learners.

Journeys Common Core builds a knowledge base to read complex text. As students progress, one of their challenges is learning from and about complex text. To prepare students for this challenge, Journeys Common Core focuses on repeated reading to complex text, developing academic vocabulary, and close-reading skills. This is guided through a text complexity rubric, which provides an at-a-glance guide to the complexity of the selection text.

In teaching to various abilities of learners, Journeys provides differentiating components in each lesson. Scaffolding and differentiation are part of everyday instruction to ensure the needs of every child are met. Multiple opportunities for differentiation include "write-in readers" with extra support for emergent, reluctant, or struggling readers.

Journeys Common Core includes comprehension assessment tools to assist in monitoring student progress, including an assessment app that allows for real-time information. Students will have online access to practice their reading skills through a series of daily practice activities and quizzes.

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Mathematics

Students will spend time working through a variety of hands-on projects to introduce lessons. Once these areas are mastered, our students will focus on problem-solving skills. These skills are important for success for advanced math problems. Our students will be required to talk about and prove their understanding of math concepts that will be taught through in-depth understanding of essential math skills. At the elementary level students will focus on really understanding numbers prior to applying that understanding of numbers to the data in middle school. Students will be taught to find patterns and relationships, to become problem solvers, to convey their reasoning skills, and to become deliberate and focused on their approach to mathematics.

Math in Focus: Singapore Math by Marshall Cavendish is a math curriculum for grades k-8. It provides an authentic Singapore math curriculum, highlighting problem solving as the focus of mathematical learning. The program teaches concepts using a concrete, pictorial, and abstract learning progression to anchor learning in real-world, hands-on experiences, supported by seamless integration of technology with the use of ebooks, interactive whiteboard activities, online student activities, online manipulatives, and a bar modeling app.

Math in focus consist of core components such as the teacher and student hard books, student workbooks, fact fluency sheets for grades k-5, and multiple assessments to grasps the true level of student understanding of math concepts. Differentiation instruction is built into the curriculum to easily allow teachers to adapt various student abilities through scaffolding, the systematic sequencing of prompted content and support to optimize learning. The ultimate goal of scaffolding is to gradually remove the supports as the learner masters the task. Math in focus uses the scaffolding approach to introduce new concepts and increasingly difficult problems. Scaffolding is apparent in the concrete, pictorial, abstract approach that appears throughout the program and in the sequencing of the word problems that go from one step to two-step multistep.

Social Studies

The social studies curriculum will have a clear link to the newly revised Ohio Academic Content standards. Our students will explore Local, American, and World history through an interactive web-based curriculum and hands-on activities till mastery. Teachers to will implement the Ohio New Learning Social Studies Standards and the Core Knowledge Sequence. Using interactive curriculum, teachers will develop thematic units and accomplish the learning objectives through project-based learning. The history content is based on the Core Knowledge Sequence. This sequence gives student an excellent understanding of communities (past, present, near and far), people in societies. A strong emphasis is placed on the uniqueness of the history of the United States and the people who shaped this great country. Teachers model a respect for American and her heritage. An understanding of geography is essential in the study of history; therefore, significant time is given to the instruction of geographically related topics such as economics, government and citizenship. The geography curriculum is based primarily on the material covered in the Common Core Content Standards yet will align with the New Learning Social Studies Standards.

TCI is a comprehensive online driven curriculum k-12 Social Studies program that integrates textbook content, with technology and interactive classroom lessons. Online lesson plans include student handouts, assessment tools, and enrichment resources for student engagement. TCI encourages student engagement by providing interactive cooperative group learning that guides them to self-discovery in various learning situations.

Science

The science curriculum will also have a link to the newly revised Ohio Academic Content standards. Core Knowledge Sequences provide much of the necessary content to meet these standards. Science includes the study of life science, earth and space sciences and physical science. The teachers will have a strong

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commitment to hands-on science activities. Our students will work extensively with developmentally appropriate materials, measuring devices and scientific instruments.

The science curriculum focuses on the established goals and objectives for science teaching. Core Knowledge Sequences provide much of the necessary content to meet these standards. Science includes the study of life science, earth and space sciences and physical science. The teachers will have a strong commitment to hands-on science activities. Students will work extensively with developmentally appropriate materials, measuring devices and scientific instruments.

Discovery Ed Science Techbook is a K-8 interactive science curriculum aligned to the Common Core and State of Ohio New Learning Standards. It engages students in interactive, multimodal learning with virtual labs, explorations, and literacy-building reading passages that take them beyond theory. The interactive program uses real-time assessment by integrating it into the curriculum for personalized and informed day-to-day instruction. Interactive short video segments bring key current scientific concepts to life with content from relevant programs such as Mythbusters, Planet Earth, Jeff Corwin, Sid the Science Kids, and Head Rush. Each video has guided student instruction with worksheets and hands-on activities. Discovery Ed Science Techbook reinforces language arts, comprehensive literacy, and mathematics skills with science content. The interactive program enhances cross-curricular learning through an interactive glossary that explains hundreds of scientific terms via animations, text, videos, and images. It supports struggling readers and ELL students via eBooks with video audio support with grade-appropriate informational science text in the elementary grades. Math skills are enhanced through lessons that require the student to interpret the data, draw conclusions based on evidence, and practice important math skills through Virtual Labs. Instruction is guided with real-time feedback through built-in online assessment tools that allows for seamless differentiation instruction.

Sensory Integration

Many students with disabilities are unable to take in, sort out and connect information delivered by the five senses. Less familiar sensory systems known as vestibular and proprioceptive senses are considered to be body-centered. These senses operate without conscious thought and cannot be observed by the naked eye. Together the senses need to work smoothly for proper functioning and motor planning. If children have issues with modulating different sensory input, one will see effects in their behavior. They become stimulated by the sensory information and have decreased attention, focus and self-control. An occupational therapist, guides children through activities that normally challenge their ability to appropriately respond.

Social Skills

At HOPE Learning Academy of Toledo, we believe it is essential for students to learn proper techniques to interact and communicate with others. By having strong social skills, students will become more confident in social situations and make and make better decisions. Using real-life scenarios, students will begin to understand the importance of using social skills in the classroom, as well as at home, and in the community. The Social skills curriculum will also complement the ITI Lifelong Guidelines and Life Skills that will be the backbone of our school-wide behavior expectations initiative.

Art

Through weekly art classes, students will explore many different genres of art. Students will participate in hands-on art projects throughout the year. Frequently these projects will be related to topics currently being studied with their classroom teacher. Students will also be exposed to, many great artists and their works through art appreciation lesson. Art will also be infused throughout the lessons and lesson assessment so that students can creatively demonstrate their learning.

Music

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Students will explore many periods of music during their weekly classes. Students will spend time learning music appreciation and study great composers and their works. Theory is also an important part of music education, and children will learn many basics in this area. There will be many opportunities for the students to sing as a part of the class.

Physical Education

Physical Education helps students develop in three areas. Student will develop individual skills through direct instruction and guided practice. Students will learn about teamwork through playing team games. Lastly, students will learn about the importance of sportsmanship through instruction and modeling the instructor.

Library

Each class will visit the library weekly. Students will have the opportunity to read, check out books, and receive instruction in different areas of library usage.

Technology

Technology will be infused throughout the curriculum. In addition, students will have access to a computer lab in the media center with one instructional period per week. As the year progresses and students master the core basics of reading and math, additional technology will be integrated into the instructional program.

Special Education

HOPE Learning Academy of Toledo will use tools and programs developed through "best practices" approach. Our tools and programs are research-based and proven to be successful. This will give us the bases for our students' education. We believe education is a process of continuous improvement, refined according to the specific student population.

HOPE instructional curriculum includes intervention segments and/or integration models that support students' who are at-risk and/or special needs. The instructional instruction will be supported with "best practices" that allows for functional application for various student abilities, such as:

Differentiated Instruction: a teaching method that gives students multiple options for taking information and making sense of ideas. Instruction is varied and is adapted in order to adjust instruction to the ability of the learners.

Problem-Base Instruction: Student centered instruction-allowing student to learn about a subject through the experience of problem solving.

Universal Design Lesson (UDL) Plan Format: Allows teachers to plan effective lessons for "ALL" learners. UDL is aligned with the course for "all students" focusing on lesson goals, assessments, teaching method, and required materials and resources.

Co-Teaching Classroom Model: A model where a general education teacher and a special education service provider participate in lesson or activity planning together and work together in the same classroom to instruct both students with and without disabilities. This educational setting supports the needs of students with learning disabilities to access the curriculum.

Measurable Standards

Performance Standards

HOPE Learning Academy of Toledo's success shall be measured by the following academic and non-academic performance standards and assessment tools:

Student Achievement

Ohio Achievement Assessment

The Ohio Achievement shall be administered to grades 3-8 in Reading and Math, and Science or as mandated by the State of Ohio.

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Curriculum-Based Assessments

AIMS-Web

Monitors K-8 student progress in early literacy, reading, language arts and math through direct, continuous assessment of basic skills. Students are given time efficient standardized tests. Benchmark probes are included for universal screening and Targeted Progress Monitoring probes.

Study Island

Students in K-12 are exposed to a comprehensive online supplemental program aligned to the Common Core and New Learning State Standards in Math, Reading, Writing, Science, and Social Studies. Study Island provides practice, assessment, and productivity tools that improve the performance of educators and students via the web-based program. Teachers are able to track student performance in real-time in order to address individual learning gaps.

NWEA

Students are tested in the area of reading and mathematics. The tests are delivered via computer and are scored electronically to measure growth for individual students, classrooms, and the school; providing immediate results. Additionally, tests can be given during the school year to provide a snapshot of student progress, allowing school staff to make instant adjustments to classroom lessons without waiting for yearend feedback.

A traditional wide-range test provides all the students in a grade with a single test form. A problem with this type of test is that in trying to give a sampling of content that is appropriate for many students, the best as a whole is appropriate for very few students. Almost any student taking a wide-range test encounters some items that are too easy, some are reasonably challenging and some and some that are too difficult. With the NWEA, each student takes a unique test that is dynamically developed for him or her as the test is being administered. The program instantly analyzes the student's response to each test item and determines the appropriate difficulty level to present throughout the remainder of the test. This type of adaptive test gives all students an equal chance to succeed and makes achievement scores more accurate.

Assessment Plan

Reading Assessments shall be administrative to the third grade student in the fall as determined by the State of Ohio. The Ohio Achievement Assessment shall be administered to students in grades 3-8 in reading and math and other content areas as determined by the Center for Curriculum and Assessment at the Ohio Department of Education.

The NWEA shall be administered to students every year. A pre-test shall be administered to all new students in the fall and a post-test shall be administered to all students' in the spring. This yearly testing shall allow the school to see year-to-year growth.

Classroom testing shall be used to measure day-to-day achievement in the classroom. Testing shall take many forms, including written, oral and demonstration of skills.

Non-Traditional Assessment Plan

Our intent is to create an environment whereby the school is constantly improving based on assessment of data. Our teachers will use a web-based application to input information, such as, student attendance, student disciplinary issues, parent/guardian attendance at conferences, student assignments and daily tests, and results of annual tests.

Additional analysis will be conducted on the data collected from the NWEA, the annual test we have chosen. The test results can be tabulated immediately and will be manipulated for value-added analysis based upon matched gain analysis.

Parents/guardians will have access to their student's information and will be kept informed of their student's progress as often as they wish. Additionally, they will be able to contact the classroom teacher

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via email or phone. The teacher may use this interaction in modifying their teaching to meet the needs of a particular student.

Teachers will meet on a regular basis to discuss lesson planning and share information on what is and is not working in their classrooms. In this way, teachers have instant feedback that will be used to plan future lessons.

Non-academic Goals Assessment

We propose to assess the non-academic goals of the program, at least annually, and more often should it be necessary. Annual audits will assess the financial stability of the school. The results will be reviewed by the Board of Directors and published to the public.

Separate satisfaction surveys will be sent to parents and teachers of the school to assess various components of the education program. The results of these surveys will be evaluated for potential changes to the program. We believe that the school should always be looking for opportunity to improve the academic and non-academic components of the school program, in the best interest of the families enrolled.

Special Needs Policy

All students with special needs have the right to a quality education appropriate to their needs, abilities and interests. The school shall comply with ORC Chapter 3323 and PI105-17 Individuals with Disabilities Education Act (IDEA) throughout the term of the school's charter. HOPE Learning Academy of Toledo is committed to providing those services or contracting for those services as necessary according to each student's Individual Education Plan (IEP). Depending on individual student need, Special Education staff will adapt or supplement regular education curriculum with additional curriculum and teaching aides.

It is our goal that the Special Education staff act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through the one-on-one and small-group remediation.

The Individual Education Plan

The charter schools will comply with all Federal and State legal requirements that every student identified as having a disability be provided an Individual Education Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms will be scanned to identify current IEPs from another school. The parents shall be fully informed of their rights, procedures and responsibilities under special education law.

Role of the Special Education Leader Teacher

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs.
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs.
- Provide instruction to individuals or groups of students in the classroom as well as in the Resource Room setting.
- Administer formal and informal educational assessments
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies.
- Facilitate effective communication with students, parents, teachers, administration, Special Education support staff and community-based agencies.
- Share, up-to-date professional information regarding Special Education.
- Coordinate free transportation according to a student's IEP.
- Receive referrals directed to the Child Study Team.
- Coordinate /lead Child Study Team meetings.

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Special Education Personnel

All special education teachers will have the proper certification and shall attend special education seminars and conferences to keep up-to-date on policies and requirements. Our ancillary staff may consist of speech and language pathologists, social workers, psychologists, and occupational therapists.

Evaluations

Special Education students are subject to annual review and a three-year re-evaluation. At their annual reviews and three-year re-evaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programming for this student. Parents are informed of student progress a minimum of four times per year, at quarterly marking periods. Progress will also be shared through the telephone written and personal contacts.

Inclusion of Students with Disabilities

We are committed to the fullest level of inclusion deemed possible and appropriate by our professional team of general and special educators, administrators and ancillary-support staff. Our goal is to educate each student in the least restrictive environment, based on a student's individual needs. This goal is derived from the belief that each student's first and primary placement should be in the general education program with his or her own peers. To this end each student with a disability is the joint responsibility of both the general and special educator.

Parent Participation

Parents/Legal Guardians have the expressed right to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/ guardians during the child study process and the parent's /guardian's presence will be requested for all subsequent meetings. Parents/Legal Guardians are considered members of both the Multi-Disciplinary Evaluation Team (MET) and the individual Education Programming Team (IEPT).

IDEA

The charter schools will be in step with the major changes in Special Education

The six principals of IDEA are:

- Free appropriate public education
- Appropriate evaluation
- Individual Education Program
- Least restrictive environment (LRE)
- Parent participation in decision making
- Procedural safeguards

Special Needs Accommodation

It is the intent of HOPE Learning Academy of Toledo to assure that all exceptional needs children attending the school shall be provided with an appropriate public education. Accommodations will be made, to the very best of the school and staff's ability, to meet the requirements outlined in each student's IEP.



4234 Monroe Street, Toledo, Ohio 43606

Classroom Based and Non Classroom Based Learning Opportunities

- Math
- English language Arts
- Science
- Social Studies
- Reading
- Gym
- Health
- Life Skills
- Technology
- Social Skills
- Career Readiness (Grade 6-8)
- Community Leaders (Grades 5-8)
- Library

Instructional Delivery methods

- Whole group
- Small group
- One on one
- Teacher led
- Student led
- Independent

Instructional delivery methods are based on student needs and their IEP's

"The Perfect place for exceptional children with Learning Differences"

www.HopeLearningAcademy.org ' Phone: 419.297.6313 ' Email: Info@HopeLearningAcademy.org

2017 - 2018 PARENT SCHOOL CALENDAR

Monday-Friday: Teacher work day is 7:40-3:40. School hours are 8:30 a.m.-3:00 p.m



- Before School Care starts at 7:50 a.m. in cafeteria
- Homeroom begins promptly at 8:30 a.m.

FIRST QUARTER: August 28, 2017 - October 26, 2017

AUG.	24	Open House - Meet your teachers, pick up schedules and drop off supplies from 2-3:30
AUG.	28	FIRST DAY OF SCHOOL for STUDENTS
SEPT.	04	SCHOOL CLOSED - Labor Day
SEPT.	21	PICTURE DAY (subject to change)
SEPT.	22	SCHOOL CLOSED Teacher Work Day
OCT.	26	END OF 1st QUARTER (SCHOOL IS in SESSION)

SECOND QUARTER: October 27, 2016 - January 17, 2018

OCT	27	SCHOOL CLOSED- Teacher Work Day
OCT	30	SCHOOL CLOSED- Teacher Professional Development Day
NOV.	17	SCHOOL CLOSED - Parent/Teacher Conference Day
NOV.	22 - 26	THANKSGIVING BREAK (SCHOOL BUILDING IS CLOSED)
DEC	20	SCHOOL CLOSED- Teacher Work Day
DEC.	21 - JAN. 5	WINTER BREAK (SCHOOL BUILDING IS CLOSED)
JAN.	08	SCHOOL RESUMES
JAN.	15	SCHOOL CLOSED - Martin Luther King Day
JAN.	17	END OF 2 nd QUARTER (SCHOOL IS in SESSION)

THIRD QUARTER: January 18, 2018 - MARCH 23, 2018

JAN.	29	SCHOOL CLOSED - Teachers Work Day
FEB.	19	SCHOOL CLOSED - President's Day
MAR.	8	SCHOOL CLOSED - Parent/Teacher Conference Day
MAR.	9	SCHOOL CLOSED - Teacher Professional Development Day
MAR	23	END OF 3 rd QUARTER (SCHOOL IS in SESSION)

FOURTH QUARTER: March 26, 2018 - June 1, 2018

MAR 30- APR 8.		SPRING BREAK (SCHOOL BUILDING IS CLOSED)
MAY	25	SCHOOL CLOSED - Teacher Professional Development Day
MAY	28	SCHOOL CLOSED - Memorial Day
MAY	31	8 th Grade Graduation
JUNE	01	END OF 4 th QUARTER - LAST DAY OF SCHOOL FOR STUDENTS

*Schedule is subject to change based on School Leaders discretion

ATTACHMENT 6.4 ✓

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

Academic Assessment & Accountability

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

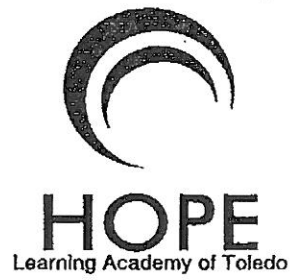
1. If the School drops one ranking level in Ohio Report Card standing, the Sponsor may, at its discretion, require an explanation, analyses, or corrective action plans concerning a specific area or areas causing the drop in ranking.
2. If the School drops two or more ranking levels in Ohio Report Card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

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

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

ATTACHMENT 6.5

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



HOPE Learning Academy of Toledo will assess the racial/ethnic balance within twelve (12) months in a public meeting with any marketing changes based on the assessment.



HOPE
Learning Academy of Toledo

Racial and Ethnic Balance Assessment

POLICY NUMBER: N/A	EFFECTIVE DATE: 11/30/2015 5/9/17	APPOINTING AUTHORITY APPROVAL: Hope Learning Academy of Toledo School Board
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See attached

**RACIAL/ETHNIC/NATIONAL ORIGIN HARASSMENT AND
DISCRIMINATION POLICY COVERING STUDENTS**

Each student has a responsibility to maintain an educational environment free from harassment. Harassment or offensive conduct at the School or School related functions is prohibited.

No student shall, on the basis of his or her race, ethnicity, or national origin be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any educational right, privilege, advantage or opportunity.

No person shall be disadvantaged or treated unfairly by the Governing Authority or any of its personnel or students on the basis of race, ethnicity, or national origin, whether intentionally or otherwise, in any activity at any level of the operations of the School.

Racial/Ethnic/National Origin Harassment

Racial/ethnic/national origin harassment may be any behavior, verbal or physical, which is imposed by an employee or student on a student because of race, national origin, or ethnic background, which is intimidating, offensive, abusive, threatening or unwelcomed and which causes or contributes to a racially/ethnically/national origin based hostile environment.

Such a hostile environment exists when acts of harassment are sufficiently numerous, severe, or pervasive to impair or alter an individual's school environment. The existence of a hostile environment is to be judged from the viewpoint of a reasonable person in the victim's situation under all of the existing circumstances.

Such harassment may include, but is not limited to:

1. Racial/ethnic/national origin oriented verbal **harrasing** or demeaning racial/ethnic innuendos, teasing, jokes or remarks of a racial/ethnic nature.
2. Writing graffiti and/or slogans depicting racial/ethnic slurs or racially/ethnically derogatory sentiments.
3. Racial/ethnic/national origin motivated intimidation and/or physical violence or threats of physical violence.

Racial/Ethnic/National Origin Discrimination

It is unlawful to discriminate against a student because of his/her race, ethnicity, or national origin.

Investigation of Harassment and/or Discrimination

In order to prevent, deter or correct such a hostile environment or concern about such discrimination, it is the responsibility of the administrative personnel to investigate any charges of racial/ethnic/national origin harassment or discrimination when brought to their attention and take appropriate corrective action.

1. Complaint Procedure

- a. The student desiring to file a harassment/discrimination complaint must present the complaint, in writing, to the Title VI Coordinator. If the student verbally complains to a staff member regarding such harassment, the staff member is required to report the complaint to the Coordinator. The Coordinator or his/her designee shall investigate the matter unless otherwise designated by the Governing Authority.
- b. If the Coordinator is the employee alleged to have engaged in the harassment/discrimination, the complaint shall be sent directly to the Governing Authority. The Coordinator will either conduct the investigation set out below, or appoint an investigator in his/her place.
- c. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School's legal obligation and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

2. Investigation

- a. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment/discrimination, and the Governing Authority's interest in a prompt and fair investigation.
- b. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- c. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment/discrimination has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment/discrimination has occurred.

3. Post-Investigation Procedures

- a. Upon conclusion of the investigation, the investigator shall issue a written report. Although the facts and circumstances of a particular investigation may require an investigation to continue beyond forty-five (45) school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the accused was found to have engaged in harassment/discrimination, was found not to have engaged in harassment/discrimination, or whether the investigation was inconclusive. The report shall be issued to the complainant or to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.
- b. A finding of no harassment/discrimination or inconclusive evidence shall end the investigation.
- c. If harassment/discrimination is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment/discrimination is eliminated for the victim and other individuals affected by the harassment/discrimination and to correct its discriminatory effects on the complainant and others, if appropriate.

4. Discipline

If harassment/discrimination is found to have occurred, the person who engaged in such harassment/discrimination may be disciplined, up to and including suspension or expulsion of students. The discipline must be reasonably calculated to end the harassment/discrimination, up to and including suspension or expulsion of students. Any discipline must include a directive that the student or employee not engage in such harassment/discrimination in the future.

The Superintendent shall appoint the Title VI Coordinator for Non-Discrimination for the School.

School employees will be notified at least annually of their responsibility to report all instances of possible racial/ethnic/national origin discrimination or harassment of which they become aware and to whom such a report shall be made.

It is Governing Authority policy that all reports of such harassment will be thoroughly investigated, and violations of this policy will be treated as serious disciplinary infractions. No student shall be subjected to retaliation for any good faith report of harassment/discrimination or participating in an investigation about harassment/discrimination under this policy. Limited disclosure may be necessary to complete a thorough investigation.

Adopted: _____

HOPE Learning Academy of Toledo
Racial & Ethnic Balance Assessment
2014-2015

Ethnicity	Number of Students	Percentage
Caucasian	21	33 %
African American	23	36 %
Native American	0	0 %
Bi-Racial	8	13 %
Caucasian Hispanic	8	13 %
African American Hispanic	0	0 %
Bi-Racial Hispanic	3	5 %

HOPE Learning Academy of Toledo
Racial & Ethnic Balance Assessment
2013-2014

Ethnicity	Number of Students	Percentage
Caucasian	9	31%
African American	6	21%
Native American	1	3%
Bi-Racial	4	14%
Caucasian Hispanic	4	14%
African American Hispanic	4	14%
Bi-Racial Hispanic	1	3%

Student Information > SIS > School > Student Reports > Ethnicity Summary Report

Ethnicity Summary Report

Select the type of report to execute

Report Type: District Summary Report ▾

Active Only:

Show Results

School	Asian		Black or African American/Non-Hispanic		Hispanic/Latino		American Indian or Alaskan Native		Multiracial		Native Hawaiian or Other Pacific Islander		White, Non-Hispanic			Total Enrollment	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		F
Hope Learning Academy	0	0	12	7	6	1	0	0	3	5	0	0	17	8	0	0	59

Student Information > SIS > School > Student Reports > Ethnicity Summary Report

Ethnicity Summary Report

Select the type of report to execute

Report Type: Grade Summary Report ▼

Active Only:

Show Results

Grade Level	Asian		Black or African American/Non-Hispanic		Hispanic/Latino		American Indian or Alaskan Native		Multiracial		Native Hawaiian or Other Pacific Islander		White, Non-Hispanic		Total Enrollment		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
KG	0	0	1	1	0	0	0	0	0	1	0	0	2	1	0	0	6
01	0	0	1	0	0	0	0	0	2	0	0	0	2	1	0	0	6
02	0	0	2	0	1	0	0	0	1	0	0	0	1	0	0	0	5
03	0	0	3	3	0	0	0	0	0	1	0	0	1	0	0	0	8
04	0	0	0	0	0	0	0	0	0	1	0	0	2	3	0	0	6
05	0	0	2	0	0	0	0	0	0	0	0	0	3	1	0	0	6
06	0	0	0	1	1	1	0	0	0	1	0	0	2	0	0	0	6
07	0	0	0	1	3	0	0	0	0	1	0	0	3	2	0	0	10
08	0	0	3	1	1	0	0	0	0	0	0	0	1	0	0	0	6

ATTACHMENT 6.7

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



Suspension and Expulsion-Policies and Reporting

POLICY NUMBER: 102013--	EFFECTIVE DATE: 10-22-13	APPOINTING AUTHORITY APPROVAL: Hope Learning Academy of Toledo School Board
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HOPE Learning Academy of Toledo has adopted board-approved suspension and expulsion policies: Policies are aligned to contractual language and implemented as written. The School Leader will provide a list of all suspensions and expulsions to date for the current school year, differentiating any special education students.

HOPE Learning Academy of Toledo
SUSPENSION AND EXPULSION-POLICIES AND REPORTING

Student Expectations:

All students at HOPE will be held accountable for the following expectations:

- All HOPE students are **SAFE**:
 1. Be aware of your surroundings and careful to prevent danger.
 2. Be sure your actions will not cause harm to yourself or others.

- All HOPE students are **RESPONSIBLE** for this own behavior:
 1. Attend school. Do everything possible to be sure that your attendance is regular.
 2. Be on time for school and for classes.
 3. Be prepared for class.
 4. Participate in class.

- All HOPE students are **RESPECTFUL** of self and others:
 1. Treat others with respect and courtesy.
 2. Respect others' belongings.
 3. Do not take, use, or damage others' things.
 4. Respect yourself at all times.
 5. Do not bring harm to yourself or others verbally, physically, or mentally.
 6. Use only appropriate language, actions, and attire.
 7. Be positive in your actions words, and behaviors.
 8. Be sure to only involve yourself in activities that are respectful.

- All HOPE students are **HONEST** at all times:
 1. Be honest with yourself at all times.
 2. Answer truthfully at all times.

Minor infractions will be handled in the classroom following the classroom teacher's policy. Infractions that warrant an administrative decision will result in parent notification and may include a disciplinary action as defined below.

Lunchtime Detention

Occasionally, it becomes necessary to discipline a student for violating the established school rules or Code of Conduct during the lunch period. In an effort to

deter such actions and hold students accountable for their behavior, detention during lunchtime may be assigned. Students will report to the assigned room or table for the entire lunch period. Parents will be notified that the detention was served. Recess privileges may also be lost as part of this discipline. A student may be required to clean the cafeteria as a natural consequence of their actions.

Before/After-School Detention

Some student offenses will result in detention held before or after school hours. Students are notified of the infraction and are to serve the detention on the "Date(s) for Detention" date listed on the detention slip. Parents will be notified that the detention has been issued and when it is to be served.

Failure to serve the first detention will result in the assignment of a second detention. Failure to serve the two detentions at the arranged times may result in other disciplinary actions. Detentions are assigned by the School Leader. Transportation home after detention is the responsibility of the parent/guardian.

The following rules must be followed in detention:

- No talking or moving from assigned seat.
- No electronic devices (i.e. MP3 player, iPod, hand held games)
- Students need to bring schoolwork and complete assigned work.
- Work may be assigned to the student to complete during the detention based on the violation.
- No sleeping.

In-School Suspension (ISS)

The School Leader may decide a student would benefit from ISS rather than an Out of School Suspension. Students serving ISS will be permitted to make up and receive credit for assignments during the day of ISS. Parents will be notified of ISS and when it is to be served.

Guidelines for ISS will be issued and discussed upon assignment of ISS and may include special projects related to the infraction. Students are to bring schoolwork and complete assigned tasks.

Failure to comply and/or serve assigned ISS will result in further disciplinary action.

Out-Of-School Suspension (OSS)

Then the School Leader determines that an OSS is warranted, the student will be notified of the infraction and provided with documentation indicating the

parameters of the suspension. The Ohio Revised Code provides that a School Leader may suspend a child from school for not more than ten (10) days. The student and parents/guardians will be notified of the intent to suspend in writing and will include the specific reason(s) for the action. A student will be given the opportunity to appear at an informal hearing to challenge the reason(s) for the intended suspension or to otherwise explain his/her actions. Suspension may be invoked immediately after the documentation of the intent to suspend is issued and the student has been given the opportunity to explain her/his actions. Within 24 hours after the time of the suspension, a written notice will be provided the student and the parent/guardian, which included among other things, the reasons for such suspension, the right of the student or parent to appeal the action, and the right to be represented in the appeal by a representative of choice.

- Suspensions may cross semester lines and may be carried from one school year to the next.
- Students may not attend any school functions, home or away, while serving an OSS.
- Students are not permitted on school grounds while serving an OSS.
- Work that is missed during an OSS will be accepted at the teacher's discretion.

Expulsion

If all other attempts to modify student behavior are unsuccessful, or a failure to serve previously issued consequences, or a serious violation of the Code of Conduct is committed, the student may be recommended for expulsion from school. The Ohio Revised Code provides that a School Leader or Superintendent may expel a pupil from school for periods up to eighty (80) days, and that a student is subject to a one (1) year expulsion for bringing a gun or a dangerous weapon on school property. If a student is expelled, the length of the expulsion may extend into the following semester or school year. Schoolwork missed as a result of expulsion may not be made up.

For an Intent to Expel, a formal hearing is scheduled to be conducted not sooner than three (3) days nor later than five (5) school days from the date of the notice to expel. For a Removal with Intent to Expel, the formal hearing must be heard within 72 hours (3 school days) of the time of removal.

A student will be given a written notice of the Intent to Expel which includes the specific reason(s) for the action. Parents are advised of the intended action by telephone, when possible. A copy of the notice is mailed within 24 hours and advises the student and the parent of the parameters of the expulsion including:

- The time and place of the hearing
- The reason(s) for the intended expulsion
- The right of the student or the parent/guardian to challenge the reason(s) for the intended expulsion or explain the student's actions

- The right to be represented at the hearing by a representative of choice

Emergency Removal

A student may be removed from the school setting without the formal suspension and expulsion procedures when it is determined that his/her presence poses continuing danger to persons or property or an ongoing threat of disrupting the academic process. Parents will be notified and further discipline may be assigned.

During a period of suspension, expulsion or removal, the student may not enter into any school building or be on the premises of a building owned by or being used by North Central Ohio Education Service Center, nor may the student attend or participate in any school related activities.

Permanent Exclusion

The Ohio Revised Code 3313.662 permits the State Superintendent of Public Instruction, upon the request of a local board of education, to permanently exclude certain pupils from attending any public school in the state under certain conditions. To permanently exclude would mean to forever prohibit an individual from attending any public school in this state that is opened by a city, local, exempted village, or joint vocational school district. The Superintendent may permanently exclude a pupil if the pupil is convicted of or adjudicated as a delinquent child for committing, when he/she was age 16 or older, any of the following offenses or acts (hereinafter, "predicate offenses") that would be offenses if committed by an adult on property owned or controlled by a school board or at an activity held under the auspices of a school board:

- Illegal conveyance or possession of a deadly or dangerous weapon on school premises.
- Carrying a concealed weapon, a municipal ordinance substantially similar to that offense, or aggravated trafficking, trafficking in drugs, or trafficking in marijuana involving the possession of a bulk amount or more of a controlled substance or the sale of a controlled substance.
- Aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, rape, gross sexual imposition or felonious sexual penetration.
- Complicity in any violation described above that was alleged to have been committed in the manner described above, regardless of whether the act of complicity was committed on the property.

Appeal Process

Students are afforded the right to explain a situation that has possible disciplinary consequences and the opportunity to know what the consequences may be. Should you not agree with a disciplinary action, please start the appeal process where it

(originated (i.e. If a teacher assigns a detention you do not agree with, discuss it with the teacher. If the School Leader recommends expulsion, discuss it with the School Leader.) Further appeal information will be provided with any suspension or expulsion.

STUDENT DISCIPLINE
**(Expulsion, Suspension, Emergency Removal, Permanent Exclusion, and
Alternate Discipline)**

During the time of suspension, expulsion, or removal, the student (if he/she is eighteen (18) years of age or older) and/or the parents, guardians, or custodian are responsible for the conduct of the individual. While suspended, expelled, or removed from school, students are not permitted to attend or participate in curricular or extracurricular activities, or be on school property for any reason unless a prior appointment has been made with school officials. If a student is removed only from a particular class or activity, the student may not attend the class or participate in the activity for the duration of the removal.

A suspension or expulsion shall result in the student's total removal from the education program. Credit will not be given for work missed due to out-of-school suspension. For an in-school suspension, credit will be given for all classroom assignments that can be completed during the in-school suspension, or as homework if the student collects the assignments.

Teachers and other employees of the Governing Authority having authority over students may take such action as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Governing Authority and when such conduct interferes with the educational program of the School or threatens the health and safety of others.

Discipline on School vehicles shall be the responsibility of the driver of the vehicle.

A. Definitions

1. Suspension is defined as the denial to a student for a period of at least one (1) but not more than ten (10) school days of permission to attend school and to take part in any school function.
2. Expulsion is defined as the denial to a student of permission to attend school and to take part in any school function, for a period exceeding ten (10) school days but not exceeding the greater of eighty (80) school days, or one (1) year in certain circumstances, or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place, unless the expulsion is extended pursuant to O.R.C. §3313.66(F).
3. Emergency Removal is defined as the denial of permission to be on school premises or at curricular activities to a student whose presence poses a continuing danger to persons or property or an ongoing threat of

disrupting the academic process taking place either within a classroom or elsewhere on the school premises.

4. Disciplinary Removal is an action less severe than suspension, expulsion, or emergency removal and defined as the denial to a student of permission to attend the classes in which he/she is enrolled, or participate in an extracurricular activity in which he/she has been involved, for a period of less than one (1) school day.
5. Permanent Exclusion means the prohibition of a pupil forever from attending any public school in this state that is operated by a city, local, exempted village, or joint vocational school district.

B. Expulsion

1. The Superintendent is the only school employee who may expel a pupil.
2. Whenever an incident occurs that may lead to an expulsion, the Superintendent or principal may suspend a student prior to the expulsion hearing.
3. The Superintendent shall give the pupil and his/her parent, guardian, or custodian written notice of the intention to expel the pupil and provide the pupil and his/her parent, guardian, custodian, or representative an opportunity to appear before the Superintendent or designee to challenge the reasons for the intended expulsion or otherwise explain his/her actions. The notice must include:
 - a. The reason(s) for the intended expulsion.
 - b. Notification of the right of the pupil and the parent, guardian, custodian or representative to appear on request before the Superintendent or designee to challenge the reason(s) for the intended expulsion or to otherwise explain the pupil's action. This hearing cannot be compelled by the Superintendent. The Superintendent or designee may utilize the service of counsel if deemed appropriate.
 - c. The date, time and place to appear must not be earlier than three (3) nor later than five (5) school days after the notice is given unless the Superintendent grants an extension of time. Whenever a student has attained eighteen (18) years of age, the right accorded to the parent of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian his/her refusal will be noted in the presence of a witness.

- d. If the proposed expulsion is based on a violation listed in O.R.C. §3313.662(A) and the pupil is sixteen (16) years of age or older, the notice shall include a statement that the Superintendent may seek the permanent exclusion of the student if he/she is convicted or adjudicated a delinquent child for that violation.
4. The Superintendent or designee may grant an extension of time if requested on behalf of the student. If granted, the Superintendent must notify all parties of the new date, time, and place of the hearing.
5. The Superintendent or designee shall conduct the hearing at the appointed time and place. The purpose of the hearing is for both sides to give their side of the story.
6. The student may waive his/her right to a hearing. This waiver is to be in writing and signed by both student and parents. Additionally, the student can waive the hearing by not appearing or by his/her representative not appearing at the scheduled hearing.
7. If the Superintendent decides to expel, within one (1) school day of the decision to expel, the Superintendent must notify the parent, guardian, or custodian of the pupil and the Fiscal Officer of the action to expel in writing. If at the time an expulsion is imposed there are fewer school days remaining in the school year in which the incident that gives rise to the expulsion takes place than the number of days the student is to be expelled, the Superintendent may apply any remaining part or all of the period of the expulsion to the following school year. The notice of expulsion must include:
 - a. The reason(s) for the expulsion.
 - b. Notification of the right of the pupil, parent, guardian, or custodian to appeal to the Governing Authority or its designee within fourteen (14) days after the date of the expulsion notice by sending notice by mail to the Governing Authority or its designee. The notice shall indicate that the notice of intent to appeal must be postmarked no later than fourteen (14) days after the date of the notice of expulsion.
 - c. The right of representation at the appeal.
 - d. The right to be granted a hearing before the Governing Authority or its designee and request the hearing be held in executive session.

- e. Notification that the expulsion may be subject to extension pursuant to O.R.C. §3313.66(F) if the student is sixteen (16) years of age or older.
 - f. Notification that the Superintendent may seek the pupil's permanent exclusion if the expulsion is based on a violation listed in O.R.C. §3313.662(A) that was committed when the child was sixteen (16) years of age or older, if the child is convicted or adjudicated a delinquent child for that violation.
 - g. If the Superintendent expels a student for more than twenty (20) school days or for any period of time if the expulsion will extend into the following semester or school year, the notice of expulsion shall also include the names, addresses, and phone numbers of any public or private agencies that may offer services or programs that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion.
8. An appeal of the expulsion must be made within fourteen (14) days of receipt of the notice of expulsion.
 9. A pupil or his/her parent, guardian, or custodian may appeal the expulsion to the Governing Authority or its designee. The pupil or the parent, guardian, or custodian may be represented in all such appeal proceedings and shall be granted a hearing before the Governing Authority or its designee, which may be in executive session upon the request of the pupil, parent, guardian, custodian or representative.
 10. A verbatim record shall be made of the hearing.
 11. The Governing Authority or its designee can act only after a hearing, if requested, has been held. The Governing Authority or its designee may affirm, reverse, vacate, or modify the expulsion.
 12. The action of the Governing Authority or its designee on the expulsion must be in a public meeting.
 13. The Fiscal Officer or the Governing Authority's designee shall promptly notify the pupil, parent, guardian, custodian, or representative in writing of the decision.
 14. The decision of the Governing Authority or its designee may be further appealed to the Court of Common Pleas under O.R.C. Chapter 2506.

15. The Superintendent, at his/her discretion, may require/allow a student to perform community services in conjunction with or in place of an expulsion. This may also be required/allowed to extend beyond the end of the school year in lieu of applying the expulsion into the following school year. This provision does not apply to students expelled for bringing a firearm to a school operated by the Governing Authority or onto property owned or controlled by the Governing Authority.
16. The Superintendent shall initiate expulsion proceedings with respect to any student who has committed an act warranting expulsion under the Code of Student Conduct even if the student withdraws from the schools for any reason after the incident that gave rise to the hearing but prior to the hearing or decision to expel. If, following the hearing, the student would have been expelled had he/she still been enrolled in the school, the Superintendent shall impose the expulsion for the same length of time as a student who has not withdrawn from school.

C. Suspension

1. The Superintendent, principal, assistant principal, or Superintendent's designee are the only school administrators who may suspend a pupil.
2. Whenever an incident occurs that may lead to a suspension, an administrator shall investigate the nature of the alleged offense.
3. Prior to suspension or a hearing, the Superintendent or principal must give the pupil written notice of the intention to suspend. This notice must include the reason(s) for the intended suspension, and if the proposed suspension is based on a violation listed in O.R.C. §3313.662(A) and the pupil is sixteen (16) years of age or older, the notice may include a statement that the Superintendent may seek to permanently exclude the pupil if he/she is convicted or adjudicated a delinquent child for the violation.
 - a. The pupil shall be provided an opportunity to appear at an informal hearing before the Superintendent, principal, assistant principal, or Superintendent's designee to challenge the reason(s) for the intended suspension or to otherwise explain his/her actions. This hearing may take place immediately upon notification of the intention to suspend.
 - b. Whenever a student has attained eighteen (18) years of age the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian, the refusal will be noted in the presence of a witness.

4. If the administrator decides to suspend, within one (1) school day of the decision to suspend, the Superintendent, principal, assistant principal, or Superintendent's designee must notify the parent, guardian, or custodian of the pupil and the Fiscal Officer of the action to suspend in writing. If at the time a suspension is imposed there are fewer than ten (10) school days remaining in the school year in which the incident that gives rise to the suspension takes place, the Superintendent may apply any remaining part or all of the period of the suspension to the following school year. The notice of suspension must include:
 - a. The reason(s) for the suspension.
 - b. The duration of the suspension.
 - c. Notification of the right of the pupil, parent, guardian, or custodian to appeal to the Governing Authority or its designee within fourteen (14) days after the suspension notice by sending notice by mail to the Governing Authority or its designee. The notice shall indicate that the notice of intent to appeal must be postmarked no later than fourteen (14) days after the date of the notice of suspension.
 - d. The right of representation at the appeal.
 - e. The right to be granted a hearing before the Governing Authority or its designee and request the hearing be held in executive session.
 - f. Notification that the Superintendent may seek the pupil's permanent exclusion if the suspension is based on a violation listed in O.R.C. §3313.662(A) that was committed when the child was sixteen (16) years of age or older, if the child is convicted or adjudicated a delinquent child for that violation.
5. An appeal of the suspension must be made within fourteen (14) days of receipt of the notice of suspension.
6. A verbatim record of the appeal hearing shall be made.
7. The Governing Authority or its designee can act only after a hearing, if requested, has been held. The Governing Authority or its designee may affirm, reverse, vacate, or modify the suspension.
8. The action of the Governing Authority or its designee on the suspension must be in a public meeting.

9. The Fiscal Officer or the Governing Authority's designee shall promptly notify the pupil, parent, guardian, custodian, or representative in writing of the decision.
10. The decision of the Governing Authority or its designee may be further appealed to the Court of Common Pleas under O.R.C. Chapter 2506.
11. The Superintendent, at his/her discretion, may require/allow a student to perform community services in conjunction with or in place of a suspension. This may also be required/allowed to extend beyond the end of the school year in lieu of applying the suspension into the following school year.

D. Emergency Removal

1. By Teacher

- a. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, a teacher may remove a pupil from curricular activities under his/her supervision, but not from the premises.
- b. During school hours the pupil must be sent to the office.
- c. If a teacher makes an emergency removal, the reasons(s) for the removal must be submitted to the Superintendent in writing as soon after the removal as practicable.
- d. If the emergency removal exceeds one (1) school day then a due process hearing must be held within three (3) school days after removal is ordered.
 - i. Written notice of the hearing and of the reason(s) for the removal shall be given to the pupil as soon as practicable prior to the hearing.
 - ii. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.
 - iii. The hearing and notice requirements shall be conducted in accordance with suspension procedures if it is probable that the student may be subject to suspension. If it is probable that the student may be subject to expulsion, the hearing and notice requirements will be in accordance with expulsion procedures.

- e. If the Superintendent reinstates a student prior to the hearing, the teacher, upon request, will receive written reasons for the action. The teacher cannot refuse to reinstate a student even though reasons are not given.
- f. In an emergency removal, a pupil can be kept from class until the matter of his/her misconduct is disposed of either by reinstatement, suspension, or expulsion.

2. By Administrator

- a. If a pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the Superintendent or a principal may remove a pupil from the school premises.
- b. If it is intended that the pupil be removed for more than one (1) school day, a due process hearing must be held within three (3) school days after the removal is ordered.
 - i. Written notice of the hearing and of the reason(s) for the removal shall be given to the pupil as soon as practicable prior to the hearing.
 - ii. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.
 - iii. The hearing and notice requirements shall be conducted in accordance with suspension procedures if it is probable that the student may be subject to suspension. If it is probable that the student may be subject to expulsion, the hearing and notice requirements will be in accordance with expulsion procedures.
- c. In an emergency removal a pupil can be kept from class or off school premises until the matter of the student's misconduct is disposed of either by reinstatement, suspension, or expulsion.
- d. Less than One (1) School Day Removal

In all cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity or school premises for less than one (1) school day and is not subject to

suspension or expulsion, the due process requirements of this policy do not apply.

E. Permanent Exclusion

1. A student may be permanently excluded from attending any of the public schools of this state if the student is convicted of or adjudicated a delinquent child for committing, when he/she was sixteen (16) years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:
 - a. O.R.C. §2923.122 which includes a person knowingly conveying or attempting to convey or possessing any deadly weapon or dangerous ordnance or any object which is indistinguishable from a firearm whether or not the object is capable of being fired and represents the object to be a firearm into a school safety zone;
 - b. O.R.C. §2923.12 or of a substantially similar municipal ordinance which makes it unlawful for a person to knowingly carry or have, conceal on his/her person or conceal ready-at-hand, any deadly weapon or dangerous ordnance on property owned or controlled by, or at an activity held under the auspices of a school;
 - c. O.R.C. §2925.03 which makes it illegal to traffic in drugs if the trafficking was committed on property owned by or controlled by, or at an activity held under the auspices of a school;
 - d. O.R.C. §2925.11 which makes it illegal to obtain, possess, or use a controlled substance, other than a minor drug possession offense, if on property owned or controlled by, or at an activity held under the auspices of a school;
 - e. A violation of the following sections if the violation was committed on property owned or controlled by or at an activity held under the auspices of a school, if the victim at the time of the commission of the act was an employee of that school:
 - 1) O.R.C. §2903.01, aggravated murder;
 - 2) O.R.C. §2903.02, murder;
 - 3) O.R.C. §2903.03, voluntary manslaughter;
 - 4) O.R.C. §2903.04, involuntary manslaughter;
 - 5) O.R.C. §2903.11, felonious assault;

- 6) O.R.C. §2903.12, aggravated assault;
- 7) O.R.C. §2907.02, rape;
- 8) O.R.C. §2907.05, gross sexual imposition; or
- 9) former O.R.C. §2907.12, felonious sexual penetration.

f. Complicity in any violation set forth in the section on reasons for permanent exclusion that was alleged to have been committed in the manner described above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of a school.

- 2. If the Superintendent obtains or receives proof that a student has been convicted of committing a violation listed in the section on reasons for permanent exclusion when he/she was sixteen (16) years of age or older or was adjudicated a delinquent child for the commission, when he/she was sixteen (16) years of age or older, of a violation listed in the section on reasons for permanent exclusion, the Superintendent may issue to the Governing Authority a request that the student be permanently excluded from public school attendance in accordance with O.R.C. §3313.662.

F. Disabled Students

It shall be the policy of this Governing Authority that a child with a disability shall be disciplined only in accordance with state and federal law.

G. Corporal Punishment

The use of corporal punishment as a means of discipline is prohibited in the School. This policy shall not prohibit the use of force or restraint in accordance with O.R.C. §3319.41(C).

H. Posting

A copy of this Policy together with the Code of Student Conduct shall be posted in a central location of the School and made available to pupils upon request.

I. Student Handbooks

Disciplinary procedures and codes of conduct may be developed by building administrators, appear in their respective handbooks, and be approved by the Governing Authority.

J. Student Seeking Admission From Another Ohio School

After a hearing, the Superintendent may temporarily deny admittance to a student seeking to enroll in the School if the student has been expelled or suspended from another Ohio school and the period of the expulsion or suspension has not expired. A student who is temporarily denied admission shall be admitted once the period of the suspension or expulsion has expired.

K. Student Seeking Admission From an out-of-state School

After a hearing, the Superintendent may also temporarily deny admittance to a student seeking to enroll in the School if the student has been expelled or otherwise removed for disciplinary reasons from a school in another state and the period of the expulsion or removal has not expired. A student who is temporarily denied admission shall be admitted upon either:

1. The expiration of the expulsion or removal period imposed by the out-of-state school; or

2. The expiration of a period of time established by the Superintendent that begins with the date of expulsion or removal from the out-of-state school, but that is no greater than the period of the expulsion that the student would have received had the student committed the offense while the student was enrolled in the School.

7.31.17

**PLAN FOR PROVIDING SPECIAL EDUCATION & RELATED SERVICES TO
STUDENTS WITH DISABILITIES – FY 2017~~8~~⁸**

Name of School _Hope Learning Academy of Toledo IRN 014091

School Address 4234 Monroe Street Toledo, OH 43606

School Phone 419-297-6313 School Fax _____

School Administrator Justin Bryson Title School Leader

Administrator's Email Jbryson@hopelearningacademy.org Phone 419-297-6313

Special Education Director Andrea Wialacher Title Assistant School Leader

Director's Email Awialacher@hopelearningacademy.org Phone 419-297-6313

Grade Levels Served K-8 School Enrollment 65

Enrollment Area _____

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

Total Number of Students Identified as Students with Disabilities 28

Students with Disabilities make up what percentage of the total school population 53%

Indicate the number of students with disabilities by grade level:

KG 1 Grade 1 3 Grade 2 4 Grade 3 4 Grade 4 3 Grade 5 4 Grade 6 2 Grade 7 4

Grade 8 4 ----- N/A Hope is K-8 → Grade 9 0 Grade 10 0 Grade 11 0 Grade 12 0

Indicate the number of students with disabilities by Category/Condition:

Autism:5

Other Health Impairment:7

Specific Learning Disability:7

Speech and Language:7

Emotionally Disturbed: 2

Indicate the number of students who are evaluated and placed on their initial IEP at your school: 4

Indicate the number of students who enter the school with an IEP and who were subsequently re-evaluated by your school and identified under a different disability category: 0

GENERAL QUESTIONS

1. Describe the process you will utilize to obtain student records from the student's previous school.

1. When a student with disabilities is withdrawn for non attendance, what process will be in place to notify the student's local district of residence and when appropriate, juvenile authorities?

2. How will the school address the issue of disproportionality with respect to students with disabilities?

3. Describe the methods for informing parents and teachers of the student's progress with respect to the IEP goals, including the frequency of such reports.

4. What steps will you take to ensure that all

5. IEP's will be signed prior to the student receiving special education and related services?

6. What steps will you take to ensure that the EMIS reporting is completed by the established deadlines?

_____ Check Here if Proposed Activities Are Acceptable

_____ Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: you may use as much space as needed

HOPE Learning Academy of Toledo has adopted the Ohio Department of Education Special Educational Model Policies and Procedures and will adhere to the policies and procedures accordingly.

1. Describe the process you will utilize to obtain student records from the student's previous school.

HOPE Learning Academy of Toledo will abide by the following:

~ Parental Consent

The obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by 3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must:

- (1) Specify the records to be disclosed;
- (2) State the purpose of the disclosure; and
- (3) Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:

- (1) To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;
- (2) To officials in another district or school in connection with the child's enrollment in a nonpublic school; and/or
- (3) For purposes of billing insurance and/or Medicaid.

2. When a student with disabilities is withdrawn for non attendance, what process will be in place to notify the student's local district of residence and when appropriate, juvenile authorities?

HOPE Learning Academy of Toledo will abide by the following:

~Withdrawal

According to the revised code 3321.13

1. If during any semester or term a child of compulsory school age has been absent without legitimate excuse from the school the child is supposed to attend for more than ten consecutive school days or for at least fifteen total school days,
2. The school administration will provide notification in writing to the school superintendent.
3. The school administration/superintendent shall notify the child and the child's parent, guardian, or custodian, in writing, that the information has been provided.
4. As a result of that information the child's temporary instruction permit will be denied, and that the child and the child's parent, guardian, or custodian may appear in person at a scheduled date, time, and place before the superintendent or a designee to challenge the information provided to the superintendent.
5. The date scheduled for the appearance shall be no earlier than three and no later than five days after the notification is given, provided that an extension may be granted upon request of the child or the child's parent, guardian, or custodian.
6. If an extension is granted, the superintendent shall schedule a new date, time, and place for the appearance and shall inform the child and the child's parent, guardian, or custodian of the new date, time, and place. If the child and the child's parent, guardian, or custodian do not appear before the superintendent or a designee on the scheduled date and at the scheduled time and place, or if the child and the child's parent, guardian, or custodian appear before the superintendent or a designee on the scheduled date and at the scheduled time and place but the superintendent or a designee determines that the information the superintendent received indicating that, during the semester or term, the child had been absent without legitimate excuse from the school the child was supposed to attend for more than ten consecutive school days or for at least fifteen total school days, the superintendent shall notify the registrar of motor vehicles and the juvenile judge of the county in which the district is located that the child has been absent for that period of time and that the child does not have any legitimate excuse for the habitual absence.
7. A notification to the registrar required by this division shall be given in the manner the registrar by rule requires and a notification to the juvenile judge required by this division shall be given in writing. Each notification shall be given within two weeks after the receipt of the information of the habitual absence from school without legitimate excuse, or, if the child and the child's parent, guardian, or custodian appear before the superintendent or a designee to challenge the information, within two weeks after the appearance.
 - a. For purposes of division (B)(2) of this section, a legitimate excuse for absence from school includes, but is not limited to, the fact that the child in question has enrolled in another school or school district in this or another state, the fact that the child in question was excused from attendance for any of the reasons specified in section 3321.04 of the Revised Code, or the fact that the child in question has received an age and schooling certificate in accordance with section 3331.01 of the Revised Code.

3. How will the school address the issue of disproportionality with respect to students with disabilities?

HOPE Learning Academy of Toledo will abide by the following:

~Data Collection

The District maintains an education management information system and submits data to ODE

pursuant to rule 3301-14-01 of the Administrative Code. The District's collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

~Child Find

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21 who reside within the district and who require special education and related services.

This includes students who are:

- (1) Advancing from grade to grade;
- (2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);
- (3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and
- (4) Home-schooled.

4. Describe the methods for informing parents and teachers of the student's progress with respect to the IEP goals, including the frequency of such reports.

HOPE Learning Academy of Toledo will abide by the following:

~Progress Monitoring

Once the district has developed an IEP and has begun implementation for the child with a disability, a process of data collection will include the students' progress toward the IEP goals and objectives. Progress monitoring will be reported quarterly and will be sent home to the parents in paper form accompanied with the quarterly report cards. Teacher's will have bi-weekly consultations with the serving intervention specialist and will be provided monthly student progress reports to allow for effective classroom and intervention planning.

5. IEP's will be signed prior to the student receiving special education and related services?

Yes, by all required IEP team members

HOPE Learning Academy of Toledo will abide by the following:

~IEPs

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child's IEP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

- (a) Within 30 calendar days of the determination that the child needs special education and related services;
- (b) Within 90 days of receiving informed parental consent for an evaluation; or
- (c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child's IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

6. What steps will you take to ensure that the EMIS reporting is completed by the established deadlines?

A timeline will be put in place to ensure that all EMIS reporting is completed by the established deadline. This timeline will be provided to all required school administration and the coordinating intervention specialist. EMIS documentation will be kept through the EMIS reporting data form provided by the Ohio Department of Education yearly.

STAFFING & PROFESSIONAL DEVELOPMENT

1. Please list all certificated/licensed staff, intervention specialists, paraprofessionals and any other staff members employed by the school that will provide services to students with disabilities include their certification or licensure, their HQT status and list all professional development training that will be provided. Also indicate the number of students that each staff member will be responsible for.
2. Please identify all contracted personnel that also provide services to students with disabilities and list their certification, licensure and/or qualifications. Identify all the annual training that will be provided to these contracted individuals.
3. List all scheduled or proposed workshops, training etc that will be provided that is related to providing the appropriate services to students with disabilities.

___ Check Here if Proposed Activities Are Acceptable

___ Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: *you may use as much space as needed*

HOPE Learning Academy of Toledo has adopted the Ohio Department of Education Special Educational Model Policies and Procedures and will adhere to the policies and procedures accordingly.

1. Please list all certificated/licensed staff, intervention specialists, paraprofessionals and any other staff members employed by the school that will provide services to students with disabilities include their certification or licensure, their HQT status and list all professional development training that will be provided. Also indicate the number of students that each staff member will be responsible for.

a. See NCOESC Roster

All proposed workshops and training will be provided through the Lake Erie West Educational Services, North Central Ohio Educational Service Center and the district school to ensure that all current law(s), best practices, and strategies are current and adapted by HOPE Learning Academy of Toledo.

2. Please identify all contracted personnel that also provide services to students with disabilities and list their certification, licensure and/or qualifications.

Identify all the annual training that will be provided to these contracted individuals.

- a. Dr. Eric Polz, Occupational Therapist, Rehab Dynamics, servicing 18 students
- b. Speech and Language Services will be provided through Rehab Dynamics
- c. School Psychological Services will be provided through Lake Erie Education Service Center

Professional Development will be ongoing and will be provided through Lake Erie West Educational Services Center, North Central Ohio Educational Service Center, and community agency Rehab Dynamics.

3. List all scheduled or proposed workshops, training etc that will be provided that is related to providing the appropriate services to students with disabilities.

All proposed workshops and training will be provided through the Lake Erie West Educational Services, North Central Ohio Educational Service Center and the district school to ensure that all current law(s), best practices, and strategies are current and adapted by HOPE Learning Academy of Toledo.

IEP

1. How will you ensure that the most current MFE information will be utilized to develop a new IEP?
2. How will you ensure that there is a process in place to make a connection between the previous IEP and the new IEP?
3. What review process will take place for new students enrolling in the school with a current IEP?
4. What is the make-up of the IEP team?
5. Where and how will IEP meetings take place? Include how you will conduct these meetings for students and/or parents that are not able to travel to the school location?
6. How do you plan to document all attempts to contact a parent with respect to participating in their son or daughter's IEP meeting?
7. How will the school ensure that the student's IEP focuses on specially designed instruction that meets the student's individual needs?
8. Who will coordinate and facilitate the development of the IEP?
9. Learning in a virtual environment relies quite heavily on reading – how will the school address this challenge for students who are poor readers?
10. How do you plan to ensure that all staff members are aware of their responsibility with regards to the implementation of the student's IEP?

Check Here if Proposed Activities Are Acceptable

Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: you may use as much space as needed

1. How will you ensure that the most current MFE information will be utilized to develop a new IEP?

The acting intervention specialist will use a state approved IEP checklist to ensure that all of the pertinent and current MFE information is considered and reflective in the preparation of the development of the new IEP. This will ensure that goals and objectives are written to reflect the students' needs in accordance to his/her individual abilities. The checklist will abide with the following procedures:

THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

- (a) Review of existing evaluation data on the child, including:
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based, local or state assessments and classroom-based observations;
 - (iii) Observations by teachers and related services providers;

- (iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;
 - (v) Data from previous interventions, including:
 - (a) Interventions required by rule 3301-51-06 of the Operating Standards and
 - (b) For the preschool child, data from early intervention, community, or preschool program providers; and
 - (vi) Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and
- (b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
- (i) Whether the child is a child with a disability, as defined in 3301-51-01 of the Operating Standards, and the educational needs of the child;
 - (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - (iii) The present levels of academic achievement and related developmental needs of the child;
 - (iv) Whether the child needs special education and related services; or
 - (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The School administers such assessments and other evaluation measures as may be needed to produce the data identified above. The School provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the School proposes to conduct.

2. How will you ensure that there is a process in place to make a connection between the previous IEP and the new IEP?

To ensure that there is a connection between the previous IEP and new IEP the intervention specialist along with the IEP team members will collaborate to use the current IEP progress report data in conjunction with classroom work samples and grade level assessment(s) to formulate and drive the new IEP goals and objectives. The process will be in accordance to the following procedures:

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

The School ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who attends the School. The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

- (a) Within 30 calendar days of the determination that the child needs special education and related services;
- (b) Within 90 days of receiving informed parental consent for an evaluation; or
- (c) Within 120 calendar days of receiving a request for an evaluation from a parent or school (unless the evaluation team has determined it does not suspect a disability).

The School ensures that the parents receive a copy of the child's IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

3. What review process will take place for new students enrolling in the school with a current IEP?

Upon receipt of a transferring (entering) IEP, the intervention specialist will review in conjunction with the school administration to determine due process of the IEP of acceptance or required amendment in

which a prior written notice will be noted to the parent/guardian of the reasons of the amendment. The school district will conduct the review process in accordance of the following procedure:

Transfers from another school

If the child enrolls into the School from another school in the state, the School provides the parents with a copy of the procedural safeguards notice (*Whose IDEA Is This?*) if the sending School had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another school in the state for additional evaluation, the evaluation is considered to be a reevaluation. The School must provide the **Prior Written Notice to the Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.5 Reevaluation.

REVIEW AND AMENDMENT OF AN IEP

The School ensures that the IEP team:

- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
- (2) Revises the IEP, as appropriate, to address:
 - (a) Any lack of expected progress toward the annual goals and in the general education curriculum;
 - (b) The results of any reevaluation;
 - (c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
 - (d) The child's anticipated needs; or
 - (e) Other matters; and
- (3) Reconvenes if an agency, other than the school School, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the School agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the School ensures that the IEP team is informed of the changes made. When an IEP is amended, the School sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

4. What is the make-up of the IEP team?

MEMBERS OF THE IEP TEAM

The IEP team includes:

- (1) The child's parents;
- (2) Not less than one of the child's regular education teachers, if the child is or may be participating in the regular education environment;
- (3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
- (4) A representative of the School who:
 - a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b) Knows the general education curriculum; and
 - c) Knows about the availability of resources of the School.
- (5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
- (6) At the discretion of the parents or the school School, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the School agree, in writing, that the attendance of that member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

5. Where and how will IEP meetings take place? Include how you will conduct these meetings for students and/or parents that are not able to travel to the school location?

All IEP meetings will be held in a designated location agreed upon by all team members, typically the meeting will take place at the school district, if parent(s) are unable to travel to the designated school location. All measures of team member participation will be considered in accordance to the following procedures:

PARENTAL PARTICIPATION

The School takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

- (1) Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually-agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

- (1) Indicates the purpose, time and location of the meeting and who will be in attendance; and
- (2) Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of the Part C service coordinator or other representatives of the part C system at the initial IEP team meeting for a child previously served under Part C. See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also:

- (1) Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and
- (2) Indicates that the School will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also:

- (1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
- (2) Indicates that the School will invite the child; and
- (3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The School conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the School makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

6. How do you plan to document all attempts to contact a parent with respect to participating in their son or daughter's IEP meeting?

The option-9 Attempts to Obtain Parent Participation form will be used to document all attempts to contact a parent with respect of participation in the IEP meeting.

7. How will the school ensure that the student's IEP focuses on specially designed instruction that meets the student's individual needs?

To ensure that the student's IEP focuses on specially designed instruction to meet his/her individual needs the intervention specialist will use the previous mentioned checklist and tools to ensure all current data and assessments are considered and drives the annual goals to meet his/her needs. All measures will be within the guidelines of the following procedures:

CONTENTS OF EVERY IEP

The School's IEPs are written, and are developed, reviewed and revised in IEP meetings. The School's IEPs include all of the following:

- (a) A statement that discusses the child's future and documents planning information;

- (b) A statement of the child's present levels of academic and functional performance, including:
 - (1) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
 - (1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (2) Meet each of the child's other educational needs that result from the child's disability;
- (d) A description of:
 - (1) How the child's progress toward meeting the annual goals described in the IEP will be measured; and
 - (2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- (e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - (1) To advance appropriately toward attaining the annual goals;
 - (2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and
 - (3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the Operating Standards;
- (f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;
- (g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and Schoolwide assessments consistent with Section 612(a)(16) of the IDEIA;
- (h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or Schoolwide assessment of student achievement, a statement of why:
 - (1) The child cannot participate in the regular assessment; and
 - (2) The particular alternate assessment selected is appropriate for the child; and
- (i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

8. Who will coordinate and facilitate the development of the IEP?

The coordinating and acting intervention specialist.

9. Learning in a virtual environment relies quite heavily on reading - how will the school address this challenge for students who are poor readers?

Curriculum that rely on virtual interaction in the learning environment, for student who poor readers various opportunities to peer, group, teacher readings and access to books on tape will be provided.

10. How do you plan to ensure that all staff members are aware of their responsibility with regards to the implementation of the student's IEP?

The intervention specialist will provide each classroom/ special teacher with a written list of all required accommodations and modifications for each student. Monthly and bi-weekly collaborative meetings will be offered to discuss effective strategies in carrying out various types of accommodations and modifications.

PROCEDURAL SAFEGUARDS

1. Do you provide any publications or resource guides to parents of students with disabilities?
2. How will the school provide "Prior Written Notice to Parents" when required? (Per requirements of Operating Standards/IDEA)
3. How and when will the parents receive the "Procedural Safeguards Notice" and how will you document that notice has been given?

Check Here if Proposed Activities Are Acceptable

Check Here if Sponsor Wishes to make Recommendations -- List recommendations below

Responses Here: *you may use as much space as needed*

1. Do you provide any publications or resource guides to parents of students with disabilities?

Yes, parents receive a copy of the community resource guide. The resource booklet is also available in the school office free of charge. Parents also receive the "WHO's IDEA is This" booklet at each annual/amendment MFE/IEP meeting.

2. How will the school provide "Prior Written Notice to Parents" when required? (Per requirements of Operating Standards/IDEA)

HOPE Learning Academy of Toledo will abide by the following procedures in accordance to the following:

PRIOR WRITTEN NOTICE

The School provides prior written notice as required by IDEA and Operating Standards. See Appendix A which summarizes the situations in which prior written notice is required. The School uses the form required by ODE-OEC Prior Written Notice PR-01.

(1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

- (a) A description of the action proposed or refused by the School;
- (b) An explanation of why the School proposes or refuses to take this action;
- (c) A description of other options that the IEP team considered and the reasons why those options were rejected;
- (d) A description of each evaluation procedure, assessment, record or report that the School used as a basis for the proposed or refused action;
- (e) A description of other factors that are relevant to the School's proposal or refusal;
- (f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
- (g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio's rule regarding procedural safeguards.

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The School provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the School takes steps to have the notice translated orally or by other means to the parent in the parent's native language or other mode of communication. The School takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.

The School may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by e-mail if the parents choose to receive the notices electronically.

3. How and when will the parents receive the "Procedural Safeguards Notice" and how will you document that notice has been given?

HOPE Learning Academy of Toledo will abide by and document on the OP-9 form the following procedures in accordance to the following:

PROCEDURAL SAFEGUARDS NOTICE

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards.

Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004, developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The School provides parents with a copy of *Whose IDEA Is This?* at least once a year.

In addition, the School provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

- (1) The initial referral or parental request for evaluation;
- (2) The receipt of the first due process complaint in a school year;
- (3) A change in placement for disciplinary action; and
- (4) When requested by the parents or the child who has reached the age of majority.

In providing *Whose IDEA is This?* the School follows the procedures for communication that are described above under Prior Written Notice.

DISCIPLINE

DISCIPLINE

1. How will you handle discipline issues for students with disabilities? Do these differ from those of other non-disabled students?

2. Describe how you will conduct a Manifestation Determination Hearing.

_____ Check Here if Proposed Activities Are Acceptable

_____ Check Here if Sponsor Wishes to make Recommendations – Attach recommendations on a separate page

Responses Here: you may use as much space as needed

1. How will you handle discipline issues for students with disabilities? Do these differ from those of other non-disabled students?

Discipline will be handled on a case-by-case basis in determining discipline action to take place in accordance the individual diagnosis as a manifestation determination process and the schools discipline policy. Discipline will be handled different from those of other non-disabled students due to the process of manifestation determination and policy guidelines of change of placement.

HOPE Learning Academy of Toledo will abide by the following procedures in accordance to the following:

DISCIPLINARY PROCEEDINGS

The School may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

(a) Changes in placement less than 10 consecutive school days

The School may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The School considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

- (1) The removal is for more than 10 consecutive school days, or
- (2) The child has been subjected to a series of removals that constitute a pattern:
 - (a) Because the series of removals totals more than 10 school days in a school year;
 - (b) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

Services during removal from current placement

The School provides services to a child removed from the child's current placement as follows:

- (1) If the child has been removed from the child's current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;
- (2) After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is not a change in placement), the School provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;
- (3) If the removal is a change in placement, the child's IEP team determines appropriate services; and
- (4) If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined not to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, the School ensures that the child:
 - (a) Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

- (b) Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. modification of the behavioral intervention plan.

2. Describe how you will conduct a Manifestation Determination Hearing.

The manifestation determination hearing will be conducted in accordance to the guidelines and procedures of the following:

CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

The School ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the School and the parents of the child agree otherwise. If the state level review officer agrees with the child's parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents.

If the complaint involves an application for initial admission to the School, the child, with the consent of the parents, is placed in the School until the completion of all proceedings.

If the complaint involves an application for services from a child who is transitioning from Part C to Part B, the School provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent and relevant members of the child's IEP team (as determined by the parent and the School) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct was a manifestation of the child's disability. The School determines that the conduct is a manifestation of the child's disability:

(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(2) If the conduct in question was the direct result of the School's failure to implement the IEP.

If the School, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the School's failure to implement the IEP, the School takes immediate steps to remedy those deficiencies.

(1) If the conduct was a manifestation of the child's disability, the IEP team either:

(a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; or

(b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; and

(2) Returns the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the behavioral intervention plan.

EVALUATION

1. Describe the referral process that will be in place for general education teachers that suspect a student might have a disability.
2. What interventions will be provided for students with suspected disabilities and how will such interventions be documented?
3. How will staff members be made aware of the evaluation process?
4. Once parental consent has been received, what will be the school's process for initiating and completing the MFE process? hclude at a minimum:
 - a. How the MFE will be conducted for students that do not reside in the same city in which the virtual school is located?
 - b. How the parents will be notified and what role will they play in the process?
 - c. If contracting with an outside individual/group to conduct all or part of the MFE, please identify all such parties.
 - d. Describe the make-up/components of the evaluation - what will be included?
 - e. How will the school communicate the results of the MFE to the parents?
5. Which of the following documents listed below will you utilize in the process? Please identify any other form of documentation that will be utilized during the evaluation process.
 - Referral for Evaluation
 - Parent Consent for Evaluation
 - Evaluation Team Report
 - Prior Written Notice to Parents
6. Identify the school's procedures for ensuring that all necessary timelines with respect to referral, evaluation and if appropriate EP and reevaluation are followed?

___ Check Here if Proposed Activities Are Acceptable

___ Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: *you may use as much space as needed*

2. Describe the referral process that will be in place for general education teachers that suspect a student might have a disability.

1. The general education teacher must place in writing that a suspected disability has been noted and provide all supporting data (student work samples, intervention(s) strategies put in place, various classroom/curriculum assessment data, and any other pertinent information).
2. The written request must be given to the coordinating intervention specialist.
3. The intervention specialist must provide all documentation and all acquired data to school administration.
4. The school psychologist is then notified of the referral request.
5. The parent/guardian is then notified of the referral request through "Prior written notice" and is called in for an Intervention Team Meeting to determine just cause of Evaluation.
HOPE Learning Academy of Toledo will abide by the following procedures by doing the following:
After a referral is made and before the evaluation begins:
The parent/guardian will be provided "prior written notice" within 30 days of the date of the

referral. Prior written notice tells the parent/guardian that the school district is either proposing to take some action related to the question of the child qualifying for or receiving special education services; or that the school district is refusing to take any action related to this question, and in both cases explain the district's decision.

- b. If the school district suspects a disability and the child needs an evaluation, the district must get the consent in writing to evaluate the child.
- c. If the parent/guardian refuse to give consent for the child to be evaluated, the school district may use "mediation" or "due process" procedures to receive approval to evaluate the child.

Requirements for a child to be eligible for special education and related services have been established for each of the disabilities recognized in federal and state law.

3. What interventions will be provided for students with suspected disabilities and how will such interventions be documented?

Several interventions will be provided for students with suspected disabilities to determine the degree of intervention intensity needed. Interventions are listed but not limited to: teacher guidance (one-on-one), small group remediation, variations of graphic organizers, multiple step-directions broken into single step, hands-on-activities, and visual aid and manipulatives. Documentation will be kept through type of intervention, how often used in classroom room setting, and success of academic success of student through various work samples.

4. How will staff members be made aware of the evaluation process?

Due to the nature of the school staff will give information of evaluation process through a series of informational staff meetings.

5. Once parental consent has been received, what will be the school's process for initiating and completing the MFE process? Include at a minimum:

- a. How the MFE will be conducted for students that do not reside in the same city in which the virtual school is located? N/A
- b. How the parents will be notified and what role will they play in the process?
- c. If contracting with an outside individual/group to conduct all or part of the MFE, please identify all such parties.
- d. Describe the make-up/components of the evaluation - what will be included?
- e. How will the school communicate the results of the MFE to the parents?

HOPE Learning Academy of Toledo will abide by the following procedures in accordance to the following:

b. PARENTAL CONSENT RECEIVED

The school district and the parent/guardian will develop an evaluation plan and then the school obtain parental consent to carry out the plan.

c. The school Psychologist will be contracted through sponsoring agency: North Central Ohio Educational Service Center.

d. EVALUATION

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child's evaluation for purposes of determining eligibility for special education services.

INITIAL EVALUATION

1. TIMING AND INITIATION

The district conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

(a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and

(b) Consists of procedures:

(i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and

1. (ii) To determine the educational needs of the child.

The district obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

(a) Review of existing evaluation data on the child, including:

(i) Evaluations and information provided by the parents of the child;

1. (ii) Current classroom-based, local or state assessments and classroom-based observations;

2. (iii) Observations by teachers and related services providers;

3. (iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;

4. (v) Data from previous interventions, including:

5. (a) Interventions required by rule 3301-51-06 of the Operating Standards and

1. (b) For the preschool child, data from early intervention, community, or preschool program providers; and

6. (vi) Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and

(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

(i) Whether the child is a child with a disability, as defined in 3301-51-01 of the Operating Standards, and the educational needs of the child;

1. (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;

2. (iii) The present levels of academic achievement and related developmental needs of the child;

3. (iv) Whether the child needs special education and related services; or

4. (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and

5. (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The district provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

e. COMPLETION OF THE EVALUATION TEAM REPORT

Evaluation Team Report Meeting

The following occurs upon completion of the administration of assessments and other evaluation measures:

- (a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and
- (b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

2. (a) A summary of the information obtained during the evaluation process; and

3. (b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

6. Which of the following documents listed below will you utilize in the process? Please identify any other form of documentation that will be utilized during the evaluation process.

Referral for Evaluation
Parent Consent for Evaluation
Evaluation Team Report
Prior Written Notice to Parents
Parent Background History Questionnaire
Classroom Teacher Informational and Student Work Sample

HOPE Learning Academy of Toledo will use all required forms and supplemental forms as provided by the school district and school psychologist as listed above.

7. Identify the school's procedures for ensuring that all necessary timelines with respect to referral, evaluation and if appropriate ~~EP~~ and reevaluation are followed?

A fluent line of communication consisting of a timeline list of all upcoming ETRs and IEPs within the school district will be shared between the school administration, coordinating school intervention specialist, school psychologist, all related service personal, and classroom teachers. The intervention specialist will be responsible for creating the timeline list and assuring the all required staff will have access to and a copy. The timeline list will be in accordance to the Ohio Department Special Education Model Policies and Procedures.

DELIVERY OF SERVICES

1. Will the school utilize the services of any outside agencies to provide special education or related services? If so, please identify the individuals and/or agencies and describe what services they will be providing. As students may be located throughout the state, how will the school ensure that these services are being provided?
2. How will the school document that the students in need of psychological counseling, positive behavior interventions and support receive these services?
3. If required, how will the school provide transportation for students?
4. What transitional services will be made available to students?
5. What assistive technology resources are available to students? Please identify what type of hardware and/or software that may be provided to a visually impaired student or a hearing impaired student.
6. Will students with disabilities have access to the general education curriculum? the curriculum aligned to the Ohio content standards? How will accommodations, modifications or supports to the general education be made to address each student's needs?
7. List any school programs in which students with disabilities do not participate.

___ Check Here if Proposed Activities Are Acceptable

___ Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: *you may use as much space as needed*

- 1. Will the school utilize the services of any outside agencies to provide special education or related services? If so, please identify the individuals and/or agencies and describe what services they will be providing. As students may be located throughout the state, how will the school ensure that these services are being provided?**

HOPE Learning Academy of Toledo utilize the services for the following related services Speech and Language, Occupation Therapy, School Psychologist.

The speech and language, and Occupational therapy services will be provided through the outside agency of Rehab Dynamics. The services of the school psychologist will be provided through North Central Ohio Educational Services Center. In ensuring that the services are being provided a written schedule with times and students serving will be required to provide to school administration and coordinating intervention specialist. Services will be held within the educating school building, and bi-weekly progress will be discussed within related staff and school administration meetings.

- 2. How will the school document that the students in need of psychological counseling, positive behavior interventions and support receive these services?**

If a student is in need of psychological counseling, positive behavior interventions, and/or support the district will document all necessary data (classroom observation, outside agency/school evaluations provided by parent/guardian/staff). Once all documentation data has been collected a meeting with the parent/guardian to set forth a plan to ensure that the student is able to receive services (in school services, outside agency

access to student during school hours, parent has access to community transportation services and other outside supporting agencies).

3. If required, how will the school provide transportation for students?

N/A

4. What transitional services will be made available to students?

The student's IEP team in conjunction with parent/guardian and student will create a transitional plan consisting of the career goals and obtainable objectives. Student will receive various opportunities to be involved in activities to enhance his/her skills toward transitional goals (career planner, excused days for career shadowing, career based projects).

HOPE Learning Academy of Toledo will abide by the following procedures in accordance to the following:

TRANSITION SERVICES

The District's IEPs address transition services as follows:

3. (a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program.); and
4. (b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:
 - (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
 - (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

5. What assistive technology resources are available to students? Please identify what type of hardware and/or software that may be provided to a visually impaired student or a hearing impaired student.

Smart Board technology, iPads, personal laptops, books on tape ect.

6. Will students with disabilities have access to the general education curriculum? Is the curriculum aligned to the Ohio content standards? How will accommodations, modifications or supports to the general education be made to address each student's needs?

Yes students with disabilities will have access to the general education curriculum. The curriculum is aligned to the Ohio content standards and each student with an IEP will be in an inclusion classroom setting and all accommodations, modifications and supports will be provided through the intervention specialist and the classroom teacher under the guidance of the intervention specialist.

6. List any school programs in which students with disabilities do not participate.

N/A

CONFIDENTIALITY

1. Where and how will the records of students with disabilities be maintained?
2. Who will be responsible to ensure that IDEA, Operating Standards, FERPA and HIPAA (where applicable) guidelines are followed?
3. Identify which of the following documents you will utilize:
 - a. Evidence of access to records
 - b. Evidence or parent request to amend records
 - c. Evidence of written parental consent for records disclosure
4. Please identify any other documents or methods that you will utilize to help ensure confidentiality of student records.
5. What provision is in place for students whose native language is not English?

_____ Check Here if Proposed Activities Are Acceptable

_____ Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: *you may use as much space as needed*

1. Where and how will the records of students with disabilities be maintained?

All students with disabilities records will be maintained in the main school office in a fire safe file cabinet marked as indicating ETR and IEP files. All staff and personal must sign out stating purpose of requesting file.

2. Who will be responsible to ensure that IDEA, Operating Standards, FERPA and HIPAA (where applicable) guidelines are followed?

All school administration (superintend, school leader, and coordinating intervention specialist)

3. Identify which of the following documents you will utilize:

- a. Evidence of access to records
- b. Evidence or parent request to amend records
- c. Evidence of written parental consent for records disclosure

All of the above listed documents will be used.

4. Please identify any other documents or methods that you will utilize to help ensure confidentiality of student records.

All of the above documents and procedures will be used to ensure confidentiality.

5. What provision is in place for students whose native language is not English?

Students whose native language is not English the school district will provide the curriculum in native language when actable and access to translating software or personal when needed.

CHILD FIND

With the following questions as a guide, describe how the school will identify both new enrollees and those students who are currently attending.

1. How do you identify students with disabilities during the enrollment process?
2. If during the enrollment process a new student or their parent, from in state or out of state, indicates that they were on an IEP at their previous school, describe the follow-up actions that will take place.
3. How will suspected disabilities be identified? How will you address students entering the district with an evaluation that has been started by another district but not completed? Will there be an IAT in place and if so, who will compose the team and how often will the team meet?
4. As most students entering a virtual program are likely to come from a traditional educational setting, what type of review of existing IEPs will take place to ensure that the necessary adjustments are made for a virtual setting?
5. Are students required to attend an orientation session? If so what types of activities, assessments etc. take place for all students. Are there any additional activities for students with disabilities?
. Will the school have any contractual agreements with outside individuals and/or entities to conduct Child Find?

___ Check Here if Proposed Activities Are Acceptable

___ Check Here if Sponsor Wishes to make Recommendations - Attach recommendations on a separate page

Responses Here: *you may use as much space as needed*

1. How do you identify students with disabilities during the enrollment process?

HOPE Learning Academy of Toledo will abide by the following procedures:

CHILD IDENTIFICATION PROCESS

GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. HOPE Learning Academy of Toledo (title of individual or department) coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

DATA COLLECTION

The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District's collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

2. If during the enrollment process a new student or their parent, from in state or out of state, indicates that they were on an IEP at their previous school, describe the follow-up actions that will take place.

Have the parent sign a record release form to obtain the complete records from previous school and/or previous district student services.

3. How will suspected disabilities be identified? How will you address students entering the district with an evaluation that has been started by another district but not completed? Will there be an IAT in place and if so, who will compose the team and how often will the team meet?

Suspected disabilities procedures will follow the referral process as follows:

1. The general education teacher must place in writing that a suspected disability has been noted and provide all supporting data (student work samples, intervention(s) strategies put in place, various classroom/curriculum assessment data, and any other pertinent information).
2. The written request must be given to the coordinating intervention specialist.
3. The intervention specialist must provide all documentation and all acquired data to school administration.
4. The school psychologist is then notified of the referral request.
5. The parent/guardian is then notified of the referral request through "Prior written notice" and is called in for an Intervention Team Meeting to determine just cause of Evaluation.
HOPE Learning Academy of Toledo will abide by the following procedures by doing the following:
After a referral is made and before the evaluation begins:
 - a. The parent guardian will be provided "prior written notice" within 30 days of the date of the referral. Prior written notice tells the parent/guardian that the school district is either proposing to take some action related to the question of the child qualifying for or receiving special education services; or that the school district is refusing to take any action related to this question, and in both cases explain the district's decision.
 - b. If the school district suspects a disability and the child needs an evaluation, the district must get the consent in writing to evaluate the child.
 - c. If the parent/guardian refuse to give consent for the child to be evaluated, the school district may use "mediation" or "due process" procedures to receive approval to evaluate the child.

Requirements for a child to be eligible for special education and related services have been established for each of the disabilities recognized in federal and state law.

Students entering the district with a partial ETR, the entering district will continue the process based on complying dates. The school psychologist will conduct a record review, if all dates are within current timeline, the evaluation will proceed.

An IAT will be in place to monitor all suspected students intervention data collecting. The team will consist of the school psychologist, coordinating intervention specialist, school leader, and classroom teacher(s). The team will meet at least once a quarter.

4. As most students entering a virtual program are likely to come from a traditional educational setting, what type of review of existing IEPs will take place to ensure that the necessary adjustments are made for a virtual setting?

N/A

5. Are students required to attend an orientation session? If so what types of activities, assessments etc. take place for all students. Are there any additional activities for students with disabilities?

No orientation session(s) will be required by students.

6. Will the school have any contractual agreements with outside individuals and/or entities to conduct Child Find?

According to the child find, the district has contracted with the sponsor, North Central Ohio Educational Service Center, for the school psychologist position. The school psychologist will be the primary advisor to the school districts IAT team. All other Child Find policies and procedures will be conducted the school districts personnel and school administrators.

ASSESSMENTS

1. How will the school help prepare students with disabilities to take the state mandated assessments?
2. What criteria will the school employ for deciding which students will be given an alternate assessment?
3. How will the school provide for testing sites within 50 miles of a student's residence? How will accommodations be provided and who will be providing those accommodations?

Responses Here: *you may use as much space as needed*

1. How will the school help prepare students with disabilities to take the state mandated assessments?

State assessment preparation is build into the curriculum under best practices in the classroom. These best practices consist of project based learning projects encouraging and building critical thinking and independent work skills, hands-on- learning incorporating visual and hand manipulation, and independent work to promote self guided assignments through all content areas.

2. What criteria will the school employ for deciding which students will be given an alternate assessment?

The school district will follow the criteria and guidelines as mandated by the Ohio Department of Education Ohio's Alternate Assessment for students with Significant Cognitive Disabilities (AASCD). Students will be decided based on the AASCD qualifying flow chart provided by the Ohio Department of Education.

3. How will the school provide for testing sites within 50 miles of a student's residence? How will accommodations be provided and who will be providing those accommodations?

The school district will provide the testing site on the campus of the residing school building which is within 50 miles of the attending students. The designated testing staff personnel will provide accommodations to all qualifying students.

Check Here if Proposed Activities Are Acceptable

Check Here if Sponsor Wishes to make Recommendations – List recommendations below

FACILITIES/SITES

1. Identify the location of any facilities or sites that the school will utilize to provide supplemental or related services for students with disabilities. Describe the length of time the student will be required to attend the site and what type of services will be provided.
2. How will the students be transported to such sites?
3. Who will be staffing such sites?

Responses Here: *you may use as much space as needed*

1. Identify the location of any facilities or sites that the school will utilize to provide supplemental or related services for students with disabilities. Describe the length of time the student will be required to attend the site and what type of services will be provided.

All related services will be provided within the residing school building location.

2. How will the students be transported to such sites?

N/A

3. Who will be staffing such sites?

N/A

Sponsor Certification

Plan for Internet or Computer-based Community School Providing Services to Students with Disabilities

Name of Sponsor North Central Ohio Educational Service Center

Sponsor Address 928 West Market Street, Suite A Tiffin, Ohio 44883

Name of School HOPE Learning Academy of Toledo IRN 014091

Statement of Assurances:

THE PLAN AS SUBMITTED IS SATISFACTORY AND WILL BE MONITORED TO ENSURE IMPLEMENTATION OF THE PLAN IN THE FOLLOWING MANNER:

Signature

Title

Date

Sponsor Certification

Plan for Internet or Computer-based Community School Providing Services to Students with Disabilities

Name of Sponsor North Central Ohio Educational Service Center

Sponsor Address 928 West Market Street, Suite A, Tiffin, Ohio 44883

Name of School HOPE Learning Academy of Toledo
IRN 014091

Statement of Assurances:

THE PLAN AS SUBMITTED IS NOT SATISFACTORY. AS THE SCHOOL'S SPONSOR, WE WILL ASSIST THE SCHOOL TO DEVELOP A SATISFACTORY PLAN, TAKE THE NECESSARY CORRECTIVE ACTION TO ENSURE THE PLAN IS FULLY IMPLEMENTED IN THE MANNER DESCRIBED IN THE ATTACHED DOCUMENT.

Signature

Title

Date



SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

Adopted on:

7/1/2013

Date

By:

HOPE Learning Academy of Toledo

District

July 1, 2009

INTRODUCTION

By adopting these Model Policies and Procedures, HOPE Learning Academy of Toledo (the "District") is adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the *Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* (hereafter referred to as the "Operating Standards"). The Operating Standards require that the District adopt written policies and procedures in a number of different areas, and the District has chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education's Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

This document, while comprehensive, does not include every requirement set forth in the IDEA, the regulations implementing IDEA, the Operating Standards, the Ohio Revised Code (ORC) and/or the Ohio Administrative Code (OAC). The District recognizes its obligation to follow these laws, regardless of whether their provisions are restated in the Model Policies and Procedures.

I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the Operating Standards.

A. RESIDENTIAL PLACEMENT

If the District places a child with a disability in a public or private residential program deemed necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is at no cost to the parents of the child.

B. ASSISTIVE TECHNOLOGY

The District makes assistive technology available if required as part of the child's special education, related services or supplementary aids and services.

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

The District ensures that extended school year services are provided if a child's individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child. If a child is transitioning from Part C services, the District considers extended school year (ESY) services as part of the IEP process.

D. NONACADEMIC SERVICES

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

The District ensures that a child with a disability receives appropriate physical education services. The District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. The District provides a specially designed physical education program if prescribed by the IEP.

For preschool children, the District considers adapted physical education or related services, as appropriate, in conjunction with center-based or itinerant teacher services, and considers the factors set forth in 3301-51-11(F) of the Operating Standards.

F. TRANSPORTATION

The District provides, as a related service, transportation service in accordance with IDEA and the Operating Standards.

II. CONFIDENTIALITY

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District, the School Leader is responsible for maintaining the confidentiality of personally identifiable information. The District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the District's policies regarding that information. The District maintains for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. The District gives notice to all parents of students receiving special education and related services that is adequate to fully inform parents about confidentiality requirements, in accordance with 3301-51-04(C) of the Operating Standards. The District also ensures that its contractors adhere to applicable confidentiality requirements.

A. ACCESS RIGHTS

The District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The District does not charge a fee to search for or retrieve information. The District may charge a fee for copies of records, but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.

The District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to 3301-51-05 of the Operating Standards, and any resolution session pursuant to 3301-51-05 of the Operating Standards, and in no case more than 45 days after the request has been made.

The District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records and permits a representative of a parent to inspect and review records.

The District presumes that a parent has the authority to inspect and review records relative to that parent's child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Upon request, the District provides parents a list of the types and locations of education records collected, maintained or used by the District.

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

B. AMENDMENT OF RECORDS/HEARING PROCESS

If a parent requests the District to amend the information in the education records collected, maintained or used in the provision of special education or related services, the District decides whether to amend the information in accordance with the request within a reasonable period of time. If the District decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing as set forth below and in 3301-51-04 of the Operating Standards.

(1) HEARING PROCEDURE

If the parent requests a hearing to challenge information in education records, the hearing is conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the District receives the request. The hearing is conducted in accordance with the following procedures:

- (a) The parents shall be given notice of the date, time and place reasonably in advance of the hearing;
- (b) The records hearing shall be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing;
- (c) The parents shall be afforded a full and fair opportunity to present evidence relevant to the child's education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child;
- (d) The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;
- (e) The District makes its decision in writing within a reasonable period of time after the hearing; and
- (f) The decision is based solely upon the evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision.

(2) RESULTS OF HEARING

If the District, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and informs the parent in writing.

If the District, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the child's records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the District.

Any explanation placed in the records of a child are:

- (a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. PARENTAL CONSENT PRIOR TO DISCLOSURE OF RECORDS

The District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by 3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must:

- (1) Specify the records to be disclosed;
- (2) State the purpose of the disclosure; and
- (3) Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:

- (1) To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;
- (2) To officials in another district or school in connection with the child's enrollment in a nonpublic school; and/or
- (3) For purposes of billing insurance and/or Medicaid.

D. TRANSFER OF RIGHTS AT AGE OF MAJORITY

The District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18.

If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in Ohio), the rights regarding education records also transfer to the child. See Chapter IV, Procedural Safeguards, Section G, regarding the transfer of rights under IDEA at the age of majority.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

E. DISCIPLINARY INFORMATION AND REPORTS TO LAW ENFORCEMENT

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the District, the transmission of any of the child's records includes both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:

- (1) Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:
 - (a) Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;
 - (b) Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
 - (c) Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and
- (2) Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the District reports a crime to the appropriate law enforcement officials, the District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

F. DESTRUCTION OF RECORDS

The District informs parents when personally identifiable information is no longer needed to provide educational services to the child. If the parents request, the information is then destroyed. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed is maintained without time limitation.

III. CHILD FIND

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21 who reside within the district and who require special education and related services.

This includes students who are:

- (1) Advancing from grade to grade;
- (2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);
- (3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and
- (4) Home-schooled.

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency (LEP) is the cause of the suspected disability.

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. The Response to Intervention Team coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

(2) IDENTIFICATION OF CHILDREN BETWEEN THE AGES OF BIRTH TO AGE 3.

When the District becomes aware of a child between the ages of birth to 3 who has or may have a disability, it either:

- (a) Makes a child referral directly to the county family and children first council responsible for implementing the "Help Me Grow" (HMG) early intervention services under Part C of the IDEA; and/or

- (b) Provides the parents with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred for Part C services. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

(3) TRANSITION TO SPECIAL EDUCATION FROM HELP ME GROW (HMG).

The District and the county family and children first council responsible for HMG have a current interagency agreement that includes processes for the referral of children from HMG to the District. The District has an assigned transition contact, the School Leader, who is the primary person responsible for contact with HMG regarding children transitioning from that program.

- (a) If invited by a representative of HMG (and with parent permission), a District representative attends a transition conference to discuss transition from early intervention services to preschool for a child suspected of having a disability.
- (b) If the parents request, the District invites the Part C service coordinator to the initial IEP meeting.

If there is a suspected disability and the child is eligible for special education and related services as a preschool child, the District works to ensure that an IEP is in place and implemented by the child's third birthday. In the case of children who are 45 days or less from their 3rd birthdays and who are suspected of having disabilities, an evaluation is completed within 60 days of parental consent, but an IEP is not required by their third birthdays.

As part of the IEP process, the IEP team determines if extended school year services are required for the preschool child.

(4) COORDINATION WITH OTHER AGENCIES.

The District has interagency agreements with Head Start programs within the school district's service delivery that provide for:

- (a) Service coordination for preschool children with disabilities, 3 through 5 years of age, in a manner consistent with the state interagency agreement for service coordination with Head Start; and
- (b) Transition of children eligible for special education and related services as a preschool child at age 3.

The District also has interagency agreements with the relevant county board(s) of MR/DD for identification, service delivery and financial responsibilities to adequately serve preschool children with disabilities 3 through 5 years of age.

C. DATA COLLECTION

The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District's collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

IV. Procedural Safeguards

A. PRIOR WRITTEN NOTICE

The District provides prior written notice as required by IDEA and Operating Standards. See Appendix A which summarizes the situations in which prior written notice is required. The District uses the form required by ODE-OEC Prior Written Notice PR-01.

(1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

- (a) A description of the action proposed or refused by the District;
- (b) An explanation of why the District proposes or refuses to take this action;
- (c) A description of other options that the IEP team considered and the reasons why those options were rejected;
- (d) A description of each evaluation procedure, assessment, record or report that the District used as a basis for the proposed or refused action;
- (e) A description of other factors that are relevant to the District's proposal or refusal;
- (f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
- (g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio's rule regarding procedural safeguards.

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the District takes steps to have the notice translated orally or by other means to the parent in the parent's native language or other mode of communication. The District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.

The District may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by e-mail if the parents choose to receive the notices electronically.

B. PROCEDURAL SAFEGUARDS NOTICE

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards. *Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004*, developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The District provides parents with a copy of *Whose IDEA Is This?* at least once a year. This includes:

- (1) Providing a copy to the parents of a child who transfers into the District from out-of-state; and
- (2) Providing a copy to the parents of a child who transfers into the District from an in-state school if the sending District has not provided a copy to the parents during the current school year.

In addition, the District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

- (1) The initial referral or parental request for evaluation;
- (2) The receipt of the first due process complaint in a school year;
- (3) A change in placement for disciplinary action; and
- (4) When requested by the parents or the child who has reached the age of majority.

In providing *Whose IDEA is This?*, the District follows the procedures for communication that are described above under Prior Written Notice.

C. PARENTAL CONSENT

Consent means that the parents:

- (a) Have been fully informed, in the parents' native language or other mode of communication, of all information relevant to the activity for which consent is sought;
- (b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
- (c) Understand that the granting of consent is voluntary and may be revoked at any time.

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

- (a) Conducting an initial evaluation to determine if a child is eligible for special education;
- (b) Initially providing special education and related services;
- (c) Conducting a reevaluation when assessments are needed;
- (d) Making a change in placement on the continuum of alternative placement options (i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions); and
- (e) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA.

For example, parental consent is obtained prior to releasing records to a representative of an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

The District uses the ODE-OEC required Consent for Evaluation PR-05 form to obtain written parental consent for evaluation and reevaluation and the required IEP PR-07 form to obtain written parental consent for the initial provision of special education and related services and for making a change in placement.

The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

(2) CHANGE IN PLACEMENT

Once the District receives the initial parental consent for special education and related services, the District must obtain consent only for a change in placement. A “change of placement” means a change from one option on the continuum of alternative placements to another (instruction in regular classes, special schools, home instruction and instruction in hospitals and institutions).

If the District cannot obtain parental consent, it may file a due process complaint requesting a due process hearing or engage in conflict resolution to obtain agreement or a ruling that the placement may be changed.

(3) PARENTS’ FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes “reasonable efforts” to contact parents and obtain written parental consent that may include:

- (a) Written correspondence;
- (b) Phone calls;
- (c) Electronic mail communications, to include but not limited to e-mail and password-protected parent pages; and/or
- (d) Visits to the home or parents’ places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

(4) INITIAL EVALUATION

If the parents fail to respond to the District’s efforts to obtain consent or refuse consent for the initial evaluation, the District may:

- (a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (b) Decide not to pursue the initial evaluation and provide the parents with prior written notice.

If the child is being home schooled or has been placed in a private school at the parents' expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

(5) REEVALUATION

If the parents fail to respond to the District's efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the District may:

- (a) Agree with the parents that a reevaluation is unnecessary;
- (b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;
- (c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

(6) INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

If the parents do not attend the IEP meeting to develop the IEP for the initial provision of services, the District attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and or visiting the parents.

If the parents expressly refuse consent, as evidenced by their signatures on the IEP indicating that consent is not given, the District maintains a copy of the signed IEP showing that the District offered FAPE.

If the parents fail to respond or refuse consent, the District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child.

The District does not use the parents' refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the District, except in those instances in which IDEA authorizes that denial.

(7) REVOCATION OF CONSENT

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment.

The District is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

D. INDEPENDENT EDUCATIONAL EVALUATION

Parents who disagree with an evaluation that was completed or obtained by the District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the District conducts an evaluation with which the parents disagree.

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the District either:

- (a) Ensures that an independent evaluation is provided at public expense; or
- (b) Files a due process complaint requesting a hearing to show that the District's evaluation is appropriate.

If the District files a due process complaint and the final decision is that the District's evaluation is appropriate, the parent still has the right for an independent educational evaluation, but not at the public expense.

(2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the District an evaluation obtained at private expense, the District considers that evaluation, if it meets District criteria, in any decision made with respect to the provision of FAPE to the child.

(3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Except for the above-mentioned criteria, the District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

Within 20 days of receipt of a complaint from a child's parents or another educational agency, the District's superintendent, or the superintendent's designee, conducts a review, may hold an administrative hearing and notifies all parties of the decision in writing.

- (a) All parties have the right to invite others, including legal counsel, to participate in the review.
- (b) The review is conducted at a time and place convenient to all parties.
- (c) Every effort is made to resolve any disagreements at the administrative review.

(2) MEDIATION

At its discretion, the District participates in the resolution of disputes with other parties through the voluntary mediation processes available through ODE-OEC.

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the District proceed in the manner set forth in 3301-51-05(K) of the Operating Standards.

The District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

- (a) Occurs within 15 days of the receipt of notice of the parents' due process complaint;
- (b) Includes a representative of the District who has decision-making authority on behalf of the District;
- (c) Does not include the District's attorney unless the parents are accompanied by an attorney;
- (d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and
- (e) Provides the District an opportunity to resolve the dispute.

The District does not hold a resolution meeting if the parents and the District agree in writing to waive the meeting or agree to use the mediation process. Also, if the District files the due process complaint, it is not required to hold a resolution meeting.

The District, if it is the child's school district of residence, is responsible for conducting the impartial due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures required by 3301-51-05(K)(10)-(15) of the Operating Standards when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved.

If the parent's request to inspect and review any education records relating to their child, the District replies without unnecessary delay and makes the records available before the hearing.

The District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to ODE-OEC.

The District pays for the costs incurred for the hearing except for expert testimony, outside medical evaluations, witness fees, subpoena fees and cost of counsel requested by the other party to the hearing and compensates the hearing officer as provided in 3301-51-05(K)(16)(d) of the Operating Standards. If the hearing was requested by another agency, the District shares the costs of the hearing except for the costs identified in the preceding sentence.

Any further appeals or actions proceed in accordance with 3301-51-05 of the Operating Standards.

F. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS / CODE OF CONDUCT VIOLATIONS

(1) CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

The District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the District and the parents of the child agree otherwise. If the state level review officer agrees with the child's parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents.

If the complaint involves an application for initial admission to the District, the child, with the consent of the parents, is placed in the District until the completion of all proceedings.

If the complaint involves an application for services from a child who is transitioning from Part C to Part B, the District provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

(2) DISCIPLINARY PROCEEDINGS

The District may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

(a) Changes in placement less than 10 consecutive school days

The District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more

than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

- (1) The removal is for more than 10 consecutive school days, or
- (2) The child has been subjected to a series of removals that constitute a pattern:
 - (a) Because the series of removals totals more than 10 school days in a school year;
 - (b) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

(b) Services during removal from current placement

The District provides services to a child removed from the child's current placement as follows:

- (1) If the child has been removed from the child's current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;
- (2) After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is not a change in placement), the District provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;
- (3) If the removal is a change in placement, the child's IEP team determines appropriate services; and
- (4) If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined not to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, the District ensures that the child:
 - (a) Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - (b) Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(c) Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent and relevant members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct

was a manifestation of the child's disability. The District determines that the conduct is a manifestation of the child's disability:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the District, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the District takes immediate steps to remedy those deficiencies.

- (1) If the conduct was a manifestation of the child's disability, the IEP team either:
 - (a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; or
 - (b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; and
- (2) Returns the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special circumstances.

The District may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of ODE or a school district;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district.

The District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with 3301-51-05(K)(20)(h)(i) of the Operating Standards.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section B above.

(e) Expedited Due Process Hearing

The District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

- (1) The District may request an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.
- (2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The District is responsible for conducting the expedited due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The District follows the expedited timelines and the procedures set forth in 3301-51-05(K)(22)(c)-(d) of the Operating Standards.

G. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY/STUDENT NOTIFICATION

Once a child reaches the age of majority, the District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

One year before the child's 18th birthday, the District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18) and provides the child with a copy of *Whose IDEA Is This?* The District documents this notice on the child's IEP PR-07 form.

Once the child turns 18, the District obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

H. SURROGATE PARENTS

The District ensures that the rights of a child are protected when:

- (1) No parent, as defined in 3301-51-01 of the Operating Standards, can be identified;
- (2) The District, after making reasonable efforts, cannot locate a parent;
- (3) The child is a ward of the state; or
- (4) The child is an unaccompanied homeless youth as defined by 3301-51-05(E)(1)(d) of the Operating Standards.

One way in which the District protects the rights of such children is through the assignment of surrogate parents where appropriate. The District has a method for determining when a child needs a surrogate parent and for assigning a surrogate parent to the child, and complies with the requirements of 3301-51-05(E) of the Operating Standards regarding surrogate parents.

V. EVALUATION

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child's evaluation for purposes of determining eligibility for special education services.

A. INITIAL EVALUATION

1. TIMING AND INITIATION

The district conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Within 30 days of receipt of a request for an evaluation, the District either obtains parental consent for an initial evaluation or provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

- (a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and
- (b) Consists of procedures:
 - (i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
 - (ii) To determine the educational needs of the child.

The district obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

- (a) Review of existing evaluation data on the child, including:
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based, local or state assessments and classroom-based observations;
 - (iii) Observations by teachers and related services providers;
 - (iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;

- (v) Data from previous interventions, including:
 - (a) Interventions required by rule 3301-51-06 of the Operating Standards and
 - (b) For the preschool child, data from early intervention, community, or preschool program providers; and
- (vi) Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and
- (b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
 - (i) Whether the child is a child with a disability, as defined in 3301-51-01 of the Operating Standards, and the educational needs of the child;
 - (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - (iii) The present levels of academic achievement and related developmental needs of the child;
 - (iv) Whether the child needs special education and related services; or
 - (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The district provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

- (a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:
 - (i) Whether the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);
- (b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- (c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The District ensures that:

- (a) Assessments and other evaluation materials used to assess a child:
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
- (d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
- (e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.
- (f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 3301-51-06(B)(5)(b) and (B)(6) of the Operating Standards, to ensure prompt completion of the full evaluations.
- (g) In evaluating each child with a disability under 3301-51-06(E)-(G) of the Operating Standards, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
- (i) Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and
- (j) For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:

- (i) Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;
- (ii) Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and
- (iii) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

1. COMPLETION OF THE EVALUATION TEAM REPORT

The following occurs upon completion of the administration of assessments and other evaluation measures:

- (a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and
- (b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

- (a) A summary of the information obtained during the evaluation process; and
- (b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

2. DETERMINATION OF ELIGIBILITY

A child is not determined to be a child with a disability:

- (a) If the determinant factor for that determination is:
 - (i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Act of 1965, as amended and specified in the No Child Left Behind Act of 2002, January 2002, 20 U.S.C. 6301 (ESEA);
 - (ii) Lack of appropriate instruction in math; or
 - (iii) LEP; and
- (b) If the child does not otherwise meet the eligibility criteria under 3301-51-01(B)(10) of the Operating Standards.

The district, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:

- (a) Draws upon information from a variety of sources, including aptitude and achievement tests, state and district wide assessments, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior; and
- (b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, the District develops an IEP for the child.

C. REEVALUATIONS

The District conducts reevaluations of a child with a disability:

- (a) If the District determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or
- (b) If the child's parent or teacher requests a reevaluation; or
- (c) When a child transitions from pre-school to school-aged services; or
- (d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child's eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates for one of these reasons, the District provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

The District has written procedures for the implementation of the evaluation process the District uses to determine the existence of a specific learning disability (SLD). In addition, the District uses the form required by ODE-OEC, Evaluation Team Report PR-06 and completes Part 3: Documentation for Determining the Existence of a Specific Learning Disability of PR-06 when the District suspects the child has a SLD.

(1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

The parents, the IEP team, and a group of qualified professionals from the District determine that a child has a SLD if:

- (a) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when the District provides learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
 - (i) Oral expression;
 - (ii) Listening comprehension;
 - (iii) Written expression;
 - (iv) Basic reading skill;
 - (v) Reading fluency skills;
 - (vi) Reading comprehension;
 - (vii) Mathematics calculation; or
 - (viii) Mathematics problem-solving;

AND

- (b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in number 1, above, when the District uses an evaluation process to determine the child's response to scientific, research-based intervention;

OR

- (c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, when the District uses appropriate assessments consistent with 3301-51-06(E) and (F) of the Operating Standards that the group has determined to be relevant to the identification of a SLD.

Alternatively, the District may choose a third method of evaluation, for determining if a child has a SLD. The District seeks prior approval from ODE-OEC if it chooses to use an alternative research-based assessment procedure to determine if a child has a SLD.

(2) USE OF AN EVALUATION PROCESS BASED ON THE CHILD'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION FOR SLD DETERMINATION

If the District uses an evaluation process based on the child's response to scientific, research-based intervention to determine whether a child has a SLD. The District ensures that this process:

- (a) Begins when the District has gathered and analyzed sufficient data from scientifically-based instruction and targeted and intensive individualized interventions that provide evidence that the child's needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;
- (b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child's identified needs;

- (c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child's parents; and
- (d) Includes the analysis of data described in 3301-51-06(H)(3)(b)(i) and (H)(3)(b)(ii) of the Operating Standards to determine whether a discrepancy is present between the child's actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas listed in 3301-51-06(H)(3)(a)(i) of the Operating Standards

The District will not use this process to delay unnecessarily a child's referral for a comprehensive evaluation to determine eligibility for special education services.

(3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

The District ensures that the following additional requirements are satisfied when determining if a child has a SLD:

Inclusion of additional required group members for SLD determination

The group that determines that a child suspected of having a SLD is a child with a disability includes the child's parents and a group of qualified professionals consisting of, but not limited to:

- (a) In the case of a school-age child, the child's regular teacher (or if the child does not have a regular teacher, the District includes a regular classroom teacher qualified to teach a child of the child's age);
- (b) In the case of children less than school-age, an individual qualified by ODE to teach a child of the child's age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

Observation requirements

The District ensures that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The group of qualified professionals identified by the District conducts the observation by:

- (a) Using information from an observation of the child's performance conducted during routine classroom instruction, including monitoring of the child's performance during instruction, that was done before the child was referred for an evaluation; or
- (b) Having at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained.

In the case of a child of less than school-age or a child who is out of school, the District ensures that a group member observes the child in an environment appropriate for a child of that age.

Ensuring the child's underachievement is not due to a lack of appropriate instruction in reading and math

In order to ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math, the District considers:

- (a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and
- (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents.

Obtaining parental consent to evaluate

The District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

- (a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the District considers:
 - (i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and
 - (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents; and
- (b) Whenever a child is referred for an evaluation.

Consideration of exclusionary factors

When determining that a child has a SLD, the District ensures that the findings from the evaluation process are not primarily the result of:

- (a) A visual, hearing, or motor disability;
- (b) Mental retardation;
- (c) Emotional disturbance;
- (d) Cultural factors;
- (e) Environmental or economic disadvantage; or
- (f) LEP.

If the District determines that one of these factors is the primary reason for the child's suspected disability, the District does not identify the child as having a SLD.

VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child's IEP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

- (a) Within 30 calendar days of the determination that the child needs special education and related services;
- (b) Within 90 days of receiving informed parental consent for an evaluation; or
- (c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child's IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

A. MEMBERS OF THE IEP TEAM

The IEP team includes:

- (1) The child's parents;
- (2) Not less than one of the child's regular education teachers, if the child is or may be participating in the regular education environment;
- (3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
- (4) A representative of the school district who:
 - a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b) Knows the general education curriculum; and
 - c) Knows about the availability of resources of the school district.
- (5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
- (6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the district agree, in writing, that the attendance of that member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

B. PARENTAL PARTICIPATION

The District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

- (1) Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

- (1) Indicates the purpose, time and location of the meeting and who will be in attendance; and
- (2) Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of the Part C service coordinator or other representatives of the part C system at the initial IEP team meeting for a child previously served under Part C. See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also:

- (1) Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and
- (2) Indicates that the District will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also:

- (1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
- (2) Indicates that the school district will invite the child; and
- (3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the District makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

C. CONTENTS OF AN IEP

The District uses ODE's required form, PR-07, for its IEPs.

In developing each child's IEP, the IEP team considers:

- (1) The strengths of the child;

- (2) The concerns of the parents for enhancing the education of their child;
- (3) The results of the initial or most recent evaluation of the child;
- (4) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
- (5) The academic, developmental and functional needs of the child.

Further, the IEP team considers the following special factors:

- (1) In the case of a child whose behavior impedes the child's learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (2) In the case of a child with LEP, the language needs of the child as those needs relate to the child's IEP;
- (3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the Operating Standards and section 3323.011 of the Revised Code;
- (4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and
- (5) Whether the child needs assistive technology devices and services.

(1) CONTENTS OF EVERY IEP

The District's IEPs are written, and are developed, reviewed and revised in IEP meetings. The District's IEPs include all of the following:

- (a) A statement that discusses the child's future and documents planning information;
- (b) A statement of the child's present levels of academic and functional performance, including:
 - (1) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
 - (1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (2) Meet each of the child's other educational needs that result from the child's disability;
- (d) A description of:
 - (1) How the child's progress toward meeting the annual goals described in the IEP will be measured; and
 - (2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- (e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - (1) To advance appropriately toward attaining the annual goals;

- (2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and
- (3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the Operating Standards;
- (f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;
- (g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments consistent with Section 612(a)(16) of the IDEA;
- (h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - (1) The child cannot participate in the regular assessment; and
 - (2) The particular alternate assessment selected is appropriate for the child; and
- (i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

(2) TRANSITION SERVICES

The District's IEPs address transition services as follows:

- (a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program.); and
- (b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:
 - (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
 - (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

(4) NONACADEMIC SERVICES, PHYSICAL EDUCATION, EXTENDED SCHOOL YEAR AND TRANSPORTATION

If appropriate, the IEP includes the services to be provided in each of these areas.

D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
- (2) Revises the IEP, as appropriate, to address:
 - (a) Any lack of expected progress toward the annual goals and in the general education curriculum;
 - (b) The results of any reevaluation;
 - (c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
 - (d) The child's anticipated needs; or
 - (e) Other matters; and
- (3) Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the District agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the District ensures that the IEP team is informed of the changes made. When an IEP is amended, the District sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled. Placement of students with disabilities in special classes, separate schooling or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

The District ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE).

The District determines the placement of a child with a disability at least annually, and the placement is based on the child's IEP, and is as close as possible to the child's home.

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled.

In selecting the LRE for a child with a disability, the IEP team considers any potential harmful effect on the child or on the quality of the services that the child needs.

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

A. CHILD FIND

(1) GENERALLY

The District locates, identifies and evaluates all children with disabilities who are enrolled by their parents in chartered and non-chartered nonpublic schools, including religious elementary and secondary schools located within the District's geographical boundaries.

The District consults with the nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities regarding the child find process, including:

- (a) How parentally placed nonpublic school children suspected of having a disability can participate equitably; and
- (b) How parent, teachers and nonpublic school officials will be informed of the child find process.

After timely and meaningful consultation with representatives of nonpublic schools, the District carries out child find activities for parentally placed nonpublic school children, including children whose parents live out-of-state. These activities are similar to the child find activities the District conducts for its public school children and ensures an accurate count of children with disabilities. The District completes these activities in a time period comparable to that for children attending its public schools, including completing any evaluations within 60 days of receiving parental consent. See Chapter V, Section A(1).

The District follows all IDEA and FERPA confidentiality requirements when serving children with disabilities attending nonpublic schools located within the District's boundaries and obtains parental consent before releasing any personally identifiable information about a child to officials of the child's district of residence or the nonpublic school in which the child is enrolled.

The District conducts, either directly or through contract, a full and individual initial evaluation of any parentally placed nonpublic school child suspected of having a disability who is enrolled in a nonpublic school within the District's boundaries. The District obtains written parental consent before conducting an initial evaluation.

- (a) If the parents of a parentally placed nonpublic school child do not provide consent or fail to respond to the District's request for consent to evaluate the child, the District may not use mediation or due process procedures to pursue the evaluation. The District does not have to consider this child as eligible for services.
- (b) If the parents do not make clear their intent to keep their child enrolled in the nonpublic school, the District provides the parents of a child who is determined to be eligible for special education services written documentation stating that the child's school district of residence is responsible for making FAPE available to the child.

- (c) The District sends a copy of this documentation to the child's district of residence, provided the District obtains written parental consent to release the information.

The District conducts reevaluations of parentally placed nonpublic school children with disabilities receiving special education and any related services to determine continued eligibility for services. The District conducts reevaluations no more than once a year, unless the parents and the District agree otherwise, and at least once every three years, unless the parents and the district agree that a reevaluation is unnecessary.

(2) AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS

The District assumes responsibility for the initial evaluations and re-evaluations of children who reside in the District and desire to participate in the Autism Scholarship Program. The district where the nonpublic school is located conducts all reevaluations for children with disabilities participating in the Autism Scholarship Program. (See 3301-51-08(R)(1) of the Operating Standards). The District creates the IEP that is required for eligible children who reside within the District to participate in the Autism Scholarship Program.

B. CONSULTATION

The District consults with nonpublic school representatives and representatives of parents who have placed their children with disabilities in nonpublic schools in a timely and meaningful way during the design and development of special education and related services for the children regarding the following:

(1) CHILD FIND

See above requirements.

(2) PROPORTIONATE SHARE OF FUNDS

- (a) The determination of the proportionate share of federal IDEA Part B funds available to serve parentally-placed nonpublic school children with disabilities;
- (b) The determination of how the proportionate share of those funds was calculated; and
- (c) Consideration of the number of children and their needs and location.

“Proportionate share” refers to the amount of federal IDEA Part B funds the District must expend to provide the group of parentally placed nonpublic school children with disabilities with equitable participation in services funded with federal IDEA Part B funds. The District follows the formula in 3301-51-05(E)(1)–(4) of the Operating Standards to calculate the proportionate amount.

(3) CONSULTATION PROCESS

- (a) How the consultation process will bring together District representatives, nonpublic school officials and representatives of parentally placed nonpublic school children with disabilities;

- (b) How the process will take place throughout the school year to ensure that parentally-placed nonpublic school children with disabilities identified through the child find SURFHVV FDQ meaningfully participate in special education and related services.

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

- (a) How, where and by whom special education and related services will be provided;
- (b) The types of services, including direct services and alternate service delivery mechanisms;
- (c) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children; and
- (d) How and when these decisions will be made.

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

How the District will provide the nonpublic school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract if the District disagrees with the views of the nonpublic school officials on the provision of services or the types of services.

The District obtains a written affirmation signed by representatives of the participating nonpublic schools that timely and meaningful consultation has occurred. If representatives of the participating nonpublic schools do not provide the affirmation within a reasonable period of time or choose not to participate under the proportionate share provisions of IDEA and engage in consultation, the District documents its consultation attempts and forwards the documentation to the ODE-OEC. If a nonpublic school located within the boundaries of the District chooses not to participate, the parents may contact the District to request services for the child.

C. RIGHTS TO SERVICES

The District is not required to pay for the cost of education, including special education and related services, of a child with a disability, enrolled at a nonpublic school or facility if:

- (1) The child's district of residence made FAPE available to the child; and
- (2) The parents elected to place the child in the nonpublic school.

The District includes these children and their needs in the population being considered when making decisions about services to be provided to parentally placed nonpublic school children with disabilities.

If the parents make clear their intention to keep their child with a disability enrolled in the nonpublic school, the child's district of residence does not need to develop an IEP for the child. If the child with a disability re-enrolls in the District, the District makes FAPE available.

D. EQUITABLE SERVICES DETERMINED

The District makes the final decisions about the services to be provided through a services plan to eligible parentally placed nonpublic school children with disabilities who are attending

nonpublic schools within the District's geographic boundaries. The District makes these decisions after consultation with nonpublic school representatives and parents of parentally placed nonpublic school children and through meetings to develop, review and revise services plans. A child with a disability attending a nonpublic school does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

E. EQUITABLE SERVICES PROVIDED

(1) THE SERVICES PLAN

- (a) The District, whether or not it is the child's school district of residence, convenes the services plan meeting, conference call, or video conference for each eligible child who will receive special education and any related services for children who attend nonpublic schools located within the District's geographical boundaries.
- (b) The District determines required participants at the services meeting.
- (c) The District ensures that a nonpublic school representative participates in the development or revision of the services plan.
- (d) The District conducts a meeting, conference call, or video conference at least annually to review and revise, if appropriate, each child's services plan.
- (e) The District uses the ODE required Services Plan PR-09 form for individually developing a services plan for each participating child that describes the specific special education and related services that the District will provide to the child. Parentally placed nonpublic school children with disabilities may receive a different amount of services than children with disabilities enrolled in the District.

(2) PROVISION AND LOCATION OF SERVICES

- (a) District personnel provide services to parentally placed nonpublic school children who attend nonpublic schools located within the District's geographical boundaries or the District provides services through a contract with an individual, association, agency, organization or other entity.
- (b) The District ensures that special education and related services, including materials and equipment, provided to parentally placed nonpublic school children with disabilities are secular, neutral and non-ideological.
- (c) The District, in consultation with the nonpublic school, will determine where services will be provided. Services may be provided on or off the premises of the nonpublic school. The District may provide services at the nonpublic school with the permission of that school.

(3) TRANSPORTATION

- (a) The District provides transportation to parentally placed nonpublic school children with disabilities who attend nonpublic schools located within the District's geographical boundaries if the services being provided under IDEA are being delivered at a location other than the nonpublic school the child is attending. The District provides transportation:
 - (1) From the child's nonpublic school or the child's home to the site other than the nonpublic school; and

- (2) From the service site to the nonpublic school or to the child' home depending on the timing of the services;
- (b) The District may include the cost of transportation to special education and related services that are being delivered at a location other than the nonpublic school in calculating whether it has met the requirements of spending a proportionate amount of federal funds that it receives to serve children with disabilities; and
- (c) The District provides transportation to all children, with and without disabilities, who reside within the District and who are parentally placed in chartered nonpublic schools following the requirements in ORC 3327.01.

F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

Due process rights do not apply to the provision of special education and related services the District has agreed to provide through a services plan. However, the parents of a child with a suspected disability, or a child identified as having a disability, who is enrolled in a nonpublic school, have the right to file a due process complaint against the District where the nonpublic school is located regarding that District's failure to meet the child find requirements, including location, identification, evaluation and reevaluation of the child.

If the District receives a due process complaint requesting a due process hearing from the parents of parentally placed nonpublic school child, the District follows the procedures that apply to other due process complaints.

The parents of a child with a disability, who has been unilaterally placed in a nonpublic school, have the right to file a formal written complaint with ODE-OEC regarding a number of different issues, which are listed in 3301-51-08(L)(3) of the Operating Standards.

APPENDIX A

When to Provide

Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA Is This?
1. Procedural safeguards must be provided to the parents once a year			X
2. Procedural safeguards must be provided upon request of the parents			X
3. Initial referral for a suspected disability		X	X
4. Initial evaluation	Informed consent (Parent Consent for Evaluation PR-04 form)	X	
5. Eligibility determination		X	
6. IEP meeting	Notification (Parent Invitation to Meeting PR-02 form)	Provide after an IEP, if parents do not agree or do not attend the meeting	
7. Reevaluation with assessments conducted	Informed consent (Parent Consent for Evaluation PR-04 form)	Provide before, and after if parents do not agree or disability category changes	
8. Reevaluation without further assessments conducted	Notification	May use this form to notify before, and provide after, if parents do not agree or disability category changes	
9. No reevaluation conducted		X	
10. Transfers from out of state and out of district	Informed consent (Parent Consent for Evaluation PR-04 form) (If an evaluation is to be conducted)	Provide only after an IEP, if parents do not agree	If moved from out of state
11. Change of placement	Informed consent (IEP PR-07 form)	Provide only after an IEP, if parents do not agree	
12. Change in the type and amount of services		Provide only after an IEP, if parents do not agree	
13. Exit from special education	Notification (Summary of performance if graduating or aging out of special education)	X	
14. District refuses services requested by parents		X	
15. District proposes/refuses to change disability category		X	
16. Releasing personally identifiable information	Informed consent (written consent)		
17. Destruction of personally identifiable information	Notification prior to destruction		
18. Transfer of parental rights	Statement included in IEP PR-07 form		X
19. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year			X
20. Disciplinary change in placement		X	X
21. Revocation of consent		X	

Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

1. **Procedural safeguards must be provided to the parents once a year.**
The school district must give a copy of the procedural safeguards notice (*Whose IDEA Is This?*) to the parents at least once a year, except as noted below:
 - Upon initial referral or the parents request for evaluation;
 - Upon request by the parents;
 - Upon receipt of the first due process complaint or state complaint in a school year; and
 - Upon a change in placement for disciplinary action.
2. **Procedural safeguards must be provided upon request of the parents.**
The school district must give a copy of the procedural safeguards notice (*Whose IDEA Is This?*) to the parents whenever the parents request.
3. **Initial referral for a suspected disability**
On the date of the referral, the district must provide the parents with a copy of the procedural safeguards notice (*Whose IDEA Is This?*). For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the Prior Written Notice to Parents PR-01 form to the parents if the district does not suspect a disability.
4. **Initial evaluation**
Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the Prior Written Notice PR-01 form to the parents and receive written, informed consent (Parent Consent for Evaluation PR-04 form) from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)
5. **Eligibility determination**
If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the Prior Written Notice to Parents PR-01 form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.
6. **IEP Meeting**
The district must use the required Parent Invitation PR-02 form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:
 - Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
 - Schedule the meeting at a mutually agreed upon time and place.

A district must provide the Prior Written Notice to Parents PR-01 form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.

A district must provide prior written notice to the parents and receive written, informed consent from the parents before the initial placement of a child in special education. The IEP PR-07 form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP form.

7. Reevaluation with assessments conducted

A district must provide the Prior Written Notice to Parents PR-01 form and obtain informed parental consent (Parent Consent for Evaluation PR-05 form) before conducting any tests or assessments as part of a reevaluation of a child with disabilities, unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

The district must provide the Prior Written Notice to Parents PR-01 form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

8. Reevaluation without further assessments conducted

If the evaluation team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child's educational needs, the evaluation team must notify the child's parents. The notification that no further assessments are necessary must include:

- The team's determination and the reasons for the determination; and
- The parents' right to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

The Prior Written Notice to Parents PR-01 form may be used for this notification as long as it includes the information listed directly above.

The district must provide the Prior Written Notice to Parents PR-01 form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

9. No reevaluation conducted

If the IEP team, including the parents, agrees that a reevaluation of a child is unnecessary, the district must provide the Prior Written Notice to Parents PR-01 form.

10. Transfers from out of state and out of district

Upon the enrollment of a child with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. If the parents disagree with the IEP team on the IEP that will be implemented by the district, the Prior Written Notice to Parents PR-01 form must be provided to the parents. See IEP – 7.1 General.

Transfers from out of state

If the child moved into the district from another state, the district must provide the parents with a copy of the procedural safeguards notice (*Whose IDEA Is This?*).

If the district determines that a new evaluation is necessary for a child who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the Prior Written Notice to Parents PR-01 form and obtain written parental consent (Parent Consent for Evaluation PR-05 form). See Evaluation – 6.2 Request and Referral for Initial Evaluation.

Transfers from out of district

If the child transfers into the district from another district in the state, the district provides the parents with a copy of the **procedural safeguards notice** (*Whose IDEA Is This?*) if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The district must provide the **Prior Written Notice to the Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.5 Reevaluation.

11. Change of placement

The district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP team's proposed change of placement on the continuum of alternative placement options. The district may not change the child's placement until the parents consent to the proposed change of placement.

12. Change in the type and amount of services

The district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The district may then proceed to implement the IEP.

13. Exit from special education

The district must provide the **Prior Written Notice to Parents PR-01** form whenever a child exits special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a **summary of the child's academic achievement and functional performance**, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

14. District refuses services requested by parents

The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district refuses the request of the parents to provide special education and related services to the child.

15. District proposes/refuses to change disability category

The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district proposes or refuses to change the child's disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

16. Releasing personally identifiable information

The district must obtain written parental consent prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

17. Destruction of personally identifiable information

The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This notification may be in writing or provided verbally. If provided verbally, the school district should document this notification in the child's education record.

18. Transfer of parental rights

One year before the child's 18th birthday, the district must notify both the child and the parents of the parental rights, under Part B, that will transfer to the child upon reaching the age of majority. The district also must provide the child with a copy of the procedural safeguards notice (*Whose IDEA Is This?*). This notification is documented on the child's IEP PR-07 form.

19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year

The school district must give the parents a copy of the procedural safeguards notice (*Whose IDEA Is This?*) upon receipt of the parents' first due process request. The Ohio Department of Education, Office for Exceptional Children gives the parents a copy of the procedural safeguards (*Whose IDEA Is This?*) upon the parents' filing of the first state complaint within the school year.

20. Disciplinary change in placement

Whenever a change of placement occurs due to disciplinary action, a copy of the procedural safeguards notice (*Whose IDEA Is This?*) and Prior Written Notice PR-01 form must be provided.

21. Revocation of consent (must be in writing)

The district must provide the Prior Written Notice to Parents PR-01 form if the parents of a child with a disability revoke consent in writing for the continued provision of all special education and related services. This notice must include:

- A summary of all of the supports and services the child will no longer receive, and any change in educational placement that will occur as a result of the revocation of consent.
- Statements that once the revocation takes effect, the district will not be considered to be in violation of its requirement to make FAPE available, is not required to convene an IEP meeting or develop an IEP, is not required to conduct a three year reevaluation, is not required to offer the child the discipline protections available under IDEA and is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services.
- A statement that by revoking consent for special education and related services for the child, the parent is not waiving the right to request an initial evaluation or to receive services in the future.

ATTACHMENTS 6.12 and 6.13

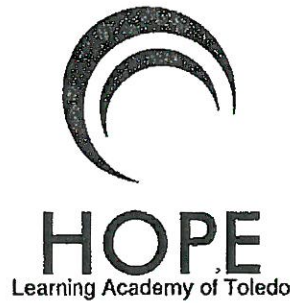
- Admissions Procedures ✓
 - At-Risk Definitions, if applicable ✓
 - Attendance Policy (including covenant to maintain written log of daily attendance verified by the applicable teacher(s) and signed by an administrator, and kept in chronological order) ✓
 - Automatic Withdrawal Rule ✓
 - Truancy Policy and Procedure ✓
 - Participation Policy — I do not know what this is
-



Initial Admission and Residency Documentation

POLICY NUMBER: 102013 - v4	EFFECTIVE DATE: 10-22-13	APPOINTING AUTHORITY APPROVAL: Hope Learning Academy of Toledo School Board
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HOPE Learning Academy of Toledo has adopted a board-approved policies and procedures that identifies two forms for proof of residency documentation.



POLICY ON ADMISSIONS & PROCEDURES

POLICY NUMBER: 82113-1	EFFECTIVE DATE: 8-21-13	APPOINTING AUTHORITY APPROVAL: Hope Learning Academy of Toledo School Board
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Non-Discriminatory Policy

In accordance with the State of Ohio, HOPE admits students of any gender, race, color, or ethnic origin to all the rights, privileges, programs, and activities. In addition, the school will not discriminate on the basis of gender, race, color, or ethnic origin in administration of its educational policies, scholarships, loans, athletics, fee waivers, and extracurricular activities.

Admission

HOPE Learning Academy of Toledo is a tuition free public charter school. HOPE will not discriminate in its pupil admission policies or practices on the basis of intellectual or athletic ability, measure of achievement or aptitude, status as a handicapped person, or any other basis. All students of HOPE must be residents of the State of Ohio. Admission is open to students on a statewide basis.

Applications are accepted for student admission up to the deadline date for a lottery drawing. Priority for enrollment shall be given to returning students, their siblings, and students from the district in which the school is located. If on the deadline date for a lottery drawing the number of applicants per grade level exceeds the number of seats, a lottery drawing is held for those grade levels. The lottery drawing places children in order for possible enrollment into the school. As HOPE operates and accepts students year round, if other spaces are available after the lottery places become available, students are accepted off a prioritized wait list based on the results of lottery or, if there is no wait list, then on a first come first serve basis. If a lottery is necessary, it shall take place at a public location. All parties will have the opportunity to be present during the lottery process and will be notified in advance of the date, time, and location of the lottery. All parents and children selected in the lottery will be notified of the selection by certified mail. Parents have up to seven (7) days from receipt of the certified mail to contact HOPE regarding their decision. If a parent does not respond within seven (7) days of receipt of the certified mail, the school will select another child from the lottery in the order the child's name was drawn.

Policy on Admissions and Procedures – Policy Number

Students transferring from another school will normally be placed in the grade level recommended by the previous school based on records received. For elementary and junior high students, a request will be made for official records be sent to us within fourteen (14) days. Parents are asked to notify the school at the time of enrollment if their student has an IEP or 504 Plan so that HOPE can provide services and a smooth academic transition.

New entrants at all grade levels will be required to present, at the time of enrollment, an official birth certificate or other evidence of birth, proof of having received or being in the process of receiving required immunizations, proof of residency and custody information, is applicable.

Nothing in this policy is intended to supersede state law. In areas of conflict between this policy and state law, state law shall control all aspects.

Compulsory School Age Kindergarten Admissions

In accordance with the State Law and the school board policy of the same title, HOPE requires a child to be five (5) years old by September 30th of the year of admission. Requests to make an exception to this rule, for children who will be five (5) years of age before the first day of January of the year for which admission is requested, must be made in writing to the School Leader.

Guardianship

Each parent, as a natural guardian of his/her children, is presumed to have full authority regarding record release and enrollment, unless a court order restricts authority. If a non-parent seeks to act on behalf of the child, the School Leader will inquire as to the source of his/her authority (e.g., guardianship letter or a custody or temporary placement order). If the courts give custody to one parent, that parent has responsibility for communication and financial obligation. When there is a question regarding the adult's authority to act for the child, the School Leader will place the burden of showing authority on that person by requiring presentation of a written court or state agency order. (Per Ohio Revised Code 3319.321)

Process and Criteria

HOPE admits children of any race, color, religion or sex. Furthermore, there will be no discrimination in the admission of students to the school on the basis of race, creed, color, national origin, sex, or disability. All that will be required for a student to be admitted is submission of the following: completing and submitting the registration form and such other enrollment materials that HOPE deems necessary; and submitting copies of the child's birth certificate, Social Security Card, current immunization record as mandated by law, court orders (if applicable) and proof of residence.

These procedures are in accordance with Section 3313.672 of Senate Bill 321, Legislation dealing with missing children that became law on April 9, 1985. Section 3313.672 states:

Policy on Admissions and Procedures -- Policy Number

“A pupil at the time of his/her initial entry to a public or non-public school shall present to the person in charge of admission a copy of the original certificate of his birth and copies of those records pertaining to him maintained by the school that he most recently attended. If the pupil does not present copies of the items required by this section, the School Leader or chief administrative officer of the school shall notify the law enforcement agency having jurisdiction in the area where the pupil resides of this and of this fact and of the possibility that the pupil may be a missing child, as this term is defined in section 2901.30 of the Revised Code.”

No student at the time of initial entry or at the beginning of each year shall be permitted to remain in school for more than fourteen (14) days without written evidence of immunization. In lieu of the requirements, a physician's statement may be presented stating that compliance is in process or that immunization may be detrimental to student's health.

Re-Enrollment

Students will be accepted for admission based upon the following criteria:

1. All enrolled students in grades K- 7 have first priority for registration.
2. If no notice is received from a parent by June 30th as to their intent to send their child back to HOPE for the next school year, it will be assumed that the child will not return and that another student may fill the position.

Withdrawals

When students withdraw from HOPE, they are to return all property belonging to the school and pay any fines or charges that may be due. The parents/guardians must complete a release of records form with the receiving school before student records will be transferred.



Hope Learning Academy
4234 Monroe St.
Toledo, Ohio 43606
hopelearningacademy.org
Phone: 419-297-6313 Fax:419-725-9184

ENROLLMENT PACKET

Please return the completed enrollment packet to the School Office, as well as copies of the following documents:

1. State-Issued Birth Certificate
2. Up-to-Date Immunization Records (7th Graders *must* have additional T-Dap & Meningococcal)
3. Most Current Report Card
4. Proof of Residency (2) (Electric bill, Gas bill, Cable bill, etc)
5. Current IEP, if applicable
6. Current ETR, if applicable
7. Custody Papers - we must have these in cases of divorce and/or adoption

We must receive all of these documents in order to proceed with the enrollment process. ALL attached forms must be completed in their entirety and signed.

Statement of Non-Discrimination:

It is the policy of Hope Learning Academy to provide equal opportunities in all of its educational programs and operations and in all areas of employment practice, and to ensure that there shall be no discrimination against any employee or applicant or student on the basis of age, race, color, religion, disability, sex, national origin or ancestry. Hope Learning Academy is an Equal Opportunity Employer.



Hope Learning Academy

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Phone: 419-297-6313 Fax: 419-725-9184

Application for Enrollment

Date: _____

Student Information:

Name: _____ Gender: Male/Female
Date of Birth: _____ Age: _____ Last Grade Completed: _____
Birthplace City: _____ County: _____ State: _____
Home Address: _____
City: _____ State: _____ Zip: _____ Home Phone: _____

Custodial Parent/Guardian #1:

Name: _____ Relationship: _____
Home Address: _____
City: _____ State: _____ Zip: _____
Daytime Phone: _____ Email Address: _____
Place of Employment: _____

Parent/Guardian #2 (if applicable):

Name: _____ Relationship: _____
Home Address: _____
City: _____ State: _____ Zip: _____
Daytime Phone: _____ Email Address: _____
Place of Employment: _____

Does Student reside with this person? ___ Yes ___ No
Does this person have legal custody? ___ Yes ___ No
May this person have access to this student's records? ___ Yes ___ No

Parent/Guardian Signature: _____ Date: _____



Hope Learning Academy

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Toledo, Ohio 43606

hopelearningacademy.org

Phone: 419-297-6313 Fax: 419-725-9184

Student Name: _____

Previous School History:

What School District do you currently live in: _____

Name of last school attended: _____ Date of last attendance: _____

Address: _____

City: _____ State: _____ Zip: _____

Currently being home-schooled? Yes No

Was this student enrolled in any special programming at his/her current or previous school?

Yes No

Is this student currently on probation by the juvenile court system? Yes No

If yes, which county? _____

Ethnic Code: *If student is multi-racial, more than one group should be selected.*

White Black Asian Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Is this student of Hispanic/Latin heritage? Yes No

Migrant or Homeless Status:

Is this student, this student's parent, guardian or spouse a migratory worker? Yes No

Does this student have a permanent, regular, and adequate residence? Yes No

Native Language:

Is English this student's native language? Yes No

If NO, please identify the student's native language: _____

Please read the circumstances listed below:

a. Was not born in the United States and his/her native language is not English. Yes No

b. Resides in a home in which a language other than English is used for communication

Yes No

c. Resides in a home in which a language other than English has a significant impact on his/her level of understanding of the English language Yes No

Parent/Guardian Signature: _____ Date: _____



Hope Learning Academy

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Toledo, Ohio 43606

hopelearningacademy.org

Phone: 419-297-6313 Fax: 419-725-9184

Permission for Hope Learning Academy to Communicate with Parent about Student via FAX or E-mail

Student's Name: _____ Grade: _____

Parent's Name: _____

Parent's E-mail Address: _____

Parent's FAX Number: _____

I give my permission for staff members from Hope Learning Academy to communicate with me concerning the student listed via e-mail or fax, using the information provided above.

I understand that Hope Learning Academy is unable to guarantee the confidentiality of any information sent using e-mail and/or fax during the transmission of the message or fax. I further agree that I am the only one with access to the e-mail account and/or fax number listed above, and that if other individuals have access to the e-mail address or fax number listed above, that I hereby release Hope Learning Academy from any responsibility and liability for any disclosure of student personally identifiable information to anyone who accesses the e-mail address and/or fax number listed above. I further acknowledge that it is my responsibility to notify Hope Learning Academy of any changes in the e-mail address or fax number listed above.

Parent/Guardian signature: _____ Date: _____



Hope Learning Academy

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Cell Phone Policy

Students with cell phones must turn those in to the designated staff person upon arrival at school. Students may keep the phone battery with them. Students will receive their phones at the end of the school day. If emergency phone calls must be made by the student, the school phone in the office may be used with permission from the school staff. If parents/guardians need to contact their student, they may call the school number.

If a student's cell phone is observed by a staff person during school hours, the following consequences will occur:

1. **First time:** The student's phone will be confiscated by the staff person and locked in a secure location, plus the parent/guardian and probation officer will be notified. The phone will be returned at the end of the next school day.
2. **Second time:** The student's phone will be confiscated by the staff person and locked in a secure location, plus the parent/guardian and probation officer will be notified. The phone will be returned to the student at the end of the third full school day.
3. **Third time:** The student's phone will be confiscated by the staff person and locked in a secure location, plus the parent/guardian and probation officer will be notified. The phone will be returned to the parent/guardian one week later.
4. Any offense after the third time may result in more severe consequences, as determined by the administrator.
5. Consequences reset each quarter.

Students may always keep the battery for their phone, if they desire.

I have read the Cell Phone Policy. I understand the Policy and I agree to live by the Policy.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____



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PICTURE/PUBLICATION RELEASE FORM

Yes, my child: _____ may be photographed for the following (please check all that apply).

- _____ Classroom & school activities
- _____ School Bulletin Board
- _____ School Newsletters
- _____ Newspaper articles regarding the class and/or Hope Learning Academy
- _____ Our school website
- _____ Our school Facebook page

Parent/Guardian: _____ Date: _____

No, my child: _____ may NOT be photographed for classroom activities, newsletters, newspaper articles regarding the class, or anything online.

Parent/Guardian: _____ Date: _____



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Consent for Release of Student Records

To Whom It May Concern:

The student named below has registered at Hope Learning Academy. Please release the following records for:

Student: _____ Date of Birth: _____

Address: _____

City: _____ State: _____ Zip: _____

Grade: _____

School: _____ School District: _____

School Address: _____

School City: _____ State: _____ Zip: _____

School Phone: _____ School FAX: _____

I authorize the release of records, including IEP and MFE records, for the above named student.

Please forward the following records:

- | | |
|--|--|
| <input type="checkbox"/> Current Grade Cards | <input type="checkbox"/> Adoption/Custody Papers |
| <input type="checkbox"/> Ohio Proficiency Test Results | <input type="checkbox"/> Psychological Reports |
| <input type="checkbox"/> Standardized Test Results | <input type="checkbox"/> IEP, MFE, ETR Records |
| <input type="checkbox"/> Attendance Records | <input type="checkbox"/> Intervention Assistance Reports |
| <input type="checkbox"/> Immunization/Health Records | <input type="checkbox"/> Other: _____ |

Parent/Guardian Signature: _____ Date: _____

If records are not available, please return this request indicating the following:

No Records Available. Reason: _____

Unable to Send Records. Reason: _____

Written consent for release is no longer required when records are requested by authorized school personnel. Educational Amendments of 1974, "Protection of the Rights and Privacy of Parents and Students" Section 438, Subsection (b) (1), Parts A and B, page 97.



HOPE
Learning Academy of Toledo

4234 Monroe Street, Toledo, Ohio 43606

As a public school in the state of Ohio, it will be required that your student take state mandated standardized tests as prescribed by law. Your teacher will discuss these exams, if applicable, to you during Hope's Open House.

"The Perfect place for exceptional children with Learning Differences"

www.HopeLearningAcademy.org · Phone: 419.297.6313 · Email: Info@HopeLearningAcademy.org

2015 - 2016 Report Card for Hope Learning Academy of Toledo

View Printable PDF

[Overview](#) |
 [Achievement](#) |
 [Progress](#) |
 [Gap Closing](#) |
 [Graduation Rate](#) |
 [K-3 Literacy](#) |
 [Prepared for Success](#)

SCHOOL GRADE
Coming in
2018

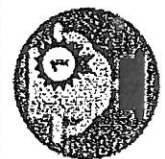
SCHOOL DETAILS
[VIEW DISTRICT](#)



FINANCIAL DATA

These measures answer several questions about spending and performance: How much is spent, the source of the revenue and how do these measures compare across districts?

[VIEW DATA](#)



Achievement

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

Performance Index
42.5%.....**F**

Indicators Met
NC.....**NR**

COMPONENT GRADE
F

[VIEW MORE DATA](#)
[VIEW GIFTED DATA](#)



Progress

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

Value-Added
Overall.....**B**

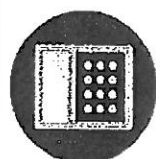
Gifted.....**NR**

Lowest 20% in Achievement.....**NR**

Students with Disabilities.....**NR**

COMPONENT GRADE
B

[VIEW MORE DATA](#)



Gap Closing

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

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

COMPONENT GRADE
F

[VIEW MORE DATA](#)



Graduation Rate

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

Graduation Rate:
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

COMPONENT GRADE
Not Rated

[VIEW MORE DATA](#)



K-3 Literacy

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

K-3 Literacy Improvement
NC.....**NR**



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

COMPONENT GRADE
Not Rated

[VIEW MORE DATA](#)

COMPONENT GRADE
Not Rated

[VIEW MORE DATA](#)



HOPE
Learning Academy of Toledo

4234 Monroe Street, Toledo, Ohio 43606

October 30, 2013

Dear Parents and Guardians,

As an Ohio State Public Chartered School, HOPE Learning Academy of Toledo is required by law to have each family provide **"Proof of Residency"**. This piece of documentation allows the attending school, HOPE, to receive the appropriate educational federal funding per child per household. Providing appropriate documentation is **not** an option, we are required by state law to complete your student's records and report them to the Ohio Department of Education. Please return the all required documentation by ***Thursday, November 7 2013***.

Please read the information below. I have provided several types of options for the appropriate documentation.

Sincerely,

Mrs. Mellissa M. Hinton

"The Perfect place for exceptional children with Learning Differences"

www.HopeLearningAcademy.org * Phone: 419.297.6313 * Email: Info@HopeLearningAcademy.org



HOPE

Learning Academy of Toledo

4234 Monroe Street, Toledo, Ohio 43606

Evidence of Student's Residency

For purposes of the Governing Authority's initial reporting of the school districts its students are entitled to attend any 2 of the following documents to serve as evidence of a student's primary residence:

- A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;
- A utility bill or receipt of utility installation issued within 90 days of enrollment;
 - Electric
 - Gas
 - Water
 - Sewer
 - Home telephone bill (not cellular telephone)
 - Cable
 - Lease/rental agreement (the whole document, all pages, must be included signatures of both parties), and one other official document
 - Monthly mortgage statement

❖ *If utilities are not in the name of the parent/guardian of the student, the following alternative must be completed instead:*

- A. Provide a signed, notarized, written statement from the party with whom the parent/guardian states they reside with/rent from. This letter must be from the third party and not the parent himself/herself.
- B. A copy of a current utility bill in the name of that third party, AND
- C. A copy of a piece current business type mail in the name of the parent/guardian.
 - a. Business mail would be things such as pay stubs, care notes, car insurance, monthly bank statements, and official document from a government agency. Some business with which the parent/guardian is currently doing regular business.
 - b. NO credit card solicitations or service set-up work orders. NOTHING HAND WRITTEN.

Alternative Letter Example 1: Ms. Smith and her daughter reside with her uncle, Mr. Brown. Mr. Brown will need to write a statement and have it notarized. He will also need to provide a copy of a current utility bill in his name, since he owns or rents the property. Ms. Smith must provide a copy of last month's bank statement. Compiled together, this alternative will suffice as proof of residence for the student

"The Perfect place for exceptional children with Learning Differences"



4234 Monroe Street, Toledo, Ohio 43606

regarding the current school year. If she should move and obtain utilities in her name, then this alternative method is no longer her option and she must comply with the required utility bill requirement instead.

Alternative Letter Example 2: Mr. Johnson and his son live in an apartment. All of the utilities are included in the price of the rent, so Mr. Johnson does not receive any utility bills in his name. Mr. Johnson will need to obtain a notarized letter from the rental office confirming that he and his son live in the apartment. Mr. Johnson will also need to provide another form of address proof, such as a current pay stub or bank statement.

- A paycheck or paystub issued to the parent or student within 90 days of the date of enrollment that includes the address of the parent's or student's primary residence;
- 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;
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence.

This Policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the school district the student is entitled to attend.

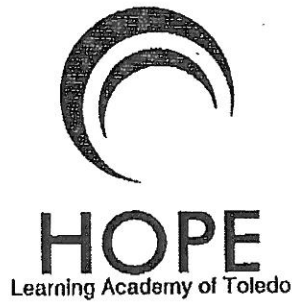
"The Perfect place for exceptional children with Learning Differences"

www.HopeLearningAcademy.org • Phone: 419.297.6313 • Email: Info@HopeLearningAcademy.org



Admission Policies and Procedures

As regulated by the Ohio Revised Code Hope Learning Academy has created a board approved policy and procedures for admissions to Hope Learning Academy and has included it in the Compliance Binder. Please see attached policy and procedures.



Attendance, Withdrawal and Truancy Policy

POLICY NUMBER: 82113-18	EFFECTIVE DATE: 8.8.17	APPOINTING AUTHORITY APPROVAL: Hope Learning Academy of Toledo School Board
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HOPE Learning Academy of Toledo has adopted a board-approved policy regarding attendance, withdrawal, and truancy that is aligned to contractual language and implemented as written.

Changes as of 8.8.2017

- Students cannot be suspended or expelled due to missing too much school
- Definition habitual truancy, excessive absences, and chronic absenteeism clarified
- Districts must have Attendance Intervention Procedure in place

Moreover, the School shall withdraw any student who, for two (2) consecutive school years, has failed to participate in the spring administration of any assessment prescribed under O.R.C. Sections 3301.0710 or 3301.0712 for the student's grade level and was not excused from the assessment pursuant to O.R.C. Section 3301.0711(C)(1) or (3), regardless of whether a waiver was granted for the student under O.R.C. Section 3314.08(P)(3). The School shall report any such student's data verification code, as assigned pursuant to O.R.C. Section 3301.0714, to the Department of Education.

Upon withdrawal from school, student records shall be completed and closed. The reason for withdrawal shall be indicated, and the new address, if known, shall be entered.

When withdrawing from school, pupils shall turn in textbooks and any other property belonging to the Governing Authority, pay all fees or other money due, and provide information relative to the receiving school. Upon receipt of a signed parent release, appropriate records will be sent to the receiving school by the Superintendent.

All student records shall be processed in accordance with Governing Authority policy.

In special or unusual circumstances, the Superintendent will specify the actions to be taken.

The educational program offered by this School is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the School during the days and hours that the School is in session or during the attendance sessions to which he/she has been assigned.

Whenever a student wishes to withdraw, effort should be made to determine the underlying reason for such action. No student under the age of eighteen (18) will be permitted to withdraw without the written consent of a parent and in compliance with state law.

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent shall, within two (2) weeks after the withdrawal, notify the Registrar of Motor Vehicles and the Judge of the Juvenile Court. Such notification is not necessary if a student has withdrawn because the student is enrolled in and attending, in accordance with school policy, an approved program to obtain a diploma or its equivalent.

Notification to the Registrar of Motor Vehicles and the Juvenile Judge must be in writing and comply with any rule adopted by the registrar. Such notification should include the name, address, birthdate, and school the student attends. If the Superintendent determines that an error has occurred, the Registrar of Motor Vehicles and the Juvenile Court shall be notified immediately.

After receiving such information from the Superintendent, the Registrar of Motor Vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the Registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges shall remain in effect until the student reaches eighteen (18) or until the denial of driving privileges is terminated for another reason allowable under the Ohio law.

In compliance with Ohio law, a student whose driving privileges have been denied can file a petition with the juvenile court in whose jurisdiction he/she resides alleging that the notice given to the Registrar was in error or that the loss of driving privileges will result in substantial hardship.

Attendance, Withdrawal and Truancy guidelines taken from Parent/Student Handbook

Attendance

Prompt and regular attendance helps the child develop needed life skills and intellectual growth. Parents or guardians have a serious responsibility to see that their child is in attendance during all school calendar days except in cases of illness and family emergencies, exposure to a contagious disease, or circumstances which, in judgment of the parent, constitute good and sufficient cause for absence from school.

Tardiness

Students should be at their desks and ready to learn at the scheduled start of class. When students arrive late they interrupt classes already in session and may have difficulty catching up with lessons already in progress. **It is the parents'/guardians' responsibility** to have their child at school on time. Excessive tardiness is damaging to the child's learning and will be reported to the Juvenile Division of the Lucas County Prosecutor's Office.

After the school day has begun, **students and parents/guardians must report to the office** immediately upon their arrival to obtain an Admit Slip. Parents may not drop their child off at the door. Students must be escorted by an adult to the office.

Absenteeism

If a student is to be absent from school for any reason, the parent/guardian is required to notify the school before 9:00AM to be in compliance with the Ohio Revised Code, the Missing Child's Act, April 1985. If a child is not reported absent, the school must contact the parent at home and/or at work. If telephone contact cannot be made, written notice of the absence will be mailed home (Section 3313.205 Ohio Revised Code). A written excuse must be presented to the school office on the day the student returns. If a child's absence is known ahead of time, parents are to call the school office and send a note to the teacher. All such notes are forwarded to the office to the attention of the school's administrative assistant. A log of all phone calls and notes received and sent will be kept by the school's administrative assistant.

The State of Ohio allows the following approved excuses for school absence:

- The child's illness
- Illness in the family necessitating the child's presence
- Medical or dental appointments
- Observance of religious holidays
- College visitation
- Death of a relative
- Quarantine of the home
- Other emergency circumstances the principal determines to constitute good cause for absence from school

Any principal has the right to approve or deny all excuses.

What is the difference between chronic absenteeism, habitual truancy, and excessive absences?

	Consecutive hours	Hours per school month	Hours per school year
Habitual Truancy	30 without legitimate excuse	42 without legitimate excuse	72 without legitimate Excuse
Excessive absences	-	38 with or without legitimate excuse	65 with or without legitimate excuse
Chronic Absenteeism	-	-	10% or 92 with or without legitimate excuse

Updated 8.8.17- HB410 Requirements

Attendance Problem Procedures

A doctor's excuse for illness may be required for each absence after five (5) days. The parents will be required to attend a mediation conference. Truancy charges may be filed. Truancy is also declared when a student is absent from school without school authorization and parental consent. Leaving school during the school day without the approval of the principal will be treated as truancy. A pattern of truancy will be reported to local authorities.

Appointments/Early Dismissal

Whenever possible, appointments should be scheduled outside of regular school hours. **If it is necessary for a student to be dismissed before the end of the school day, a written request indicating the time and reason for early dismissal is required from the parent or guardian.** The school office will validate this note. Parents are not permitted to go to the classroom to get their child. The child will be released when the custodial parent, guardian or adult named in writing comes to the school office to pick up the student. When returning to school after an appointment, the student must report to the office and obtain a slip for re-entry into the classroom.

Assignments during Absences

Students who are absent are required to make up missed assignments. A student who is absent due to illness will not be expected to complete schoolwork while ill. The student will be allowed a sufficient amount of time to make up assignments. "Sufficient time" is relative to the length of absence and the nature of assignments missed and is determined by the teacher. *Upon the return of the student, it is the student's responsibility to find out from the teacher what work must be completed and to decide a completion deadline.* Assignments not completed by the deadline will be treated as missing assignments.

Requests for homework must be made at the time the child's absence is called in to allow teachers opportunity to gather necessary materials. When homework is requested, please be sure to come to the school office at dismissal to pick up work. Parents/guardians who ask teachers to prepare work for a student who is absent should consider the following:

- If the student will be absent for only a day, it is doubtful that acquiring the day's work is necessary. The student, under normal circumstances, should be able to make up the work upon returning to school.
- When work has been sent home, there is an expectation that the work will be completed.

Personal Convenience Absences/Vacations

Although the school does not encourage this, occasionally it may be necessary for students to accompany parents on vacation. In anticipation of an arranged absence, it is the responsibility of the student to request course work from the teacher(s), at least a week prior to the event. The absence is considered an unexcused absence under state law. Students will be permitted to make-up work if the above requirements are met.

Parents are asked to complete the Application for a Student Personal Convenience Absence Form at least one week before leaving. State clearly the nature of this absence and the reason the leave must be taken during the school year. Forms may be obtained from the school office. Teachers are not responsible for re-teaching material covered while a student is on vacation. This becomes the responsibility of the parent/guardian. Upon the return of the student, it is the student's responsibility to find out what work must be completed. Special circumstances may dictate an individualized approach to makeup assignments.

Please Note: Personal convenience absences should not be taken during OAA & NWEA testing time. High school visitations should be scheduled on days when HOPE is not in

session. If this is not possible, the Personal Convenience Absence form must be completed by the eighth grader and signed by the teacher one week prior to the visitation.

Withdrawals

When students withdraw from HOPE, they are to return all property belonging to the school and pay any fines or charges that may be due. The parents/guardians must complete a release of records form with the receiving school before student records will be transferred.

Update: HB 410 Requirements

Attendance Interventions and Supports

All students and families are provided a copy of the Hope Learning Academy handbook which includes the code of conduct. Students are expected to follow this code of conduct and are subject to discipline, including suspension and/or expulsion for violation of the code of conduct. As noted by HB 410, students cannot be suspended or expelled due to being absent from school, but a student may be subject to school disciplinary action, including suspension or expulsion for harassment, vandalism, physical abuse or other harmful or disruptive behavior towards school personnel or other students.

Districts are required to:

- Notify the parent or guardian of student's absences once they reach excessive absences or habitual truancy, as outlined in HB 410.
- Develop and implement an absence intervention plan on a case-by-case basis, which may include supportive services for students and families
- Counseling
- Parent education and parenting programs
- Mediation
- Intervention programs
- Referral for truancy if applicable

Ohio Law requires that if a student is absent with or without legitimate excuse for 38 hours in one month, or 65 or more school hours in a school year the following will occur:

Once a student becomes *excessively absent* (38 hours in a month with or without legitimate excuse, or 65 hours throughout the year with or without legitimate excuse) Hope Learning Academy is required to:

- Notify the students parents in writing within seven (7) days of triggering event
- The student will follow the districts truancy plan outlined in it's absence intervention policy

- The student may be referred to community resources

Once a student become *habitually truant* (30 consecutive hours without legitimate excuse, 42 hours in a month without legitimate excuse, or 72 hours throughout the year without legitimate excuse) the following must occur:

- Within seven (7) days of triggering absence, the district will do the following
 - Select members of the absence intervention team;
 - Make three meaningful attempts to secure participation of the students parent or guardian on the absence intervention team
- Within ten (10) days of the triggering absence, the student will be assigned to the selected absence intervention team
- Within fourteen (14) days after the assignment of the team, the district will develop the student's absence intervention plan
- Within seven (7) after the plan is developed, the district shall make reasonable efforts to provide written notification to the parent or guardian
- The student has sixty (60) days to successfully implement the plan. If the student does not make progress on the plan, as determined by the absence intervention team, the attendance officer must file a complaint in the juvenile court against the student on the 61st day after the implementation of the absence intervention plan
- The district also is required to have its attendance officer file a complaint against a student who, at anytime during the implementation phase of the absence intervention phase of the absence intervention plan, is absent without legitimate excuse 30 or more consecutive hours or 42 or more hours in one school month, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.
- At no time will students be expelled or suspended out of school due to excessive absences or truancy.

ATTACHMENT 7.2(h)

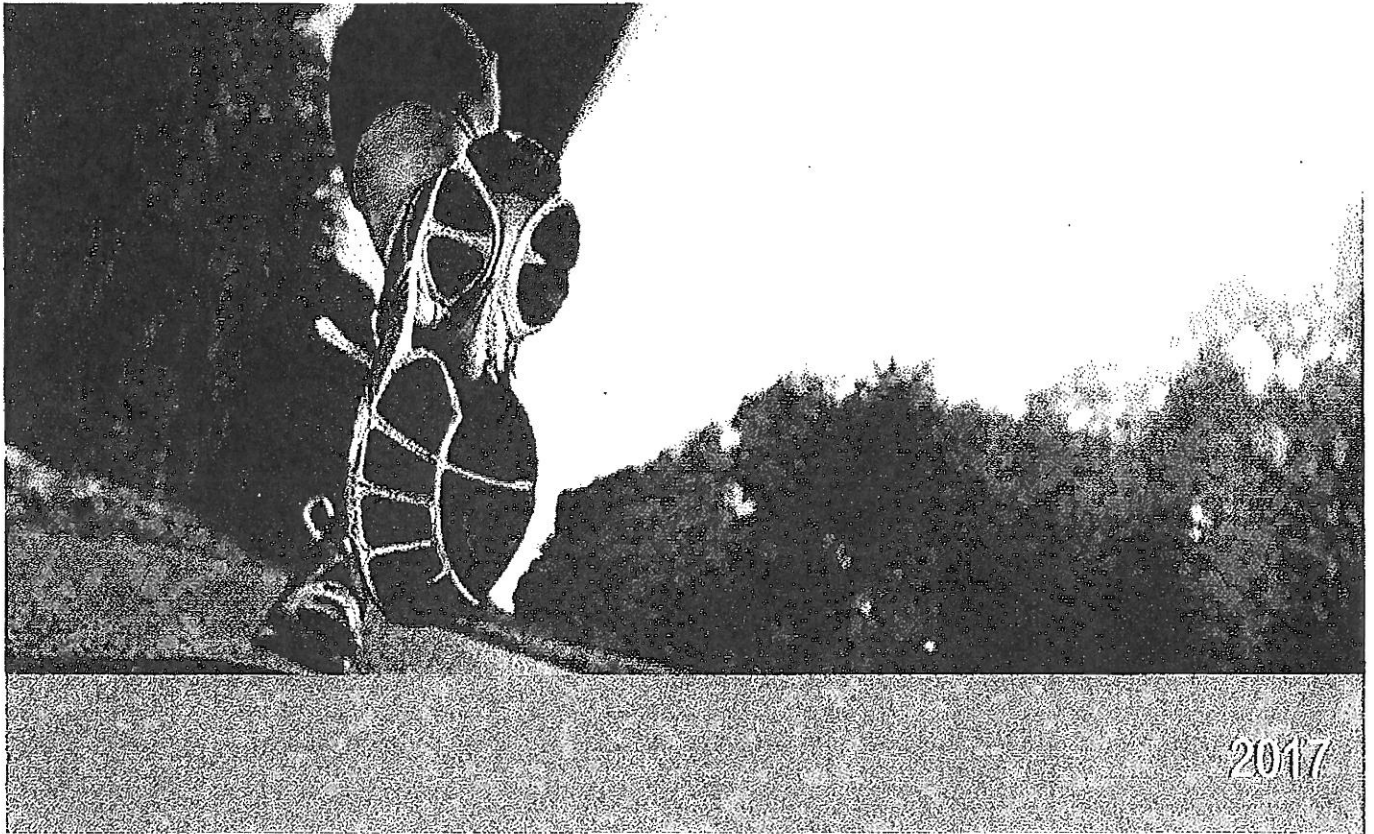
REPORTING REQUIREMENTS (not exhaustive)

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

ATTACHMENT 8.2

- Staff Benefits ✓
- Dismissal and Disciplinary Procedures for Staff ✓
- Disposition of Employees if Contract is Terminated ✓ N/A

Hope Learning Academy of Toledo



Employee Benefit Highlights

Hope Learning Academy of Toledo



2017 Benefits at a glance

Medical Insurance

Anthem Blue Cross and Blue Shield PPO Plan - Hope Learning Academy of Toledo provides a medical plan that includes a \$500 deductible per individual and 70% coverage when using an in-network provider. In addition, you have a \$20 copay for a physician office visit.

Anthem Blue Cross and Blue Shield HSA Plan - Hope Learning Academy of Toledo provides a medical plan that includes a \$2,600 deductible per individual and 100% coverage when using an in-network provider.

Dental Insurance

Delta Dental of Ohio provides rich benefits with the freedom of seeing any dentist (contracted or not); Your benefits will be greater when you receive care from a contracted dentist.

Vision Insurance

Superior Vision Services, Inc. provides coverage for eye exams and vision hardware (lenses and frames) subject to plan limitations.

Health Savings Account (HSA)

You may elect to participate in the HSA plan offered by Key Bank via payroll deduction to help you pay for qualified health care expenses.



Cost of Coverage: *How You Pay for Health Care Costs*

You share the cost of health care services with Hope Learning Academy of Toledo and the medical plan you select. As you review the medical plan options you should consider the following types of costs:

Premium: A premium is the total cost for your medical insurance. You and Hope Learning Academy of Toledo share this cost. You pay your portion through pre-tax payroll deductions.

Deductible: A deductible is the amount you must pay before the medical plan begins sharing the cost of services. You pay this full amount, if required by your plan, before the plan pays benefits.

Copay: A copay is a set payment you make for a specific service. For example, in the Anthem Blue Cross and Blue Shield Medical PPO plan you will make a \$20 copay for visits to your primary care physician.

Coinsurance: When you are paying coinsurance, you are sharing a percentage of the cost of services with the medical plan. For example, in the Anthem Blue Cross and Blue Shield PPO plan, after you satisfy your deductible, you will pay 70% for most medical care that you receive from preferred providers.

Out-of-Pocket Maximum: The annual out-of-pocket maximum protects you from major medical expenses. This is the most you would pay and includes your medical deductible, copays and coinsurance, for eligible expenses during a plan year. Once you reach the out-of-pocket maximum, the plan pays 100% of the usual, customary and reasonable charges for the balance of the calendar year.

Your Total Costs

Remember, the total cost you pay for health care services in a plan year is the combination of your out-of-pocket costs when you access medical care and the premium payments you are required to make for coverage.

$$\text{Premiums} + \text{Out-of-Pocket Costs} = \text{Total Cost of Health Care}$$

Depending on your personal situation, the plan with the lowest deductibles and copays may not be the best plan for you—it is important to also take into account the premium you will pay for coverage when deciding which plan is best for you and your family. If you are in generally good health, it may make more sense to enroll in the Anthem Blue Cross High Deductible plan. This plan offers the lowest premium cost and the chance to save money in an HSA.

Benefit Description	Anthem Blue Cross and Blue Shield Medical PPO Plan	Anthem Blue Cross and Blue Shield Medical HSA Plan
Specialist office visit	\$40 copay	100% after deductible
Preventive and wellness	100%	100%
Complex Radiology	70% after deductible	100% after deductible
Inpatient hospital care	70% after deductible per admit	100% after deductible per admit
Emergency room services	\$250 copay, waived if admitted; then 70% after deductible	100% after deductible
Retail Prescription Drugs 30 days	Generic: \$10 copay Formulary: \$35 copay Non Formulary: \$70 copay Preferred Specialty: 25% to \$250 max	Generic: \$10 copay after deductible Formulary: \$35 copay after deductible Non Formulary: \$70 copay after deductible Preferred Specialty: 25% to \$250 max after deductible
Mail Order Prescriptions 90 days	Generic: \$20 copay Formulary: \$105 copay Non Formulary: \$210 copay Preferred Specialty: 25% to \$250 max	Generic: \$20 copay after deductible Formulary: \$105 copay after deductible Non Formulary: \$210 copay after deductible Preferred Specialty: 25% to \$250 max after deductible
Cost per Month :		
Employee	\$112.44	\$92.99
Employee & Spouse	\$247.15	\$204.40
Employee & Child(ren)	\$189.80	\$156.97
Employee & Spouse & Child(ren) (Family)	\$347.11	\$287.06

Coinsurance percentages shown in the above plan descriptions represent the percentages paid by the health plan.

Receiving Deductible Credit from Paramount:

In order to receive credit for any amount of your deductible that you have met from January 1, 2017 to July 31, 2017 with Paramount, you must complete the Anthem Deductible Credit Form attached. Along with the form, you will need to attach the most recent Explanation of Benefits (EOB) for each member of your family on the plan. Once all the information is gathered, you will need to send all documents to Anthem at the address listed at the top of the form. You are, unfortunately, unable to email or fax in these forms, they must physically be mailed.

These forms can be submitted within 30-60 days after your effective date, August 1, 2017. This is to ensure that all claims, especially any rendered during July 2017, are included in your final counts.

Vision

Are you really seeing your best? Or are you simply used to the view? With good vision, your experiences are clearer, sharper and brighter.

Vision examinations not only determine the need for corrective eye wear but also may help detect other general health problems such as glaucoma, cataracts, and diabetes. Plus, eye exams for children can help detect problems that can impact learning and development.

Dollar for dollar, you get the best value from your vision care plan when you visit a Superior Vision Services, Inc. network doctor. If you decide not to see a Superior Vision Services, Inc. doctor, the Out of Network plan copays will still apply. The choice is yours—either way, your vision benefits are a tremendous part of your overall benefits package.

Benefit Description	Superior Vision Services, Inc. Vision 31938 PPO Plan	
	In Network	Out-of-Network
Copay (per person)	Examination - \$10 copay Materials - \$25 copay	Examination - \$34 allowance Materials - \$25 copay
Frequency Limits	Exams - 12 months Lenses - 12 months Contacts - 12 months Frames - 24 months	
Exams	\$10 copay	\$34 allowance
Single Vision Lenses	100%	\$29 allowance
Bifocal Lenses	100%	\$43 allowance
Trifocal Lenses	100%	\$53 allowance
Frames	\$100 allowance	\$47 allowance
Contact Lenses (instead of prescription glasses)	100%	\$210 allowance
Cost per pay period:		
Employee		\$1.12
Employee & Spouse		\$2.22
Employee & Child(ren)		\$2.18
Employee & Spouse & Child(ren) (Family)		\$3.31

Important Legal Notices Affecting Your Health Plan Coverage

THE WOMEN'S HEALTH CANCER RIGHTS ACT OF 1998 (WHCRA)

If you have had or are going to have a mastectomy, you may be entitled to certain benefits under the Women's Health and Cancer Rights Act of 1998 (WHCRA). For individuals receiving mastectomy-related benefits, coverage will be provided in a manner determined in consultation with the attending physician and the patient, for:

- All stages of reconstruction of the breast on which the mastectomy was performed;
- Surgery and reconstruction of the other breast to produce a symmetrical appearance;
- Prostheses; and
- Treatment of physical complications of the mastectomy, including lymphedema.

These benefits will be provided subject to the same deductibles and coinsurance applicable to other medical and surgical benefits provided under this plan. Therefore, the following deductibles and coinsurance apply: PPO \$500, 70% coinsurance. PPO HSA \$2,600, 100% coinsurance.

NEWBORNS ACT DISCLOSURE - FEDERAL

Group health plans and health insurance issuers generally may not, under Federal law, restrict benefits for any hospital length of stay in connection with childbirth for the mother or newborn child to less than 48 hours following a vaginal delivery, or less than 96 hours following a cesarean section. However, Federal law generally does not prohibit the mother's or newborn's attending provider, after consulting with the mother, from discharging the mother or her newborn earlier than 48 hours (or 96 hours as applicable). In any case, plans and issuers may not, under Federal law, require that a provider obtain authorization from the plan or the insurance issuer for prescribing a length of stay not in excess of 48 hours (or 96 hours).

NOTICE OF SPECIAL ENROLLMENT RIGHTS

If you are declining enrollment for yourself or your dependents (including your spouse) because of other health insurance or group health plan coverage, you may be able to enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must request enrollment within 30 days after your or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage).

In addition, if you have a new dependent as a result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must request enrollment within 30 days after the marriage, birth, adoption, or placement for adoption.

Further, if you decline enrollment for yourself or eligible dependents (including your spouse) while Medicaid coverage or coverage under a State CHIP program is in effect, you may be able to enroll yourself and your dependents in this plan if:

- coverage is lost under Medicaid or a State CHIP program; or
- you or your dependents become eligible for a premium assistance subsidy from the State.

In either case, you must request enrollment within 60 days from the loss of coverage or the date you become eligible for premium assistance.

To request special enrollment or obtain more information, contact person listed at the end of this summary.

CONTACT INFORMATION

CONTACT INFORMATION

Questions regarding any of this information can be directed to:

Justin Bryson
4234 Monroe Street
Toledo, Ohio United States 43606
419-297-6313
jbryson@hopelearningacademy.org

Get a copy of health and claims records

- You can ask to see or get a copy of your health and claims records and other health information we have about you. Ask us how to do this.
- We will provide a copy or a summary of your health and claims records, usually within 30 days of your request. We may charge a reasonable, cost-based fee.

Ask us to correct health and claims records

- You can ask us to correct your health and claims records if you think they are incorrect or incomplete. Ask us how to do this.
- We may say “no” to your request, but we’ll tell you why in writing, usually within 60 days.

Request confidential communications

- You can ask us to contact you in a specific way (for example, home or office phone) or to send mail to a different address.
- We will consider all reasonable requests, and must say “yes” if you tell us you would be in danger if we do not.

Ask us to limit what we use or share

- You can ask us not to use or share certain health information for treatment, payment, or our operations.
- We are not required to agree to your request.

Get a list of those with whom we’ve shared information

- You can ask for a list (accounting) of the times we’ve shared your health information for up to six years prior to the date you ask, who we shared it with, and why.
- We will include all the disclosures except for those about treatment, payment, and health care operations, and certain other disclosures (such as any you asked us to make). We’ll provide one accounting a year for free but will charge a reasonable, cost-based fee if you ask for another one within 12 months.

Get a copy of this privacy notice

You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We will provide you with a paper copy promptly.

Choose someone to act for you

- If you have given someone medical power of attorney or if someone is your legal guardian, that person can exercise your rights and make choices about your health information.
- We will make sure the person has this authority and can act for you before we take any action.

- We are not allowed to use genetic information to decide whether we will give you coverage and the price of that coverage. This does not apply to long term care plans.
Example: We use health information about you to develop better services for you.

How else can we use or share your health information?

We are allowed or required to share your information in other ways – usually in ways that contribute to the public good, such as public health and research. We have to meet many conditions in the law before we can share your information for these purposes. For more information see: www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html.

Help with public health and safety issues

We can share health information about you for certain situations such as:

- Preventing disease
- Helping with product recalls
- Reporting adverse reactions to medications
- Reporting suspected abuse, neglect, or domestic violence
- Preventing or reducing a serious threat to anyone's health or safety

Do research

We can use or share your information for health research.

Comply with the law

We will share information about you if state or federal laws require it, including with the Department of Health and Human Services if it wants to see that we're complying with federal privacy law.

Respond to organ and tissue donation requests and work with a medical examiner or funeral director

- We can share health information about you with organ procurement organizations.
- We can share health information with a coroner, medical examiner, or funeral director when an individual dies.

Address workers' compensation, law enforcement, and other government requests

We can use or share health information about you:

- For workers' compensation claims
- For law enforcement purposes or with a law enforcement official
- With health oversight agencies for activities authorized by law
- For special government functions such as military, national security, and presidential protective services

Respond to lawsuits and legal actions

We can share health information about you in response to a court or administrative order, or in response to a subpoena.

Our Responsibilities

- We are required by law to maintain the privacy and security of your protected health information.
- We will let you know promptly if a breach occurs that may have compromised the privacy or security of your information.
- We must follow the duties and privacy practices described in this notice and give you a copy of it.

Important Notice from Hope Learning Academy of Toledo About Your Prescription Drug Coverage and Medicare

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Hope Learning Academy of Toledo and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to join a Medicare drug plan. If you are considering joining, you should compare your current coverage, including which drugs are covered at what cost, with the coverage and costs of the plans offering Medicare prescription drug coverage in your area. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

There are two important things you need to know about your current coverage and Medicare's prescription drug coverage:

1. Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage if you join a Medicare Prescription Drug Plan or join a Medicare Advantage Plan (like an HMO or PPO) that offers prescription drug coverage. All Medicare drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.
 2. Hope Learning Academy of Toledo has determined that the prescription drug coverage offered by the Anthem Blue Cross Blue Shield is, on average for all plan participants, expected to pay out as much as standard Medicare prescription drug coverage pays and is therefore considered Creditable Coverage. Because your existing coverage is Creditable Coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to join a Medicare drug plan.
-

When Can You Join A Medicare Drug Plan?

You can join a Medicare drug plan when you first become eligible for Medicare and each year from October 15th to December 7th.

However, if you lose your current creditable prescription drug coverage, through no fault of your own, you will also be eligible for a two (2) month Special Enrollment Period (SEP) to join a Medicare drug plan.

What Happens To Your Current Coverage If You Decide to Join A Medicare Drug Plan?

If you decide to join a Medicare drug plan, your current Hope Learning Academy of Toledo coverage will not be affected. You can keep this coverage and it will coordinate with Part D coverage.

If you do decide to join a Medicare drug plan and drop your current Hope Learning Academy of Toledo coverage, be aware that you and your dependents will be able to get this coverage back during open enrollment or in the case of a special enrollment opportunity.

For More Information About Your Options Under Medicare Prescription Drug Coverage...

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You'll get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare drug plans.

For more information about Medicare prescription drug coverage:


- Visit www.medicare.gov
- Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help
- Call 1-800-MEDICARE (1-800-633-4227). TTY users should call 1-877-486-2048.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. For information about this extra help, visit Social Security on the web at www.socialsecurity.gov, or call them at 1-800-772-1213 (TTY 1-800-325-0778).

Remember: Keep this Creditable Coverage notice. If you decide to join one of the Medicare drug plans, you may be required to provide a copy of this notice when you join to show whether or not you have maintained creditable coverage and, therefore, whether or not you are required to pay a higher premium (a penalty).

Date:	08/01/2017
Name of Entity/Sender:	Hope Learning Academy of Toledo
Contact--Position/Office:	Human Resources
Address:	4234 Monroe Street, Toledo, OH 43606
Phone Number:	419-297-6313

KANSAS – Medicaid	NEW HAMPSHIRE – Medicaid
Website: http://www.kdheks.gov/hcf/ Phone: 1-785-296-3512	Website: http://www.dhhs.nh.gov/oii/documents/hippapp.pdf Phone: 603-271-5218
KENTUCKY – Medicaid	NEW JERSEY – Medicaid and CHIP
Website: http://chfs.ky.gov/dms/default.htm Phone: 1-800-635-2570	Medicaid Website: http://www.state.nj.us/humanservices/dmahs/clients/medicaid/ Medicaid Phone: 609-631-2392 CHIP Website: http://www.njfamilycare.org/index.html CHIP Phone: 1-800-701-0710
LOUISIANA – Medicaid	NEW YORK – Medicaid
Website: http://dhh.louisiana.gov/index.cfm/subhome/1/n/331 Phone: 1-888-695-2447	Website: https://www.health.ny.gov/health_care/medicaid/ Phone: 1-800-541-2831
MAINE – Medicaid	NORTH CAROLINA – Medicaid
Website: http://www.maine.gov/dhhs/ofi/public-assistance/index.html Phone: 1-800-442-6003 TTY: Maine relay 711	Website: https://dma.ncdhhs.gov/ Phone: 919-855-4100
MASSACHUSETTS – Medicaid and CHIP	NORTH DAKOTA – Medicaid
Website: http://www.mass.gov/eohhs/gov/departments/masshealth/ Phone: 1-800-462-1120	Website: http://www.nd.gov/dhs/services/medicalserv/medicaid/ Phone: 1-844-854-4825
MINNESOTA – Medicaid	OKLAHOMA – Medicaid and CHIP
Website: http://mn.gov/dhs/people-we-serve/seniors/health-care/health-care-programs/programs-and-services/medical-assistance.jsp Phone: 1-800-657-3739	Website: http://www.insureoklahoma.org Phone: 1-888-365-3742
MISSOURI – Medicaid	OREGON – Medicaid
Website: http://www.dss.mo.gov/mhd/participants/pages/hipp.htm Phone: 573-751-2005	Website: http://healthcare.oregon.gov/Pages/index.aspx http://www.oregonhealthcare.gov/index-es.html Phone: 1-800-699-9075
MONTANA – Medicaid	PENNSYLVANIA – Medicaid
Website: http://dphhs.mt.gov/MontanaHealthcarePrograms/HIP Phone: 1-800-694-3084	Website: http://www.dhs.pa.gov/provider/medicalassistance/healthinsurancepremiumpaymenthipprogram/index.htm Phone: 1-800-692-7462
NEBRASKA – Medicaid	RHODE ISLAND – Medicaid
Website: http://dhhs.ne.gov/Children_Family_Services/AccessNebraska/Pages/accessnebraska_index.aspx Phone: 1-855-632-7633	Website: http://www.eohhs.ri.gov/ Phone: 401-462-5300
NEVADA – Medicaid	SOUTH CAROLINA – Medicaid
Medicaid Website: https://dwss.nv.gov/ Medicaid Phone: 1-800-992-0900	Website: https://www.scdhhs.gov Phone: 1-888-549-0820

 The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately. This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, <https://loc.anthem.com/encdps/aso>. For general definitions of common terms, such as allowed amount, balance billing, coinsurance, copayment, deductible, provider, or other underlined terms see the Glossary. You can view the Glossary at www.healthcare.gov/sbc-glossary/ or call (855) 333-5735 to request a copy.

Important Questions	Answers	Why This Matters:
What is the overall deductible?	\$500/single or \$1,500/family for In-Network Providers. \$1,000/single or \$3,000/family for Out-of-Network Providers.	Generally, you must pay all of the costs from providers up to the deductible amount before this plan begins to pay. If you have other family members on the plan, each family member must meet their own individual deductible until the total amount of deductible expenses paid by all family members meets the overall family deductible.
Are there services covered before you meet your deductible?	Yes. Prescription Drugs, Preventive care, Primary Care visit, Specialist visit, and Vision exam for In-Network Providers.	This plan covers some items and services even if you haven't yet met the deductible amount. But a copayment or coinsurance may apply. For example, this plan covers certain preventive services without cost-sharing and before you meet your deductible. See a list of covered preventive services at https://www.healthcare.gov/coverage/preventive-care-benefits/ .
Are there other deductibles for specific services?	No.	You don't have to meet deductibles for specific services.
What is the out-of-pocket limit for this plan?	\$3,000/single or \$6,000/family for In-Network Providers. \$6,000/single or \$12,000/family for Out-of-Network Providers.	The out-of-pocket limit is the most you could pay in a year for covered services. If you have other family members in this plan, they have to meet their own out-of-pocket limits until the overall family out-of-pocket limit has been met.
What is not included in the out-of-pocket limit?	Non-Network Transplant Services, Premiums, Balance-Billing charges, and Health Care this plan doesn't cover.	Even though you pay these expenses, they don't count toward the out-of-pocket limit.
Will you pay less if you use a network provider?	Yes, Blue Access. See www.anthem.com or call (855) 333-5735 for a list of network providers.	This plan uses a provider network. You will pay less if you use a provider in the plan's network. You will pay the most if you use an out-of-network provider, and you might receive a bill from a provider for the difference between the provider's charge and what your plan pays (balance billing). Be aware your network provider might use an out-of-network provider for some services (such as lab work). Check with your provider before you get services.
Do you need a referral?	No.	You can see the specialist you choose without a referral.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		In-Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you have outpatient surgery	pharmacy deductible does not apply (retail) and 25% coinsurance up to \$250/prescription	greater (retail)		
	pharmacy deductible does not apply (home delivery)			
If you have immediate medical attention	Facility fee (e.g., ambulatory surgery center)	30% coinsurance	50% coinsurance	-----none-----
	Physician/surgeon fees	30% coinsurance	50% coinsurance	
If you need mental health, behavioral health, or substance abuse services	Emergency room care	\$250/visit then 30% coinsurance medical deductible does not apply	Covered as In-Network	Copay waived if admitted.
	Emergency medical transportation	30% coinsurance	Covered as In-Network	-----none-----
If you have a hospital stay	Urgent care	\$75/visit medical deductible does not apply	50% coinsurance	-----none-----
	Facility fee (e.g., hospital room)	30% coinsurance	50% coinsurance	Physical medicine and rehabilitation services (including day rehabilitation programs) are limited to 60 days of care regardless of the provider's network status.
If you need help recovering or have other special	Physician/surgeon fees	30% coinsurance	50% coinsurance	
	Outpatient services	Office Visit \$20/visit medical deductible does not apply Other Outpatient 30% coinsurance	Office Visit 50% coinsurance Other Outpatient 50% coinsurance	
If you are pregnant	Inpatient services	30% coinsurance	50% coinsurance	-----none-----
	Office visits	\$20/visit medical deductible does not apply	50% coinsurance	Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound.)
If you need help recovering or have other special	Childbirth/delivery professional services	30% coinsurance	50% coinsurance	
	Childbirth/delivery facility services	30% coinsurance	50% coinsurance	
If you need help recovering or have other special	Home health care	30% coinsurance	50% coinsurance	100 visits/benefit period. Limit does not include I.V. therapy.
	Rehabilitation services	\$40/visit medical	50% coinsurance	*See Therapy Services section

* For more information about limitations and exceptions, see plan or policy document at <https://eoc.anthem.com/eocdps/aso>.

Does this plan provide Minimum Essential Coverage? **Yes**

If you don't have Minimum Essential Coverage for a month, you'll have to make a payment when you file your tax return unless you qualify for an exemption from the requirement that you have health coverage for that month.

Does this plan meet the Minimum Value Standards? **Yes**

If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

_____ *To see examples of how this plan might cover costs for a sample medical situation, see the next section.*

Language Access Services:

(TTY/TDD: 711)

Albanian (Shqip): Nëse keni pyetje në lidhje me këtë dokument, keni të drejtë të merrni falas ndihmë dhe informacion në gjuhën tuaj. Për të kontaktuar me një përkthyes, telefononi (855) 333-5735

Amharic (አማርኛ):- ስለዚህ ሰነድ ማግኛውም ጥያቄ ካለዎት በራሱዎ ቋንቋ እርዳታ እና ይህን መረጃ በነጻ የማግኘት መብት አለዎት። እስተርጓሚ ለማግኘት (855) 333-5735 ይደውሉ።

(855) 333-5735 على مترجم، اتصل على (855) 333-5735 للتحدث إلى مترجم بلغتك دون مقابل. المساحة والمعلومات بلغتك دون مقابل. إذا كان لديك أي استفسارات بشأن هذا المستند، فيحق لك الحصول على المساعدة والمعلومات بلغتك دون مقابل. Arabic

Armenian (հայերեն). Եթե այս փաստաթղթի հետ կապված հարցեր ունեք, դուք իրավունք ունեք անվճար ստանալ օգնություն և անվճար փոխարկումներ ձեր լեզվով: Թարգմանչի հետ խոսելու համար զանգահարեք հետևյալ հեռախոսահամարով (855) 333-5735:

Bassa (Bàsɔ̀ wùdù): M̄ d̄yí d̄yí-diè-d̄è b̄é b̄é d̄é d̄é b̄á céé-d̄é nià ke d̄yí ní, ɔ̀ m̄ò ni d̄yí-b̄é d̄è d̄è-in-d̄è b̄é m̄ ké gbo-kpá-kpá kè b̄ó kp̄ò d̄é m̄ bíd̄í-wùdùm̄ b̄ó pídyi. Bè m̄ ké wudu-zìin-nyò d̄ò gbo wùdù ke, d̄á (855) 333-5735.

Bengali (বাংলা): যদি এই নথিপত্রের বিষয়ে আপনার কোনো প্রশ্ন থাকে, তাহলে আপনার ভাষায় বিগ্নামূল্য সাহায্য পাওয়ার ও ভাষ্য পাওয়ার অধিকার আপনার আছে। একজন দাভাবীর সাথে কথা করার জন্য (855) 333-5735 - (ও কল করুন।

Burmese (မြန်မာ): ဤစာရွက်စာတမ်းနှင့် ပတ်သက်၍ သင့်တွင် မေးမြန်းလိုသည်များရှိပါက အချက်အလက်များနှင့် အကူအညီကို အခကြေးငွေ မေးဝရောလေ့ရှိသင့်သောသဘောဖြင့် ရယူနိုင်ခွင့်သင့်တွင် ရှိပါသည်။ စကားပြန် တစ်ဦးနှင့် စကားပြောနိုင်ရန် ဖုန်း (855) 333-5735 သို့ ခေါ်ဆိုပါ။

Chinese (中文): 如果您對本文件有任何疑問，您有權使用您的語言免費獲得協助和資訊。如需要譯員通話，請致電 (855) 333-5735。

Dinka (Dinka): Na naq thiéec né ke de rá thoré, ke rin naq loq bé ri kuony ku wer aléu bé géer ric rin ne thoq du ke cin wéu tááué ke piny. Te kor rin ba jam wéné ran re thok ger ric, ke rin col (855) 333-5735.

Dutch (Nederlands): Bij vragen over dit document hebt u recht op hulp en informatie in uw taal zonder bijkomende kosten. Als u een tolk wilt spreken, belt u (855) 333-5735.

French (Français): Si vous avez des questions sur ce document, vous avez la possibilité d'accéder gratuitement à ces informations et à une aide dans votre langue. Pour parler à un interprète, appelez le (855) 333-5735.

Language Access Services:

Kirundi (Kirundi): Ugize ikibazo icyo arico cose kuri iyi nyandiko, ufise uburenganzira bwo kuronka ubufasha mu rurimi rwawe ata giciro. Kugira uvugisha umusemuzi, akura (855) 333-5735.

Korean (한국어): 본 문서에 대해 어떠한 문의사항이라도 있을 경우, 귀하에게는 귀하가 사용하는 언어로 무료 도움 및 정보를 얻을 권리가 있습니다. 통역사와 이야기하려면 (855) 333-5735 로 문의하십시오.

Lao (ພາສາລາວ): ຖ້າທ່ານມີຄໍາຖາມໃດໆກ່ຽວກັບເອກະສານນີ້, ທ່ານມີສິດໄດ້ຮັບຄວາມຊ່ວຍເຫຼືອ ແລະ ຂໍ້ມູນຜົນພາສາຂອງທ່ານໂດຍບໍ່ເສຍຄ່າ. ຕົວໂອ້ນລັບກັບລ່າມເປືອພາສາ, ໃຫ້ໂທຫາ (855) 333-5735.

Navajo (Diné): Dii naaltsoos bika'ígíí' kábgo bina'ídi'kíidgo ná' bhoónéedz'á' d'óó' bee' ahóó'í' t'áá' ni nizaad' k'ehj'í' bee' ní'á' hodoonih' t'áad'oo' b'áá'áh' ní'íníg'óó'. Axa' balne'ígíí' ká' bich'í' hadeesdzih' ní'íníng'oo' k'oj'í' hodí'ílnih' (855) 333-5735.

Nepali (नेपाली): यदि यो कागजातबारे तपाईंसँग केही प्रश्नहरू छन् भने, आफ्नै भाषामा निःशुल्क सहयोग तथा जानकारी प्राप्त गर्न पाउने हक तपाईंसँग छ। दोभाषेसँग कुरा गर्नका लागि, यहाँ कल गर्नुहोस् (855) 333-5735

Oromo (Oromifaa): Sanadi kanaa wajjin walqabaate gaffi kamiyyu yoo qabduu tanaan, Gargaarsa argachuu fi odeeffanoo afaan ketiin kaffaltii alla argachuuf mirgaa qabdaa. Turjumaana dubaachuuf, (855) 333-5735 bilbilla.

Pennsylvania Dutch (Deutsch): Wann du Frooge iwver selle Document hoscht, du hoscht die Recht um Hilfe un Information zu griege in dei Schprouch mitaus Koscht. Um mit en Iwwersetze zu schwetze, ruff (855) 333-5735 aa.

Polish (polski): W przypadku jakichkolwiek pytań związanych z niniejszym dokumentem masz prawo do bezpłatnego uzyskania pomocy oraz informacji w swoim języku. Aby porozmawiać z tłumaczem, zadzwoń pod numer (855) 333-5735.

Portuguese (Português): Se tiver quaisquer dúvidas acerca deste documento, tem o direito de solicitar ajuda e informações no seu idioma, sem qualquer custo. Para falar com um intérprete, ligue para (855) 333-5735.

Punjabi (ਪੰਜਾਬੀ): ਜੇ ਤੁਹਾਡੇ ਇਸ ਦਸਤਾਵੇਜ਼ ਬਾਰੇ ਕੋਈ ਸਵਾਲ ਹੁੰਦੇ ਹਨ ਤਾਂ ਤੁਹਾਡੇ ਕੋਲ ਮੁਫਤ ਵਿੱਚ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਮਦਦ ਅਤੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਦਾ ਅਧਿਕਾਰ ਹੁੰਦਾ ਹੈ। ਵਿੱਚ ਦੁਬਾਰੀਏ ਨਾਲ ਗੱਲ ਕਰਨ ਲਈ, (855) 333-5735 ਤੇ ਕਾਲ ਕਰੋ।


Romanian (Română): Dacă aveți întrebări referitoare la acest document, aveți dreptul să primiți ajutor și informații în limba dumneavoastră în mod gratuit. Pentru a vă adresa unui interpret, contactați telefonice (855) 333-5735.

Russian (Русский): если у вас есть какие-либо вопросы в отношении данного документа, вы можете право на бесплатное получение помощи и информации на вашем языке. Чтобы связаться с услным переводчиком, позвоните по тел. (855) 333-5735.

Language Access Services:

It's important we treat you fairly

That's why we follow federal civil rights laws in our health programs and activities. We don't discriminate, exclude people, or treat them differently on the basis of race, color, national origin, sex, age or disability. For people with disabilities, we offer free aids and services. For people whose primary language isn't English, we offer free language assistance services through interpreters and other written languages. Interested in these services? Call the Member Services number on your ID card for help (TTY/TDD: 711). If you think we failed to offer these services or discriminated based on race, color, national origin, age, disability, or sex, you can file a complaint, also known as a grievance. You can file a complaint with our Compliance Coordinator in writing to Compliance Coordinator, P.O. Box 27401, Mail Drop VA2002-N160, Richmond, VA 23279. Or you can file a complaint with the U.S. Department of Health and Human Services, Office for Civil Rights at 200 Independence Avenue, SW; Room 509F, HHH Building; Washington, D.C. 20201 or by calling 1-800-368-1019 (TDD: 1-800-537-7697) or online at <https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>. Complaint forms are available at <http://www.hhs.gov/ocr/office/file/index.html>.

 The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately. This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, <https://ec.anthem.com/eccdps/asc>. For general definitions of common terms, such as allowed amount, balance billing, coinsurance, copayment, deductible, provider, or other underlined terms see the Glossary. You can view the Glossary at www.healthcare.gov/sbc-glossary/ or call (855) 333-5735 to request a copy.

Important Questions	Answers	Why This Matters:
What is the overall deductible?	\$2,600/single or \$5,200/family for In-Network Providers. \$5,000/single or \$10,000/family for Out-of-Network Providers.	Generally, you must pay all of the costs from providers up to the deductible amount before this plan begins to pay. If you have other family members on the plan, each family member must meet their own individual deductible until the total amount of deductible expenses paid by all family members meets the overall family deductible.
Are there services covered before you meet your deductible?	Yes. Preventive care for In-Network Providers.	This plan covers some items and services even if you haven't yet met the deductible amount. But a copayment or coinsurance may apply. For example, this plan covers certain preventive services without cost-sharing and before you meet your deductible. See a list of covered preventive services at https://www.healthcare.gov/coverage/preventive-care-benefits/ .
Are there other deductibles for specific services?	No.	You don't have to meet deductibles for specific services.
What is the out-of-pocket limit for this plan?	\$3,500/single or \$7,000/family for In-Network Providers. \$7,000/single or \$14,000/family for Out-of-Network Providers.	The out-of-pocket limit is the most you could pay in a year for covered services. If you have other family members in this plan, they have to meet their own out-of-pocket limits until the overall family out-of-pocket limit has been met.
What is not included in the out-of-pocket limit?	Non-Network Transplant Services, Premiums, Balance-Billing charges, and Health Care this plan doesn't cover.	Even though you pay these expenses, they don't count toward the out-of-pocket limit.
Will you pay less if you use a network provider?	Yes, Blue Access. See www.anthem.com or call (855) 333-5735 for a list of network providers.	This plan uses a provider network. You will pay less if you use a provider in the plan's network. You will pay the most if you use an out-of-network provider, and you might receive a bill from a provider for the difference between the provider's charge and what your plan pays (balance billing). Be aware your network provider might use an out-of-network provider for some services (such as lab work). Check with your provider before you get services.
Do you need a referral?	No.	You can see the specialist you choose without a referral.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		In-Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you have a hospital stay	Facility fee (e.g., hospital room)	0% coinsurance	30% coinsurance	Physical medicine and rehabilitation services (including day rehabilitation programs) are limited to 60 days of care regardless of the provider's network status.
	Physician/surgeon fees	0% coinsurance	30% coinsurance	
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Office Visit	Office Visit	Office Visit
		Other Outpatient	Other Outpatient	Other Outpatient
	Inpatient services	Office Visit	Office Visit	Office Visit
		Other Outpatient	Other Outpatient	Other Outpatient
If you are pregnant	Office visits	0% coinsurance	30% coinsurance	Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound.)
	Childbirth/delivery professional services	0% coinsurance	30% coinsurance	
	Childbirth/delivery facility services	0% coinsurance	30% coinsurance	
	Home health care	0% coinsurance	30% coinsurance	
If you need help recovering or have other special health needs	Rehabilitation services	0% coinsurance	30% coinsurance	*See Therapy Services section
	Habilitation services	0% coinsurance	30% coinsurance	
	Skilled nursing care	0% coinsurance	30% coinsurance	
	Durable medical equipment	0% coinsurance	30% coinsurance	
If your child needs dental or eye care	Hospice services	0% coinsurance	0% coinsurance	*See Vision Services section
	Children's eye exam	0% coinsurance	30% coinsurance	
	Children's glasses	Not covered	Not covered	
	Children's dental check-up	Not covered	Not covered	

Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- Abortion
- Acupuncture
- Bariatric surgery
- Cosmetic surgery
- Dental care (adult)
- Dental Check-up
- Glasses for a child
- Hearing aids
- Infertility treatment
- Long-term care
- Non-emergency care when traveling outside the U.S.
- Routine foot care unless you have been diagnosed with diabetes.
- Weight loss programs

* For more information about limitations and exceptions, see plan or policy document at <https://ecf.anthem.com/eeddps/aso>.

About these Coverage Examples:



This is not a cost estimator. Treatments shown are just examples of how this plan might cover medical care. Your actual costs will be different depending on the actual care you receive, the prices your providers charge, and many other factors. Focus on the cost sharing amounts (deductibles, copayments and coinsurance) and excluded services under the plan. Use this information to compare the portion of costs you might pay under different health plans. Please note these coverage examples are based on self-only coverage.

Peg is Having a Baby
(9 months of in-network pre-natal care and a hospital delivery)

- The plan's overall deductible \$2,600
- Specialist coinsurance 0%
- Hospital (facility) coinsurance 0%
- Other coinsurance 0%

This EXAMPLE event includes services

- like:
- Specialist office visits (*prenatal care*)
 - Childbirth/Delivery Professional Services
 - Childbirth/Delivery Facility Services
 - Diagnostic tests (*ultrasounds and blood work*)
 - Specialist visit (*anesthesia*)

Total Example Cost \$12,840

In this example, Peg would pay:

Cost Sharing	
Deductibles	\$2,600
Copayments	\$80
Coinsurance	\$0
<i>What isn't covered</i>	
Limits or exclusions	\$60
The total Peg would pay is	\$2,740

Managing Joe's type 2 Diabetes
(a year of routine in-network care of a well-controlled condition)

- The plan's overall deductible \$2,600
- Specialist coinsurance 0%
- Hospital (facility) coinsurance 0%
- Other coinsurance 0%

This EXAMPLE event includes services

- like:
- Primary care physician office visits (*including disease education*)
 - Diagnostic tests (*blood work*)
 - Prescription drugs
 - Durable medical equipment (*glucose meter*)

Total Example Cost \$7,460

In this example, Joe would pay:

Cost Sharing	
Deductibles	\$756
Copayments	\$2,744
Coinsurance	\$0
<i>What isn't covered</i>	
Limits or exclusions	\$21
The total Joe would pay is	\$3,521

Mia's Simple Fracture
(in-network emergency room visit and follow-up care)

- The plan's overall deductible \$2,600
- Specialist coinsurance 0%
- Hospital (facility) coinsurance 0%
- Other coinsurance 0%

This EXAMPLE event includes services

- like:
- Emergency room care (*including medical supplies*)
 - Diagnostic test (*x-ray*)
 - Durable medical equipment (*crutches*)
 - Rehabilitation services (*physical therapy*)

Total Example Cost \$2,010

In this example, Mia would pay:

Cost Sharing	
Deductibles	\$1,925
Copayments	\$0
Coinsurance	\$0
<i>What isn't covered</i>	
Limits or exclusions	\$0
The total Mia would pay is	\$1,925

The plan would be responsible for the other costs of these EXAMPLE covered services.

Language Access Services:

German (Deutsch): Wenn Sie Fragen zu diesem Dokument haben, haben Sie Anspruch auf kostenfreie Hilfe und Information in Ihrer Sprache. Um mit einem Dolmetscher zu sprechen, bitte wählen Sie (855) 333-5735.

Greek (Ελληνικά): Αν έχετε τυχόν απορίες σχετικά με το παρόν έγγραφο, έχετε το δικαίωμα να λάβετε βοήθεια και πληροφορίες στη γλώσσα σας δωρεάν. Για να μιλήσετε με κάποιον διερμηνέα, τηλεφωνήστε στο (855) 333-5735.

Gujarati (ગુજરાતી): જો આ દસ્તાવેજ અંગે આપને કોઈપણ પ્રશ્નનો હોય તો, કોઈપણ અર્થ વગર આપની ભાષામાં મદદ અને માહિતી મેળવવાનો તમને અધિકાર છે. દુભાષણિ સાથે વાત કરવા માટે, કોલ કરો (855) 333-5735.

Haitian Creole (Kreyòl Ayisyen): Si ou gen nenpòt kesyon sou dokiman sa a, ou gen dwa pou jwenn èd ak enfòmasyon nan lang ou gratis. Pou pale ak yon entèprèt, rele (855) 333-5735.

Hindi (हिंदी): अगर आपके पास इस दस्तावेज़ के बारे में कोई प्रश्न हैं, तो आपको निःशुल्क अपनी भाषा में मदद और जानकारी प्राप्त करने का अधिकार है। दुभाषिये से बात करने के लिए, कॉल करें (855) 333-5735 ।

Hmong (White Hmong): Yog tias koj muaj lus nug dab tsi ntsig txog daim ntawv no, koj muaj cai tau txais kev pab thiab lus qhia hais ua koj hom lus yam tsim xam tus nqi. Txhawm rau tham nrog tus neeg txhais lus, hu xov tooj rau (855) 333-5735.

Igbo (Igbo): O buɔ u na i nwere ajuju o buɔa gbasara akwukwo a, i nwere ikike inweta enyemaka na ozi n'asusu gi na akwughị ugwo o buɔa. Ka gi na okwowa okwu kwuo okwu, kpoo (855) 333-5735.

Ilokano (Ilokano): Nu addaan ka iti aniaman a saludsod panggep iti daytoy a dokumento, adda karbengam a makaala ti tulong ken impormasyon babaen ti lengua hem nga awan ti bayad na. Tapno makatungtong ti maysa nga tagipatarus, awagan ti (855) 333-5735.

Indonesian (Bahasa Indonesia): Jika Anda memiliki pertanyaan mengenai dokumen ini, Anda memiliki hak untuk mendapatkan bantuan dan informasi dalam bahasa Anda tanpa biaya. Untuk berbicara dengan interpreter kami, hubungi (855) 333-5735.

Italian (Italiano): In caso di eventuali domande sul presente documento, ha il diritto di ricevere assistenza e informazioni nella sua lingua senza alcun costo aggiuntivo. Per parlare con un interprete, chiami il numero (855) 333-5735

Japanese (日本語): この文書についてなにかご不明な点があれば、あなたにはあなたの言語で無料で支援を受け情報を得る権利があります。通訳と話すには、(855) 333-5735 にお電話ください。

Khmer (ខ្មែរ): បើអ្នកមានសំណួរផ្សេងទៀតអំពីឯកសារនេះ អ្នកមានសិទ្ធិទទួលបានជំនួយសំខាន់ៗសំរាប់អ្នកដោយឥតគិតថ្លៃ។ ដើម្បីជជែកជាមួយអ្នកបកប្រែ តូចមហៅ (855) 333-5735 ។



2017 Benefit Selections

Effective: 08/01/2017

Forms Due: July 13, 2017

Coverage	Plan Election	
Group Medical Insurance <u>Anthem BCBS Plan</u> \$500/\$1,500 Deductible 70/30% Coinsurance \$20/\$40 Office Visit Copay \$10/\$35/\$70/25% Rx	<input type="checkbox"/> Enroll for PPO Plan Finalize Election in FormFire	
<u>Anthem BCBS Plan</u> \$2,600/\$5,200 Deductible 100/0% Coinsurance	<input type="checkbox"/> Enroll for HSA Plan Finalize Election in FormFire	
<u>Waive Coverage</u> No Medical Coverage	<input type="checkbox"/> I decline medical Finalize Election in FormFire	
Dental Insurance Delta Dental	<input type="checkbox"/> Enroll for dental Form Required	<input type="checkbox"/> I decline dental No form Required
Vision Insurance Superior Vision	<input type="checkbox"/> Enroll for vision Form Required	<input type="checkbox"/> I decline vision No form Required
	Enroll for 2017	Decline for 2017
Health Savings Account Key Bank	<input type="checkbox"/> Form required	<input type="checkbox"/> Form Required

Print Name _____

Employee Signature _____

Date _____

*By signing this form, I understand that the elections chosen above will become effective August 1, 2017 and changes can only be made in conjunction with a qualifying life event. I am also acknowledging that I have received the benefits enrollment guide along with accompanied compliance notices. Notices include:

- Anthem SBCs for both the PPO and HDHP HSA plans
- Women's Health Cancer Rights Act
- Newborns Act Disclosure
- Notice of Special Enrollment Rights
- Statement of ERISA Rights
- Notice of Privacy Practices
- Medicare Part D Notice
- CHIP Notice

Return this page to Human Resources by July 13, 2017.

**HOPE Learning Academy of Toledo
HSA Flexible Benefit Plan
2017- 2018 Election Form**

Name: _____ Social Security No.: _____

Address: _____

Election of Health Savings Account Compensation Reduction Agreement

- I elect NOT to receive medical reimbursements.
- I elect to receive medical reimbursements for the following fiscal year: August 1, 2017 to July 31, 2018. The amount of compensation reduction for the year ((not to exceed \$3,400 Single, \$6,750 Family (*in calculating limitation include any Employer matching contribution*)) shall be as follows:**

\$/Pay Period	# of Pay Periods	=	Annual Election
		=	

- I am at least age 55 and I elect to receive additional medical reimbursements for the following fiscal year: August 1, 2017 to July 31, 2018. The amount of compensation reduction for the year (not to exceed \$1,000) shall be as follows:**

\$/Pay Period	# of Pay Periods	=	Annual Election
		=	

I and HOPE Learning Academy of Toledo hereby agree that my cash compensation will be reduced by the amount set forth above, during the above fiscal year (or during such portion of the year as remains after the date of this agreement, or after the date of a new agreement submitted by employee). I acknowledge and understand I may each month during the fiscal year change my compensation reduction by submitting a new form.**

Employee's Signature

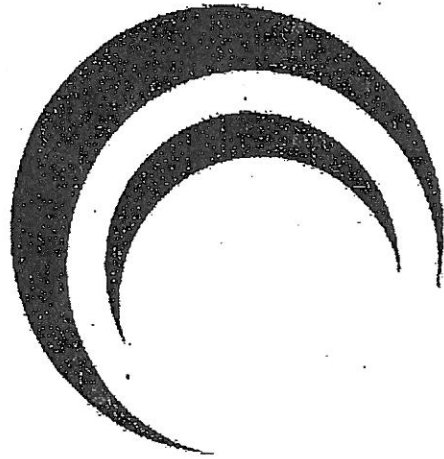
Date: _____

Accepted and agreed to by HOPE Learning Academy of Toledo. In addition, HOPE Learning Academy of Toledo agrees for the above fiscal year HOPE Learning Academy of Toledo will contribute for and on behalf of the employee into the employee's Health Savings Account an amount of \$2.00 for every \$1.00 the employee contributes through compensation reduction up to an amount not to exceed \$600.00 (an employee contribution of \$300.00 would max out Employer matching).

By: _____

Date: _____

**The pay reduction or a change in your elected pay reduction may not be effective for any pay period that begins before you have signed this form or a new form and return it to Justin Bryson.



HOPE

Learning Academy of Toledo

4234 Monroe Street
Toledo, OH 43606
419.297.6313

Employee Handbook

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| Welcome to HOPE Learning Academy of Toledo!

At Hope Learning Academy that strives to meet the individual needs of each student. We provide our students with the tools they need academically, socially and emotionally to prepare them for the future.

With this commitment, as an administration we are committed to providing our students with the finest faculty and staff. Each and everyone of you was selected due to the specific qualities and skills you possess. Please review this handbook to ensure you are following the polices and procedures that are required of you as a staff member of Hope Learning Academy. If you have any questions, concerns or comments, please do not hesitate to speak with me.

Thank you for all you do for our leaders of tomorrow.

Justin Bryson

School Leader

HOPE Learning Academy of Toledo Mission Statement

HOPE Learning Academy of Toledo is committed to providing a rigorous academic education for the exceptional child with specialized learning needs in a non-traditional classroom setting that cultivates "self-reliance, critical thinking, and problem solving skills" through research proven curriculum infused with social growth, sensory integration, and art enrichment.

We believe in:

- Helping each student reach his or her full potential
- Obtaining and implementing various teaching strategies to accommodate different learning styles
- Protecting each student's right to learn in a safe and healthy environment,
- Expecting only positive outcomes

The Staff, with the support and cooperation of families, helps students achieve in academic areas, grow in social skills, and develop strong moral character.

HOPE Learning Academy of Toledo is Sponsored by North Central Ohio Educational Service Center (NCOESC), Tiffin, Ohio

Personnel Policy Handbook for Employees

1.00 SELECTION AND EMPLOYMENT OF PERSONNEL

1.01 EQUAL OPPORTUNITY POLICY

Eligibility for a position with HOPE is based on the applicant's qualifications and competencies to fulfill the job description. Consideration is given to all applicants in accordance with laws respecting race, color, national origin, creed, age, sex, disability, religion, or veteran status. An applicant considering a position must be supportive of the mission, purposes, goals and spirit of HOPE. Certain managerial positions may require more in-depth understanding and embracing of the mission, purpose and goals.

1.02 THE INTERVIEW

The HOPE School Leader will conduct at least one interview with the most suitable candidates. All appropriate means will be taken to confirm the candidate's qualifications and abilities to fill the position before an employment offer is made. As part of a conditional employment offer, the candidate may be required to provide a physical clearance or physical examination report. In addition, upon being given a conditional employment offer, a candidate may be required to take and pass a Drug Screening test and, for certain positions, and a Tuberculosis skin test.

1.03 NEW EMPLOYEE PROCESSING

A new employee will report to the School Leader for processing of required employment papers/forms. These forms include:

- a. W-4 Federal Tax Withholding Form
- b. Immigration and Naturalization (INS) Form I-9, establishing identity and eligibility to work in the United States
- c. Signed job description and Handbook Policies agreement
- d. Direct-deposit authorization
- e. Health insurance application (if applicable)
- f. Section 125 Plan selections (if applicable)
- g. Recording of all relevant identification and licensure documents
- h. BCI and FBI background checks
- i. Satisfactory tuberculosis screening

1.04 BACKGROUND CHECKS

House Bill 190, which became effective November 14, 2007, requires that a school which hires or appoints anyone to be "responsible for the care, custody or control of a child" must first obtain satisfactory BCI (Ohio) and FBI (National) criminal record checks through the Ohio Bureau of Criminal Identification and Investigation. The FBI report must be done regardless of Ohio residency. If the report shows that the applicant has been convicted of any of a long list of crimes including but not limited to personal violence, drugs, or child endangerment the school cannot hire the person. If a BCI or FBI background check reveals a disqualifying offense after a person has already been employed, the person's employment may be terminated. Educators who are working under an Ohio State licensure and/ or Certificate are required to be re-fingerprinted and go through a criminal background screening (BCI and FBI) every 5 years. Educators who hold a 5-year renewing license are required to get the BCI and FBI reports done every five years before the license can be renewed. HOPE requires all employees to obtain the background checks as noted above at the employee's expense.

1.05 LICENSED LAY PERSONNEL CONTRACTS

a. All licensed personnel teaching in HOPE must have a copy of their fully-executed written contracts or signed agreements on file with and approved by the School Leader and NCOESC. If the applicant has not taught in the school previously, a copy of transcripts and licensure must accompany the contract. No person will be allowed to teach full time until he/she has shown certified proof of a baccalaureate degree. Even though a new teacher does not yet have his/her license from the Ohio Department of Education, the School Leader should have in hand a certified copy of the transcript noting that a BA was received and that the person is certifiable for a non-tax license. The term of a contract will be limited to one school year.

b. The HOPE contract indicates that a teacher who terminates his/her contract without the consent of the School Leader may be held liable for any damages, including the cost of a replacement, incurred by the school.

1.06 TUBERCULOSIS SCREENING FOR SCHOOL PERSONNEL

The only required screening of school personnel for tuberculosis is for those teachers and personnel who are new to the building. This includes all personnel who transfer from one school district to another in addition to personnel just starting to work and those coming from out of state.

It is required that teachers and other school employees who become known to have had a converted tuberculin skin test have an additional examination to rule out the presence of tuberculosis. A converter is defined as a person whose skin test reaction has changed from negative to positive within a two-year period of time. Health department follow-up of reported cases will identify those persons and no action is required of the school unless the local health district notifies the school.

1.07 ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS)

In dealing with the issues surrounding an employee afflicted with AIDS, the rights of the individual employee must be balanced with the rights of the public, especially fellow employees and students. The interests of the employee afflicted with AIDS center around his/her continued employment. The interests of the public center around its right to a healthy environment. Therefore, any decision to exclude any employee from the workplace or to restrict his/her activity in it shall be made on an individual basis.

1.08 NEPOTISM

The employment of relatives in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. Relatives of current employees may not occupy a position that will be working directly for or supervising their relative. For the purposes of this policy, a relative is any person who is related by blood or marriage.

2.00 DEFINITION OF EMPLOYMENT STATUS

2.01 EXEMPT EMPLOYEES

Salaried supervisors, administrators, and professionals are exempt from the minimum wage and premium pay requirements of the Fair Labor Standards Act of 1938 (FLSA). To be an Exempt Employee, an employee must meet certain requirements as to primary duties, work performed, salary level, supervision of employees, and the regular exercise of authority, discretion and independent judgment.

2.02 NON-EXEMPT EMPLOYEES

Employees who perform work other than supervisory, administrative, or professional as defined by the FLSA receive compensation for overtime (time worked over 40 hours in any one work week) at a rate of time and a half as legally required.

3.00 TYPES OF EMPLOYMENT AND BENEFIT STATUS

3.01 FULL-TIME SALARIED TEACHING POSITION (Compensation based on annual rate)

An Employee who is contracted to work one school term as defined in the contract and State of Ohio Education Law. The term Eligible Employees where used in this Hand Book includes employees described under this section 3.01. Such Eligible Employees are granted access to full benefits, except where indicated otherwise in the specific benefit provisions.

3.02 FULL-TIME SALARIED NON-TEACHING POSITION (Compensation based on annual rate)

An Employee who is regularly scheduled to work:

35 hours minimum/week 52 weeks/year.

The term Eligible Employees where used in this Hand Book includes employees described under this section 3.02. Such Eligible Employees are granted access to full benefits, except where indicated otherwise in the specific benefit provisions.

3.03 FULL-TIME HOURLY NON-TEACHING POSITION

An Employee who is regularly scheduled to work:

35 to 40 hours/week 52 weeks/year.

The term Eligible Employees where used in this Hand Book includes employees described under this section 3.03. Such Eligible Employees are granted access to full benefits, except where indicated otherwise in the specific benefit provisions.

3.04 PART-TIME SALARIED TEACHING POSITION

An Employee who is contracted to work one school term as defined in the contract and State of Ohio Education Law.

Benefits are FICA, Worker's Comp, Pension- (See sections 8.03 & 8.04 of this handbook)

Employees who work 25 or more hours but less than 35 hours a week have the option to purchase health insurance. HOPE Learning Academy of Toledo may provide a subsidy depending upon affordability. Such subsidy decisions will be decided each fiscal year. The employee portion of the cost of health care will be deducted from the employee's wage.

An employee who is scheduled to work less than 25 hours/week is not eligible for health insurance or Section 125 benefits and may not purchase such benefits.

3.05 PART-TIME HOURLY NON-TEACHING POSITION

a) An Employee who regularly works 25 to 35 hours/week, 52 weeks/year.

b) An Employee who generally works fewer than 25 hours/week, 52 weeks/year.

Benefits are FICA, Worker's Comp, Pension- (See sections 8.03 & 8.04 of this handbook).

An Employee who works 25 hours but less than 35 hours a week has the option to purchase health insurance. HOPE Learning Academy of Toledo may provide a subsidy depending upon affordability. Such subsidy decisions will be decided each fiscal year. The employee portion of the cost of health care will be deducted from the employee's wage

An employee who is scheduled to work less than 25 hours is not eligible for health insurance or Section 125 benefits and may not purchase such benefits.

3.06 TEMPORARY

A Temporary Employee is an employee who is hired for a limited period of time, not to exceed 6 months.

Benefits are FICA, Workers' Compensation, Pension- (See sections 8.03 & 8.04 of this handbook)

4.00 EMPLOYMENT AND INITIAL REVIEW PERIOD

4.01 EMPLOYMENT-AT-WILL

Employees of HOPE who are not employed under a Teacher's Contract are considered "Employees-at-Will" under all applicable Local, State and Federal laws. Nothing in this handbook is to be interpreted as a contract of employment. Employees who are not employed under a Teacher's Contract may voluntarily terminate their employment at any time for any reason. Such Employees who voluntarily terminate are expected to provide a reasonable period of notice to the School Leader and NCOESC. HOPE may terminate employment or reduce the hours of work, or change an employee's duties at any time with or without advance notice, provided however such termination and changes comport with all applicable Local, State, and Federal Law.

4.02 NEW EMPLOYEE REVIEW PERIOD: TEACHING POSITION

In welcoming a new teacher, the School Leader will review with the teacher the job expectations and school practices. The School Leader will evaluate the teacher's performance closely during the first two (2) academic quarters of employment. As outlined in the New Teacher Contract, a first year Teacher may be terminated by the School, with or without reason, and without prior written notice, during or at the end of the first nine weeks of teaching. The School may also thereafter terminate the Contract during or at the end of the first two quarters of teaching without prior written notice, so long as the School advises the Teacher of its reason(s) for terminating the Contract.

4.03 NEW EMPLOYEE REVIEW PERIOD: NON-TEACHING POSITION

In welcoming a new employee, the School Leader will review with the employee the job description and school practices and guide the employee's performance closely during an initial review period of 90 days from the date of hire. At any time during the initial review period, employment may be terminated or the new employee may be assigned to another position.

4.04 PERSONNEL FILE

The School Leader maintains a cumulative personnel record for each employee. It will contain at least:

- Employment application
- Job Description
- Employee Eligibility Certification Form (I-9)
- Transcripts, if applicable
- Teaching license, if applicable
- Teacher Contract, if applicable
- Record of Salary/Wage increments
- Work assignment(s)
- Attendance record
- Vacation/Personal Days/Sick record
- Evaluations, observations, recommendations
- Conferences, ongoing professional development

- Extracurricular involvement
- Records of verbal warnings
- Formal written warning notices

It is important that an employee keep the School Leader informed of any change in address, telephone number, marital status or number of dependents, change in licensure and educational qualifications. Change of address, phone and any other essential means of communication must be communicated to the School Leader as soon as such change is effective.

A personnel file is confidential and is available only to appropriate supervisors, a court of competent jurisdiction, and governmental agencies with appropriate review and oversight authority. Beyond that, no information is released without the authorization of the School Leader and with the written approval of the employee.

5.00 WORKING CONDITIONS

5.01 WORK YEAR

The employment year for employees for the calculation of compensation and benefits is from August 1 to July 31. For Federal, State and Local tax and tax-withholding purposes a normal year will include all wage payments made beginning January 1 and ending on December 31. W-2's and 1099's will be reported on this basis. (See also sections 7.02 and 7.03.)

5.02 HOURS OF WORK

The School Leader arranges work hours for all personnel within the school according to the services required by the school. The School Leader may on occasion adjust the beginning and ending times of an employee's or teacher's work schedule according to need (such as special events, parent conferences, staff meetings, professional growth).

5.03 RECORD OF TIME WORKED

Federal law requires employers to keep an accurate record of time worked in order to calculate employee pay and benefits.

Full-time and part-time hourly employees not covered by a Teacher's Contract will complete a time card or time sheet for each week in the two week pay period and submit the time cards/sheets to the School Leader or his/her designee at the end of the pay period.

Falsifying one's own time card/sheet or another employee's time card/sheet is cause for immediate dismissal.

5.04 ATTENDANCE AND PUNCTUALITY

Regular and punctual attendance is expected of each employee. Absenteeism and tardiness disrupts the flow of the school day and places an extra burden on fellow employees. Dependability is valued in order to provide quality services and to insure adequate staffing. To report an absence for the day, teachers are to call the School Leader or his/her designee by 6:30 am. Employees in non-teaching positions should call the school office no later than 7:45 am.

Unreported absence for three (3) consecutive scheduled days of work will be considered a voluntary quit. Without prior consent of the School Leader, an employee may not report early or work beyond agreed-upon hours to compensate for any time lost.

5.05 EXCESSIVE ABSENCE

Absenteeism, which in the institution's judgment is excessive, is subject to progressive discipline, which may result in dismissal. In determining excessive absenteeism, the School Leader will give consideration to:

- Frequency and duration of absences
- Medical evidence*(see next page), other reasons for excessive absences
- Type of work done by the employee
- Comparison of attendance records with those of similar employees
- An employee's progress in improving the problem after earlier warnings

* Employees who have been absent frequently may be asked to submit medical evidence supporting his/her reasons. Such evidence may also be required for patterned absences such as Mondays or Fridays. Failure to comply with this requirement could result in absences being recorded as unexcused absences and the employee may be subject to disciplinary action up to and including discharge.

5.06 LUNCH BREAK FOR NON-TEACHING POSITIONS

An employee must take an unpaid 30-minute off-duty meal break within the first six (6) hours of the workday. The lunch period may not be omitted to compensate for time lost or to leave early. Employees working less than six (6) hours are exempt from meal break. The School Leader establishes the time of breaks and/or meal times and any variance from the lunch break provision. Permission to leave the building during school hours must be obtained from the School Leader.

5.07 LUNCH BREAK FOR TEACHERS

The School Leader will define the daily schedule for teachers, which will include lunch duty, lunch break, and planning periods. Permission to leave the building during school hours must be obtained from the School Leader.

5.08 DRESS/APPEARANCE

It is expected that an employee's dress and personal appearance be neat and clean and in keeping with the spirit of the institution. The School Leader sets the standard for dress consistent with the requirements of the work situation. The standard for dress is reviewed during the new school year staff orientation. Janitorial employees must comply with school rules for wearing of protective devices and/or protective clothing such as lift belts, safety glasses, gloves and foul weather protection. HOPE reserves the right to require employees to wear uniforms should such a decision be made in the future.

5.09 IDENTIFICATION BADGES

For the security of the students, employees, volunteers, and property, identification badges or lanyards are furnished and must be worn by all employees. The School Leader at the employee's cost replaces lost lanyards and badges. HOPE reserves the right to require employees to display photo identification badges should such decision be made in the future.

5.10 USE OF CELL PHONES AT WORK

Personal cell phone use is a distraction to both the user and co-workers and is disruptive to school operations. Unless otherwise authorized, employees may only use personal cell phones for an emergency. Violation of this policy will be cause for disciplinary action. Certain employees may be required to use cell phones, pagers and other electronic communication equipment in their duties. An official policy governing the issuance, use and subsidy for such devices will be issued separate and apart from this handbook.

5.11 PROFESSIONAL RELATIONSHIP WITH PARENTS

Each employee is expected to maintain an appropriate professional relationship with parents. Certain types of conversation are not appropriate. These include, but are not limited to, negative or unflattering comments about staff, administration, program procedures or policies, students, or other parents. All written communication sent to parents must have administrative approval.

5.12 PERFORMANCE EVALUATION

The School Leader conducts a formal performance evaluation of each employee of the school at least annually. The job description is the basis for the dialogue. The School Leader and the employee evaluate job performance and set future job goals. The employee's growth and progress in the job is affirmed and any coaching needed for improvement is decided upon. The School Leader maintains a mutually signed and dated copy of the performance evaluation for the employee's personnel file.

5.13 SMOKE-FREE WORK PLACE

In light of numerous findings that tobacco smoking and second hand smoke are serious health hazards, and pursuant to Section 3791.031 of the Ohio Revised Code, **smoking is prohibited in HOPE and in all buildings and on the grounds.**

5.14 REIMBURSEMENT OF EXPENSES

Expenses to be reimbursed by HOPE must be approved in writing prior to the expenditure. To receive reimbursement you must furnish the School Leader with a receipt for the expense and a properly completed Check Request/Expense Form. If you require an advance for expenses, see the School Leader.

5.15 NON-SCHOOL EMPLOYMENT BY PROFESSIONAL STAFF MEMBERS

Employment in a private business or outside activity may not detract from or interfere with a teacher's effectiveness in his/her contractually assigned duties as defined by the School Leader.

5.16 TUTORING FOR PAY

Teachers may privately tutor students other than those in class under their direction. Private tutoring is not permitted on the school premises.

6.00 COMPENSATION

6.01 COMPENSATION

HOPE offers compensation consistent with its mission and resources as a non-profit institution. Compensation is based on the current pay scale within the institution, required education and experience, and the responsibilities assumed. Although there are periodic reviews of salary and wage rates, annual increases are not automatic. HOPE reserves the right to change, amend, modify or discontinue the practice of annual pay increases with or without notice. However, every effort will be made to give timely and thorough explanations of the nature and reason for changes in pay procedures. Future changes in pay practice may be communicated by official documentation separate and apart from this handbook.

6.02 PAY PERIOD and DIRECT DEPOSIT

Employees of HOPE are paid 24 times/year (twice a month). Checks are directly deposited to the employee's designated banking facility on the Friday after the completion of each pay period.

6.03 OVERTIME and PREMIUM PAY

A non-exempt employee (see section 2.02) is paid one and a half (1 ½) times regular straight time for time worked in excess of 40 hours/week. This is called "premium pay", or commonly referred to as "over time" pay. Paid time off for holidays, vacation, jury duty, sick time, etc. is not considered time worked in calculating overtime. Authorized time away from work for vacation and/or personal reasons is not considered as time worked for the purpose of calculating premium pay. Premium pay must be determined and approved by the School Leader prior to working the extra hours.

If an employee is called in unexpectedly during off-duty, nonscheduled work hours, a minimum of two (2) hours' work or pay will be provided. Premium pay can be paid if the employee works in excess of 40 hours during the pay period in which the "call in" occurred.

Although exempt employees (see section 2.01) are not entitled to premium pay and generally work the hours necessary to achieve their objectives, care should be taken to maintain a balance between one's professional and personal life. The School Leader is not precluded from granting time off to an exempt employee when the work situation permits.

6.04 COMPENSATORY TIME OFF

A non-exempt employee (see section 2.02) who has worked approved overtime may receive compensatory time off instead of pay calculated at the overtime rate, provided that such time off is taken within the pay period in which it is earned and does not impair the operations of the school.

6.05 SALARY ADVANCES

Requests for advances on salary/wages, which are to be paid in future pay periods, will not be honored.

7.00 PAYROLL DEDUCTIONS MANDATED BY LAW

7.01 SOCIAL SECURITY TAX (F.I.C.A)

The Federal Insurance Contribution Act (F.I.C.A) requires that 6.20% of gross wages on a specified base amount of wages be deducted from each paycheck. The amount of such wage base is re-determined each year by law. In addition, 1.45% of each employee's gross pay must be deducted to support the Federal Medicare system.

7.02 FEDERAL INCOME TAX

Federal law requires that a portion of wages be withheld for taxes. The amount withheld is based upon the amount of earnings and the number of exemptions claimed on the employee's W-4 Federal Tax Withholding Form. An annual statement of earnings and tax withheld are provided to each employee by January 31 for the preceding calendar year. If an employee wishes to change the number of exemptions to be claimed, he/she should contact the School Leader.

7.03 STATE AND/OR LOCAL INCOME TAX

State and/or local laws also require that a portion of wages be withheld for taxes. Like federal withholding, the amount of state withholding is based on earnings and the number of exemptions claimed. If an employee wishes to change the number of exemptions to be claimed, he/she should contact the School Leader.

7.04 WAGE GARNISHMENT

Wage garnishment occurs when an employer is required to withhold the earnings of an individual for the payment of a debt in accordance with a court order or other legal or equitable procedure such as from the Internal Revenue Service or state tax collection. An employer is prohibited from discharging an employee because his or her earnings have been subject to garnishment for any one debt; however, an employee is not protected from discharge if the employee's earnings have been subject to garnishment for a second or subsequent debt.

8.00 BENEFITS

8.01 SOCIAL SECURITY

An employee, as a participant in the social security program, will have social security tax deducted from wages and remitted to the federal government. HOPE/NCOESC is required to remit an equal amount on the employee's behalf. Social Security benefits are paid to covered workers after retirement or if fully disabled. The Social Security system is a Federal program. Federal laws cover eligibility for benefits and the amounts payable, as well as the tax payments. (See also section 7.01.)

8.02 HEALTH INSURANCE AND VOLUNTARY BENEFITS

Health insurance coverage is offered to Eligible Employees on a cost-sharing basis and as indicated in Section 3.00. Benefits under Section 125 of the Tax Code are also offered on a voluntary basis. Voluntary dental, vision, disability and other similar "Voluntary Benefit" insurances are available at the expense of Eligible Employees. There is no cost subsidy provided by HOPE/NCOESC for insurance other than health insurance. Annual enrollment and re-enrollment will be held in the second quarter of the calendar year for health insurance and voluntary benefit participation.

HOPE/NCOESC reserves the right to adjust the level of employee cost sharing for those benefits which are subsidized by HOPE upon giving prior notice. Generally such changes and notice will take place annually in advance of a June 1st effective date. HOPE/NCOESC reserves the rights to amend, modify, change and/or discontinue any or all of the benefit programs explained in this section at any time. However, every effort will be made to give timely and thorough explanations of the nature and reason for changes in benefit provisions. Future changes in benefit provisions may be communicated by official documentation separate and apart from this handbook. Additional compensation is not paid when an employee is covered by a spouse's health care plan.

SPOUSAL COVERAGE: To be eligible for coverage under the HOPE/NCOESC health insurance plan, any spouse who has coverage available to them through his/her employer **MUST** use their employer's plan as their primary insurance before being eligible for the HOPE/NCOESC plan as secondary insurance. Dependent coverage will follow standard Coordination of Benefit rules. The spouse whose birthday occurs earliest in the calendar year will generally be the spouse who includes dependent children.

MEDICARE COVERAGE: Actively working employees and/or their spouse who are entitled to Medicare benefits due to reaching age sixty-five (65) will be primary under Medicare. Please note that the size of the employer's group determines the Medicare primary/secondary designation; the designation may change with the size of the HOPE Learning Academy of Toledo group.

8.03 PENSION PLAN

HOPE/NCOESC provides a pension plan in which an employee is enrolled when the following conditions are met:

1. The Employee is at least 21 years of age;
2. The Employee earns more than \$550 during two of the preceding five calendar years. (The IRS may increase the minimum annual wage requirement in the future).

The HOPE/NCOESC State Teachers Retirement System STRS is a *Simplified Employee Pension Plan in which the employer makes contributions directly to Individual Retirement Accounts or Annuities ("IRAs") established on behalf of its employees.*

8.04 TAX DEFERRED ANNUITY

There is available to all employees a savings plan which provides an ultimate benefit in the form of a Tax Deferred Annuity. This voluntary program, authorized by Section 501(c) of the Internal Revenue Code, offers employees the opportunity to invest a part of their taxable gross income on a pre-tax basis, which can help provide additional retirement income with current tax savings. An Employee interested in participating in a Tax Deferred Annuity should contact the School Leader.

8.05 WORKERS' COMPENSATION

HOPE/NCOESC makes premium payments to the State Workers' Compensation Insurance Fund to compensate employees for medical services and lost time resulting from job-related injuries. A job-related injury must be reported to the School Leader and documented immediately for the claim to be processed. The First Report of Injury (FROI) must be made within 24 hours. Benefits are as provided by state law. An injured employee is given a Workers' Compensation Information Card to present to the doctor of the treatment center.

8.06 UNEMPLOYMENT COMPENSATION

HOPE/NCOESC makes premium payments to the Ohio Department of Job and Family Services (ODJFS) to cover unemployment benefits for employees who become unemployed through no fault of their own. Should an employee be terminated through a reduction in force, lack of work, or any other involuntary reason other than "for cause", ODJFS will determine eligibility for and the amount of unemployment benefits.

8.07 PAID HOLIDAYS

The following holidays are provided to Eligible Employees (see sections 3.01 through 3.03):

New Year's Day	Good Friday	Memorial Day
Independence Day	Labor Day	Thanksgiving Day
Thanksgiving Friday	Christmas Eve	Christmas Day
New Year's Eve		

All non-exempt hourly Employees who are working on a full-time basis (scheduled to work in excess of 35 hours per week) will be eligible for paid holidays provided they have completed two full pay periods, and meet the other eligibility criteria of this section.

Other Holiday Policies:

- In order to be eligible for holiday pay, a non-exempt employee must work a full last-scheduled day before the holiday and a full next-scheduled day after the holiday unless excused by the School Leader or when the holiday falls during the employee's scheduled vacation time.
- If a holiday falls on a Saturday, it will be observed on the preceding Friday; if it falls on a Sunday, the holiday will be observed on the following Monday.
- The hours paid as holiday pay are not counted as hours worked when weekly hours are computed to determine overtime pay.

8.08 PAID PERSONAL DAYS (Teaching position)

A teacher who is contracted to work one school term as defined in the contract and State of Ohio Education Law will have 2 paid personal days to use between August 1 and the end of the contract year. Personal days are not cumulative from year to year.

8.09 PAID VACATION AND PERSONAL DAYS (Non-teaching position)

A non-teaching employee with a full time salaried position or full time hourly position may take vacation and personal days from August 1 to July 31 of each year. Vacation and personal days are not cumulative from year to year. The School Leader coordinates all time off schedules and has discretionary rights not to grant requested dates when the needs of the school may be compromised. The Vacation and Personal Days schedule is as follows as of each August 1st:

In years 1 and 2 of continuous service.....5 paid vacation/2 paid personal
In years 3 thru 6 of continuous service.....10 paid vacation/2 paid personal
In years 7 thru 10 of continuous service.....15 paid vacation/2 paid personal
After ten (10) full years of continuous service.....20 paid vacation/2 paid personal

Personal days are to be used before July 31 of each year. Personal days for a newly hired employee may be prorated at the discretion of the School Leader, but not in excess of five days.

8.10 BEREAVEMENT LEAVE

Eligible full-time employees and teachers shall be provided with time off from scheduled workdays without loss of regular pay for a death in the immediate family or designated other relatives. Generally, this time is provided for the wake and to attend the funeral. At times, unusual circumstances may require exceptions. If the death of an immediate family member or designated other relative occurs during an employee's vacation or holiday, this benefit is not added to the vacation nor are compensated days allowed at another time. If extra time is needed, vacation or personal days may be used.

<u>Upon the death of:</u>	<u>Number of days granted:</u>
Spouse or child	5 days
Father, Mother (and in-laws).....	3 days
Sister, Brother (and in-laws).....	3 days
Son-in-law, Daughter-in-law.....	3 days
Grandmother, Grandfather, Grandchildren (and in-laws)	3 days
Uncle, Aunt, Nephew, Niece	1 day

8.11 MEDICAL LEAVE

Full time teachers and full time non-teaching employees are extended the privilege to receive and accumulate paid medical leave at the rate of ten (10) days per year of active service cumulative to ninety (90) days. An employee may use medical leave only for personal illness and/or illness of a spouse or child which necessitates the employee's presence. When an employee has been absent more than three (3) consecutive workdays because of personal illness, a physician's statement may be required. Employees are encouraged to schedule elective medical appointments during non-working time or at time that least interferes with work assignments. However, if scheduling during non-working time is unavoidable an employee may use medical leave for medical appointments. Unused medical leave is not reimbursed upon leaving employment.

8.12 CONTINUING EDUCATION

Training sessions or attendance at meetings during work hours is required when designated by the School Leader. HOPE pays applicable fees.

If a full-time employee requests time off to attend during regularly scheduled work hours a job-related course, conference or seminar that will improve work skills, and if approved by the School Leader, HOPE will pay the regular wage and 50% of fees for attending and successfully completing such a training session.

If a full-time employee requests reimbursement for a job-related course, conference or seminar outside of work hours that will improve work skills, and if the School Leader approves the request, HOPE will pay 100% of fees.

This benefit can be offered to a part time employee at the discretion of the School Leader.

The total reimbursement for work-time and outside-of-work-time continuing education shall not exceed \$100 per year (Aug 1 to July 31) per employee. All such reimbursements made under this section will be provided through payroll in accordance with all pertinent parts of the Internal Revenue Code.

9.00 LEAVES OF ABSENCE

9.01 LEAVE OF ABSENCE

If paid vacation and personal time have been used, an employee may request an unpaid leave of absence for a reason other than those outlined in section 9.02. In order to be granted a leave of absence an employee must contact the School Leader to discuss the reason for the leave, the length of absence needed, and to establish the beginning date of the leave and the date to return to work. If the work of the classroom, office, or janitorial duties can be covered during the employee's absence, the School Leader may approve the leave request. Granting a leave of absence request is at the discretion of the School Leader and is not an employee right. Eligibility for a leave of absence of five or more consecutive days is:

- One or more years of credited service.
- Vacation and personal time are exhausted.
- Approval is at the sole and complete discretion of the School Leader.
- Leave of absence may not exceed 60 calendar days in any fiscal year.
- No guarantee of original position or job level upon return.

If an employee does not comply with the terms described above, the employment relationship will be considered voluntarily severed by the employee. If the employee does not return to work on the agreed date, any subsequent employment will be considered as a new hire with tenure and benefits based on the date of re-employment.

9.02 FAMILY AND MEDICAL LEAVE

According to the Family and Medical Leave Act (FMLA) Final Regulations effective April 6, 1995, an employee may take up to 12 workweeks of unpaid, job-protected leave during a 12-month period for:

1. Birth and care of newborn child.
2. Arrangement and placement of child with employee for adoption or foster care.
3. Care for an immediate family member who has a serious health condition;
 - Spouse (as defined by state law, including common-law marriages)
 - Child (including any child for whom employee has the day-to-day responsibility of rearing)
 - Parent (including someone who reared the employee)
4. Employee's own serious health condition, if it prevents him/her from performing one or more of the essential functions of his/her job.
5. Employees will be required to furnish medical proofs in all cases of requests for FMLA.
6. Employees are required to exhaust entitlement to all applicable paid time off such as medical leave, personal days, and vacation concurrently with the application of unpaid leave under FMLA.

Employees are eligible if they have worked for at least one (1) year and for 1,250 hours over the previous twelve (12) months. See Addendum A to determine your rights under this law.

9.03 JURY DUTY

An employee called to jury duty presents the summons to the School Leader. The employee's compensation will continue at the regular base pay while serving in this capacity. On any day an employee is excused by the court by 12:00 noon, he/she is expected to return to work for the remainder of the day.

9.04 MILITARY LEAVE

Military Leaves of Absence will be granted in accordance with the requirements of The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA, 38 U.S.C. § 4301 – 4335).

10.00 TERMINATION OF EMPLOYMENT

10.01 TYPES OF TERMINATION

There are two types of employment termination: voluntary and involuntary. Voluntary termination involves resignation or retirement. Involuntary termination involves staff reduction, reorganization or dismissal for cause. As previously stated in this handbook all employees of HOPE not covered by a teacher's contract serve at the will of the school, and may be terminated at any time for any reason or no reason at all. However, every effort will be made to give timely and thorough explanations of the nature and reason for termination of employment. Future changes in employment status may be communicated by official documentation separate and apart from this handbook.

10.02 LENGTH OF SERVICE

The length of uninterrupted service is measured from the most recent date of hire. When an employee terminates employment, uninterrupted service is also terminated. If at a later date the individual becomes re-employed, such re-employment will be as a "new hire" with no previous term of service being credited toward reestablishment of uninterrupted service. However, service may be accumulated toward eligibility for certain benefits such as the SEP pension and Tax Deferred Annuity Plan.

10.03 TERMINATION AGREEMENT NOTE

With voluntary termination the employee will receive an exit interview, and (if applicable) compensation for unused personal use time, and continuation of health care coverage for the remainder of the month in which termination occurs. On the last day of employment, the employee must return keys, identification tag, and/or all other property belonging to HOPE.

10.04 TERMINATION OF EMPLOYMENT OF LICENSED PERSONNEL

General

HOPE/NCOESC Contracts are only made for the period of one school year. Under ordinary circumstances, teachers are expected to fulfill their contract. If unusual circumstances are involved, the teacher should consult with the School Leader. Involuntary termination should generally take place only after appropriate warning notices or negative evaluations, so that the teacher has had notice of any deficiency and has had an opportunity to correct the same. A poor evaluation is equivalent to a warning notice, where the evaluation a) articulates serious insufficiencies, b) charts a corrective course, c) establishes some timeline or deadline for attainment of the required remedial action, and d) clearly states that failure to remedy the concerns could result in termination of the contract.

Teachers are thus assured of professional treatment with fair warning. However, due to gross misconduct, certain types of behavior, or violation of policy depending upon the nature and severity of the situation, a teacher may be involuntarily terminated at any time at the discretion of the School Leader.

Termination of Employment of First Year Teachers

First year teachers and teachers hired for the first time at HOPE enter into a First Year Contract. A first year contract allows the school to terminate the contract during the teacher's first nine weeks of teaching with or without cause and with or without prior notice; and within or at the conclusion of the first year teacher's first two quarters of teaching provided that the school advises the first year teacher of its reason for terminating the contract. Upon the teacher's request, such reason shall be included in the teacher's evaluation. A written evaluation by the School Leader is required for all first year teachers both at the end of their first two quarters of teaching and at the end of the year.

As with all Teacher Contracts, HOPE retains the right to not renew a First Year Teacher Contract at the end of a school year.

Notification of Non-renewal

Teachers who will not be rehired for the next school year (v. term) should be notified in accordance with established local school policy, but not less than thirty days prior to the expiration of the current school year contract (that annual contract's expiration date).

11.00 DISCIPLINE

11.01 PERFORMANCE STANDARDS

HOPE has a right to expect from an employee a defined work output as specified in the job description and evaluated by the School Leader. An employee's good attitude and good judgment are necessary and contribute to the harmony of the work place. In addition, an employee's decorum, care of equipment, regular attendance, safe work habits, cooperation, and respect are interpreted as loyalty to the mission and goals of HOPE. Such cooperation and respect extends to supervisors, co-workers, volunteers, authorized visitors, and all persons who are served by HOPE.

11.02 CAUSES FOR IMMEDIATE TERMINATION

HOPE reserves the right to dismiss an employee who is not employed under a Teacher Contract with or without a reason or notice. Even though these employees serve at the will of HOPE an ongoing, long-term employment relationship is preferred so as to promote harmony, efficiency and economy in the workplace. HOPE is dependent upon all of its employees for exemplary service. HOPE places a high level of trust and confidence in each employee to carry out his/her duties. When an employee severely erodes that trust immediate discharge may result. However, depending upon facts and circumstances, HOPE may choose to apply progressive discipline instead.

Some examples of causes for immediate discharge after an investigation are:

- False, malicious, intolerant statements concerning religion, race, color, ethnic origin or gender, which creates or contributes to a hostile work environment for other employees or reflects adversely upon HOPE.
- Fighting, physical violence, or willful destruction of property
- Fraternalization (see section 13.03 below)
- Possession of a lethal weapon or firearm on premises
- Use or possession of illegal drugs or alcohol on premises or off premises while on duty. Substances such as drugs and alcohol herein is intended to include any manner of mind or mood altering substance, legal or not, whether or not prescribed by a physician. Use of mind or mood altering prescription medication that may interfere with an employee's job must be disclosed to the School Leader.
- Sexual harassment
- Overt immoral behavior or indecency
- Demonstrated inability to perform essential job responsibilities
- Gross insubordination/deliberate refusal to follow direct orders
- Abuse, harassment, intimidation or mistreatment of another person
- Mishandling or careless treatment of students
- Gross violation of Internet and e-mail usage policy (see Addendum B)
- Tampering with, or falsification of, records belonging to HOPE
- Unauthorized disclosure of confidential information belonging to HOPE
- Stealing/misappropriation of HOPE property or property belonging to visitors, or other Employees

- Misappropriation of funds belonging to HOPE or deliberately misusing the purchasing system for personal gain or waste
- Failure to obtain/maintain a current license required by law as a condition for performing the job
- Making false, misleading, or ambiguous statements deliberately or willfully, whether verbal or written, in connection with any official HOPE Learning Academy of Toledo business or records
- Repeated occurrences of related or unrelated minor violations
- Willful disregard for personnel policies and procedures
- Other behavior or actions contrary to the mission, goals and spirit of HOPE.

11.03 PROGRESSIVE DISCIPLINE STEPS

Progressive discipline is intended to help the employee recognize a problem, assume responsibility for his/her actions, give reasonable time to take corrective actions, and help the employee achieve a satisfactory standard of performance and/or conduct. Communication between the School Leader and the employee will be immediate and directed toward behavior and not personality. Although the progressive discipline system generally involves four basic steps, there may be circumstances when one or more steps are by-passed:

1. Counseling and/or Verbal Warning – The School Leader advises the employee that a situation exists which if left uncorrected will lead to termination. The School Leader documents, dates and files a memo of this conversation with a copy to the employee.
2. Formal Verbal Warning – Using a warning report, the School Leader defines the problem citing specific behavior, expectations for corrective action, and records a specified time frame for improvement. The employee receives a mutually signed copy of the report, with a copy to the personnel file.
3. Formal Written Warning – Using a warning report, the School Leader records the lack of corrective action within the specified time frame and the intended disciplinary action if the situation is not corrected within a specified time frame. A copy is given to the employee to sign. A copy is placed in the personnel file.
4. Termination of Employment - If the situation remains uncorrected, termination will occur. The decision to terminate employment will be given in writing to the employee.

If the problem has been significantly improved, the employee is notified, but warned that if the problem is repeated within a period of six (6) months, an immediate termination will result.

11.04 RIGHT OF DISCIPLINE

As stated in section 11.03 above, the application of discipline short of discharge does not implicitly or explicitly indicate abdication of the Employment-At-Will doctrine by HOPE. HOPE hereby chooses to adopt a practice of "Progressive Discipline" as an

addition to, not as an exception to, the Employment-At-Will doctrine where appropriate. The School Leader has a responsibility to uphold and enforce the standards of conduct described in this Handbook. Likewise, the School Leader has the responsibility and the right to use the "Progressive Disciplinary" system and, if necessary, to dismiss any employee under his/her jurisdiction.

11.05 EXAMPLES OF MISCONDUCT SUBJECT TO PROGRESSIVE DISCIPLINE

- Minor purchasing without authorization or accountability.
- Accepting gratuities (money or premiums).
- Careless use of equipment.
- Creating/contributing to an unsafe, unsanitary, unprofessional work environment.
- Using unreasonably excessive time in performing job assignments or interfering with another employee's job performance.
- Failure to observe safety rules, not wearing prescribed safety equipment, or promptly reporting injuries.
- Wasting time, loitering or sleeping while on duty.
- Failure to report absence/tardiness in prescribed time.
- Excessive absence/sick leave abuse, chronic tardiness.
- Failure to observe rules on dress/appearance; not wearing I.D.
- Leaving work during work hours without proper authorization.
- Conducting personal business on scheduled work time; use of personal cell phones.
- Using abusive, profane, or offensive language.
- Disregarding, ridiculing, or interfering with work assignments/ policies/ directives/instructions.
- Smoking on the premises' or other disregard of smoke-free policy.
- Failure to cooperate with the School Leader.
- Violations of Internet and e-mail use policy (see Addendum B).

12. GRIEVANCE PROCEDURE

Personnel policies are intended to promote equitable treatment of all employees. On occasion, however, misunderstandings may occur. A grievance results when a serious disagreement occurs between employees, or between the employee and a person to whom the employee is accountable. Grievances typically concern the interpretation or application of policies and practices. In order to insure that good working relationships prevail, the concerned employees are encouraged to reconcile grievances on an informal basis. When the situation develops beyond this point, the following procedure will apply:

Step One:

An employee having a grievance should first discuss it with the School Leader within three (3) working days of the grievance.

Step Two:

If the grievance remains unresolved, the employee may present the grievance in writing and state the suggested solution within three (3) working days from the date the oral decision was made by the School Leader. The School Leader will respond to the grievance in writing within three (3) working days of receiving the written grievance.

Step Three:

If the grievance is not resolved, the employee may direct the grievance in writing along with the answers from Step 1 and 2 to the Chairman of the HOPE School Board within three (3) working days after the answer from Step 2 has been received.

Step Four:

The Chairman of the School Board will act in the capacity of an impartial observer and advisor to help resolve the grievance by scheduling a hearing at a time mutually agreeable to the grievant(s) and the School Leader (or other party acting as respondent to the grievance at the first level) not to exceed five (5) working days from receiving the written communication described in Step 3. The grievant(s) may invite a representative to the hearing. The Chairman of the School Board may invite an impartial observer/advisor to help resolve the grievance. Within five (5) working days, the Chairman of the School Board will give a proposed resolution. After all attempts at resolution are complete, the Chairman's decision is binding on all.

Time limits mentioned may be extended by mutual agreement. A resolution reached at any step of this procedure will be binding on all. Any grievance not presented or appealed within the time limits mentioned will be considered no grievance.

The grievance procedure is intended for use by current employees only. It is not intended to be utilized by inactive or terminated employees.

13. SPECIAL DISCIPLINE POLICIES

13.01 HARASSMENT POLICY

The purpose of this policy is to promote a safe work environment, free from verbal, physical, visual, and sexual harassment by managers and co-workers. This policy also acknowledges that harassment is against the law and will not be tolerated.

13.02 SEXUAL HARASSMENT

Sexual harassment is unwelcome, offensive conduct of a sexual nature that makes a reasonable person of the same gender as the person receiving the unwanted conduct uncomfortable or embarrassed. It includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when (a) submission to such conduct is made a condition of employment and/or the basis for employment decisions or (b) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive environment. Sexual harassment may include verbal, physical or visual conduct of a sexually offensive nature. An incident must be reported to the School Leader within two (2) days of occurrence unless the School Leader is unavailable. In such case a report must be made as soon as the School Leader next becomes available. An impartial investigation and hearing will follow all allegations of harassment. An employee found to be sexually harassing another employee is subject to disciplinary procedures, up to and including termination.

13.03 NON-FRATERNIZATION POLICY

Although it is appropriate and necessary that employees are courteous and respectful towards staff members and students in our school, employees are prohibited from on or off-campus fraternization with children. Non-permissible fraternization is defined as any verbal or physical behavior of a sexual, illegal, or age-inappropriate nature as deemed inappropriate for a particular child by the administration/staff. This policy pertains not only to engaging in such behaviors, but also to the suggestion, threat, or invitation toward such behaviors which may lead a child to believe that the employee is interested in further contact or a relationship. Proven instances of fraternization will result in termination. In the case of overt immoral behavior, the employee will be subject to immediate dismissal.

This section is not intended to preclude normal communication by and between blood relatives or personal acquaintances or care-givers who are authorized by parents to have moral, ethical and non-threatening contact with students or children entrusted to HOPE or any of its related entities. However, the Non-Fraternization Policy is intended to apply to blood relatives or personal acquaintances or caregivers who are authorized by parents who engage in non-permissible conduct described in Section 13.02.

13.04 ALCOHOL AND CONTROLLED SUBSTANCE POLICY

HOPE has a vital interest in maintaining a safe, healthful and productive workplace. Recognizing that the use and abuse of alcohol and controlled substances in or around the workplace presents a threat to the health and safety of the employees and students, HOPE has established the following alcohol and controlled substance policy:

4. The term "controlled substance" as used in this policy includes any drug defined as a "controlled substance" in the Drug-free Workplace Act of 1988, P.L. 100-690, 102 Stat. 418 (The "Act") and /or in Chapter 3719 of the Ohio Revised Code.

The term "workplace" refers to HOPE buildings, grounds, workstations, and on-campus or off-campus worksites where employees are performing work.

5. The manufacture, distribution, dispensation, sale, purchase, or unauthorized possession of alcohol or controlled substance by an employee during "duty hours" while on the School campus or the premises of any worksite while on institution business away from the premises is prohibited. Duty hours consist of all working hours, including break periods, call-in periods, or on-call periods. Compliance with this policy is a condition of employment, and any employee who engages in any such prohibited conduct is subject to termination.
6. The consumption or use of alcohol or any controlled substance by any employee while on the institution's premises or while on institution-sponsored business is prohibited. Reporting to work, either at the beginning of the work day or following any break, or being on institution property while under the influence of alcohol or any controlled substance by any employee is prohibited. Compliance with the policy is a condition of employment. Any employee who engages in any such prohibited conduct is subject to disciplinary action up to and including termination.
7. Any employee convicted of a felony or a violation of any criminal drug statute occurring on or off the institution's premises must notify the institution no later than five (5) days after such conviction.

13.05 CONFIDENTIAL AND PROPRIETARY INFORMATION POLICY

Under no circumstances should any HOPE Learning Academy of Toledo employee discuss any student's or co-worker's private information with anyone not employed by HOPE and NCOESC. HOPE in-house communications such as emails, staff bulletins, announcements, etc. are not to be shared or discussed with anyone not employed by HOPE. School employees should refrain from discussing school business, students, or co-worker information with any school employee in a public setting. Personal/confidential information may be overheard, even though there may be a genuine attempt to maintain confidentiality. For the sake of the school's professional reputation, please strive to fulfill these goals.

13.06 SOCIAL MEDIA POLICY

Expanding Our World and Protecting Our Values

As an organization with a commitment to quality of education and the safety of our students, as well as the preservation of our outstanding reputation as a school, the standards for appropriate online communication at HOPE are necessarily high. While we respect the right of employees and other members of our community to utilize the variety of social media options available, we must insist that the following standards be met by our faculty and staff at all times.

Comments to HOPE-sponsored sites are welcome and encouraged. To promote respectful discussion within this forum, we expect that you will be courteous and productive and avoid comments that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Users are to engage in exchanges with mutual respect for others' opinions. For the privacy of users and their families, assume that all postings to the School-sponsored site will be publicly available on the Internet and therefore publicly accessible without limitation or protection of any kind.

By posting a comment or other material to the School-sponsored site as outlined above, users give HOPE the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content you provide, which includes using your submission for any purpose in any form and on any media, including but not limited to: displaying, modifying, reproducing, distributing, creating other works from, and publishing your submission. The School reserves the right to review all comments before they are posted, and to edit them to preserve readability for other users.

HOPE further reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this Comment Policy; to determine in its sole discretion which submissions meet its qualifications for posting, and to remove comments for any reason, including but not limited to our belief that the comments violate this Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed.

The School also reserves the right to amend this Policy from time to time in our judgment to address issues that may arise and changes in our operations or the law.

In posting material on a HOPE-sponsored site, you agree not to:

- Post material that HOPE determines is threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity.
- Post phone numbers, email addresses or other confidential information of students, faculty, or any other person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.
- Post material that infringes on the rights of HOPE or any individual or entity, including privacy, intellectual property or publication rights.
- Post material that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group or organization except

those which are officially sponsored by HOPE, except in designated areas specifically marked for this purpose.

- Post chain letters, post the same comment multiple times, or otherwise distribute “spam” via the HOPE-sponsored site.
- Allow any other individual or entity to use your identification for posting or viewing comments.
- Post comments under multiple names or using another person’s name.

HOPE reserves the right to do any or all of the following:

- Ban future posts from people who repeatedly violate this Policy. We may affect such bans by refusing posts from specific email addresses or IP addresses, or through other means as necessary.
- Remove or edit comments at any time, whether or not they violate this Policy.

User agrees to indemnify and hold harmless HOPE, its affiliates, directors, employees, successors and assigns against any damages, losses, liabilities, judgments, causes of action, costs or expenses (including reasonable attorney’ fees and costs) arising out of any claim by a third party relating to any material user has posted on HOPE-sponsored sites. By posting a comment or material of any kind on a HOPE-sponsored site, the user hereby agrees to the Policy set forth above.

Faculty Use of Social Networking Sites

HOPE respects the right of employees to use social media and networking sites, as well as personal websites and blogs, but it is important that employees’ personal use of these sites does not damage the School’s reputation, its employees, or its students or their families. Employees should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent. The School strongly encourages all employees to carefully review the privacy settings on any social media and networking sites they use and exercise care and good judgment when posting content and information on such sites.

When using a social media site, an employee may not include current students as “friends”, “followers”, or any other similar terminology used by the various sites. If an employee maintains or participates in a HOPE-sponsored online community that extends to persons who are parents, alums, or other constituents, s/he must exercise good judgment about any content that is shared on the site. Additionally, employees should adhere to the following guidelines, which are consistent with the School’s workplace standards on harassment, student relationships, conduct, professional communication, and confidentiality:

- An employee should not make statements that would violate any of the School’s policies, including its policies concerning discrimination or harassment;
- The employee must uphold the School’s value of respect for the individual and avoid making defamatory statements about the School, its employees, its students, or their families;

- An employee may not disclose any confidential information of the School or confidential information obtained during the course of his/her employment about any individuals or organizations, including students and/or their families.

If the School believes that an employee's activity on a social networking site, blog, or personal website may violate the School's policies, the School may request that the employee cease such activity. Depending on the severity of the incident, the employee may be subject to disciplinary action.

Creating and Maintaining Official HOPE Social Networking Sites

All "official" HOPE social networking sites must be approved by the Webmaster and the School Leader and should adhere to the following standards:

- Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the School;
- Sites that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that information displayed fits with HOPE Learning Academy guidelines and is appropriate to the subject matter of the page;
- Students should not be expected to utilize the site as the only source of important information since student access to social networking sites is restricted on the HOPE.

Unauthorized pages that have not been approved by the Webmaster and the School Leader will be treated as personal pages, and are therefore limited to the standards provided above.

14. ADMINISTRATION OF POLICIES and GENERAL PROVISIONS

14.01 PERSONNEL POLICIES REVIEW

These policies and procedures will be reviewed at regular intervals and are subject to change.

14.02 FORMS

Forms referred to in these policies are available from the School Leader.

14.03 DEPARTMENTAL RULES

The School Leader shall be responsible for establishment and enforcement of rules specific to conduct and function in the school.

14.04 NON-SOLICITATION

There shall be a non-solicitation rule in full force and effect for all employees. Such policy will apply to all employees of HOPE. Employees will not use the physical facilities or any part of the Information Technology systems of HOPE to solicit any act, behavior, conduct, sale of merchandise, invitation to partake in any activity either work-related or otherwise, to make a donation of any manner, or activity of any manner whatsoever without the advance approval of the School Leader of HOPE.

Addendum A

Your Rights Under the Family and Medical Leave Act of 1993

FMLA

requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours over the previous 12 months, and if there are at least 50 employees within 75 miles.

Reasons for Taking Leave

Unpaid leave must be granted for *any* of the following reasons:

- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition;
- For a serious health condition that makes the employee unable to perform the employee's job.

At the employee or employer's option, certain kinds of *paid* leave may be substituted for unpaid leave.

Advance Notice and Medical Certification

The employee may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.

- The employee ordinarily must provide 30 days advance notice when the leave is "foreseeable."
- An employer may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at the employer's expense) and a fitness for duty report to return to work.

FOR ADDITIONAL INFORMATION: Contact the nearest office of the Wage and Hour Division listed in most telephone directories under U.S. Government, Department of Labor.
FMLA website: <http://www.dol.gov/esa/whd/fmla>

Job, Benefits and Protection

- For the duration of FMLA leave, the employer must maintain the employee's health coverage under a "group health plan."
- Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

- The U.S. Department of Labor is authorized to investigate and resolve complaints of violations.
- An eligible employee may bring a civil action against an employer for violation.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

Addendum B

Internet, Intranet, and E-mail Use Policy

Purpose

Certain employees are provided access to the HOPE Learning Academy of Toledo Internet, Intranet and e-mail systems. This Policy governs use and misuse of access to all IT systems and equipment belonging to HOPE Learning Academy of Toledo.

Business Use

HOPE Learning Academy of Toledo provides IT access (including Internet, Intranet, and e-mail) to certain employees and other authorized users to facilitate business communications and work-related research. All materials, information, and software created, transmitted, downloaded, or stored in the HOPE Learning Academy of Toledo computer system are the property of HOPE Learning Academy of Toledo and may be accessed only by authorized users.

Employees and other authorized users may access the Internet for brief non-business use during mealtime or other breaks, so long as all other provisions of this policy are strictly followed. However, personal use of the e-mail system is discouraged during scheduled work time.

The policy statement includes a section on monitoring wherein HOPE Learning Academy of Toledo reserves the right to monitor usage patterns of its e-mail, Internet and Intranet communications. The legitimate business reasons for monitoring are many, including but not limited to:

- a. Identifying and resolving technical problems;
- b. Maintaining work place productivity;
- c. Maintaining the reputation and image of HOPE Learning Academy of Toledo;
- d. Preventing workplace harassment;
- e. Preventing possible defamation liability;
- f. Avoiding copyright and other intellectual property infringement.

Prohibited Uses

Inappropriate Internet, Intranet and e-mail use includes:

- Violating any law or regulation;
- Transmitting obscene, harassing, offensive or unprofessional messages;
- Accessing any site that is sexually or racially offensive or discriminatory;
- Displaying, downloading or distributing any sexually explicit material;
- Transmitting any of HOPE Learning Academy of Toledo's confidential information including employee or client data or other materials of a confidential nature.
- Chain letters and other forms of mass mailing are prohibited.

Monitoring

To ensure compliance with applicable laws and regulations, and this statement of policy, HOPE Learning Academy of Toledo reserves the right to periodically monitor use of the e-mail system, Intranet, or the Internet. Employees and other authorized users should not consider their usage of the Internet, Intranet or e-mail communications to be private. Personal passwords are not an assurance of confidentiality, and the Internet itself is not secure. Never send highly confidential information via e-mail.

Copyright Restrictions: Permission Required

Any software or other material downloaded into computers may be used only in ways consistent with the licenses and copyrights of the vendors, authors, or owners of the material. Prior written authorization from the School Leader or his/her designate(s) is required before introducing software into the HOPE Learning Academy of Toledo computer system. Entertainment, games, or other software not related to one's work may not be downloaded.

No Organizational Representation

Only authorized employees may communicate on the Internet on behalf of HOPE Learning Academy of Toledo. Employees may not express opinions or personal views that could be misconstrued as being those of HOPE Learning Academy of Toledo. Employees may not state their affiliation with HOPE Learning Academy of Toledo on the Internet unless required as part of their assigned duties.

Violations of this Policy

Any violations of this policy may result in loss of computer access and disciplinary action. The measure of discipline will correspond to the gravity of the violation and could include termination of employment.

Internet, Intranet, and E-mail Use Policy
Approved: 02/2003
Revised 9/2009