

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.

Albert Einstein Academy for Letters, Arts and Sciences Ohio

2016-2017 Ohio Special Education Annual Rating
 Albert Einstein Academy for Letters, Arts and Sciences-Ohio
 (013997)

2017 Rating: Meets Requirements
 Required Actions: None

For assistance in improving your rating, contact your regional State Support Team at www.csc.ohio.gov

ACTUAL RATING

UNDERSTANDING THE RATINGS

Current

The special education program in a district or school is the basis of success for students with disabilities. Annually, the Ohio Department of Education issues a rating on the performance of the special education program for each district and community school in our state. This is known as the Special Education Rating and meets federal requirements* for local education agencies that receive IDEA funding.

The district rating evaluates the implementation of federal requirements, also called compliance measures. The rating is one of the following:

- Meets Requirements;
- Needs Assistance;
- Needs Intervention; or
- Needs Substantial Intervention.

Districts submit final special education program data through Ohio's Education Management Information System (EMIS). The department used the data for the 2015-2016 school year to create each district's Special Education Profile in December 2016. These data are the basis for the 2017 rating.

The 2017 rating assesses districts' performance on the following compliance measures:

- Disproportionality in discipline rates (Indicator 4b);
- Disproportionality in special education (Indicator 9);
- Disproportionality in specific disability categories (Indicator 10);
- Initial evaluation timelines (Indicator 11);
- Early childhood transition (Indicator 12);
- Secondary transition planning (Indicator 13);
- Timely correction of noncompliance;
- Submission of valid and reliable data; and
- IDEA audR findings.

*Section 300.609(a)(2) of the Individuals with Disabilities Education Improvement Act (IDEA)

ACTUAL 2017 RATING CALCULATION	
Albert Einstein Academy for Letters, Arts and Sciences-Ohio	
Total points	20.00
Number of indicators with data	5
Overall Score (20.00 points / 5 indicators)	4.00
2017 Rating	Meets Requirements



PERFORMANCE ON COMPLIANCE INDICATORS

Indicator 4b: Disproportionality - Discipline Target: Less than 3.50 Result: <2.00 Points: 4

Indicator 9: Disproportionality - All Categories Target: Less than 3.50 Result: NR Points: NR

PROJECTED RATING

UNDERSTANDING THE RATINGS

New

Here is a preview of your district's Special Education Rating that will take effect with the 2018 report. This section shows what your rating would be if measures of students results were included in 2017. The new rating will combine the current 9 measures of procedural compliance with 6 measures of students' results. With this preview you can see the impact of the new measures on your annual rating.

PROJECTED 2017 RATING CALCULATION	
Albert Einstein Academy for Letters, Arts and Sciences-Ohio	
Compliance Indicators	Results Indicators
Total points: 20.00	Total points: 8.00
# of indicators with data: 5	# of indicators with data: 2
Compliance Score: 4.00	Results Score: 4.00
Overall Score	4.00 (Average of Compliance Score and Results Score)
Projected 2017 Rating	Meets Requirements



PERFORMANCE ON COMPLIANCE INDICATORS

Your Projected Rating includes the compliance indicators found in the Actual 2017 Rating (left) as well as the results indicators below.

Compliance Score (20.00 points / 5 indicators) = 4.00 points



PERFORMANCE ON RESULTS INDICATORS (INCLUDED IN RATINGS STARTING IN 2018)

Indicator 3c: Math Proficiency Rate Target: 34.19% or greater Projected Points: 4.00

Math SWD Proficient or Above: 15 Math SWD Total: 26 Result: 57.69%

Ohio Special Education Rating

Indicator 10: Disproportionality - Specific Disability Categories	Target: Less than 3.50	Result: NR	
Indicator 11: Timely Initial Evaluations	Target: 100%		
Indicator 11 On Time: 6	Indicator 11 Total: 6	Result: 100.00%	
Indicator 12: Early Childhood Transition from Part C to Part B	Target: 100%		
Indicator 12 On Time: NR	Indicator 12 Total: NR	Result: NR	
Indicator 13: Secondary Transition	Target: 100%		
Indicator 13 Transition Plans: 22	Indicator 13 Total: 22	Result: 100.00%	

Indicator 3c: Reading Proficiency Rate	Target: 38.56% or greater	
Reading SWD Proficient or Above: 17	Reading SWD Total: 26	Result: 65.38%
Third Grade Reading Proficiency Rate	Target: 27.30% or greater	
3rd Grade Reading SWD Proficient or Above: NR	3rd Grade Reading SWD Total: NR	Result: NR
Graduation by Standard Requirements	Target: TBD	
SWD Graduating by Standard Requirements: 1	Total SWD Exiting: 2	Result: 50.00%
Participation in Regular State Assessments Measure	Target: TBD	
SWD Taking Regular State Assessments: 51	Total SWD Assessed: 69	Result: 73.91%
SWD Preschool Results Measure	Target: TBD	



CORRECTION OF NONCOMPLIANCE

Timely Correction of Noncompliance	Target: No late/uncorrected findings	Result: No late/uncorrected findings	
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DATA SUBMITTED ARE VALID, RELIABLE AND TIMELY

Timely and Accurate Data	Target: No data issues	Result: No data issues	
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IDEA AUDIT FINDINGS

IDEA Audit Findings	Target: No audit findings	Result: NR	
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ENSURE DATA SECURITY

Each district is responsible to manage the security and local access to its rating report data. The data provided are for district use only and are NOT masked. Reports may contain information for group sizes of less than 10 individuals. They are not intended for public distribution. Districts should observe their local policies for security of unmasked data.

Targets for Results Indicators

Click [here](#) for the annual targets established for the results indicators.

BOARD OF EDUCATION

The Board's Goal

As representatives joined in a positive, cooperative effort with parents, students and staff, it is the mission of the AEA Board of Education to determine the direction of the school, set policies, define goals and work toward providing the highest quality resources that will ensure that every student receives the very best education possible and is prepared for the future.

A Board of Citizens

Five citizens are selected to the board. Each member serves a two-year term. To maintain continuity, the terms are staggered. The board is a policy-making body that represents both the State of Ohio and school parents/guardians on all matters and decisions regarding public education. No individual member has the independent authority to speak for the board.

Board Meetings

Board meetings are open to the public and citizens are encouraged to attend. The board occasionally conducts special meetings when school matters need immediate attention.

Public Participation

The AEA Board of Education recognizes the value to school governance of public comment on educational issues and the importance of allowing members of the public to express themselves on school matters of community interest.

Public participation shall be permitted in accordance with the following rules:

- Public participation shall be permitted, as indicated, on agenda and non-agenda items.
- Participants must be recognized by the presiding officer, and must preface their comments by an announcement of their name, address, and group affiliation, if appropriate.
- Each statement made by a participant shall be limited to five (3) minutes duration. Public participation shall be limited to thirty (30) minutes total per board meeting.
- Copies of prepared written statements shall be given to the Board Members, Superintendent, and Treasurer.

Executive Sessions

Ohio law permits board members to hold private discussions during a meeting. Executive sessions allow members to discuss personnel matters, property purchases, possible legal action, employment negotiations, security arrangements and items the law says must be kept confidential. Because Ohio law says all votes must be cast in public, executive sessions are for discussion purposes only.

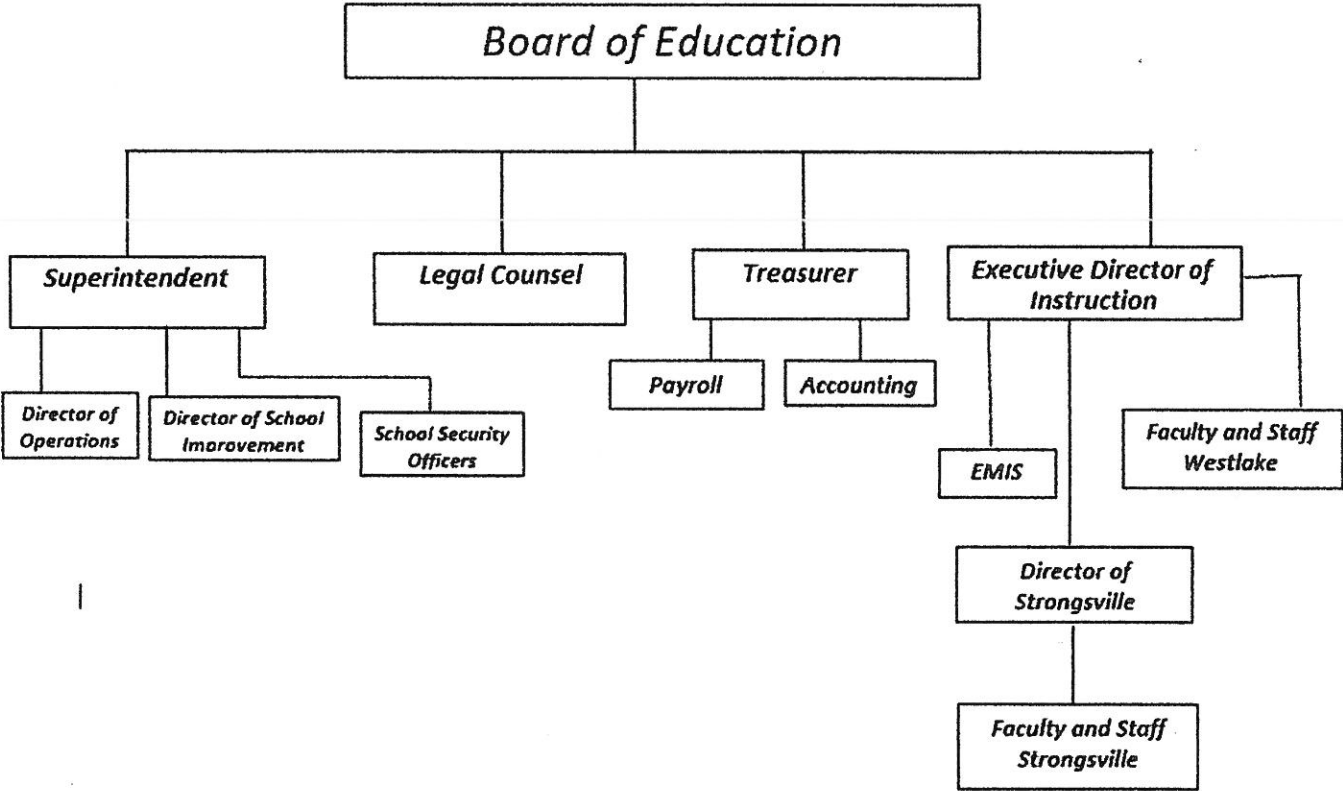
Superintendent's Role

The superintendent administers the school's educational and co-curriculum programs and carries out board policies. The superintendent has the ultimate responsibility for all educational services. The superintendent is directly responsible to the board as are the treasurer, the school attorney, and the executive director of instruction. All other employees of the district are responsible to the superintendent.

Treasurer's Role

The treasurer administers, in cooperation with the superintendent, the financial, legal and contractual business of the district. The treasurer is not a member of the board. Instead, the treasurer is an employee of the board.

AEA of Ohio, Inc. Organizational Chart



SCHOOL PERSONNEL

Administration/Faculty/Staff

Dr. Bruce W. Thomas, Ed.D.	Superintendent of Schools
Miss Eva Albanese, B.S.	P-3 Teacher/ Intervention Specialist-Strongsville Campus
Miss Elizabeth Baumgartner, B.S.	Dance and Music (K-12)-Westlake Campus
Dr. Rebecca Boyle, Ph.D.	Director of School Improvement and Special Education-District
Miss Jessica Carroll, B.S.	Elementary Teacher (4-6)-Strongsville Campus
Miss Alexandra Droba, B.S.	Middle School Mathematics Teacher (4-9)-Westlake Campus
Miss Hanna Dubyoski, M.A.	Foreign Language-Spanish (K-12)-Westlake Campus
Miss Alexis Hall, M.A.	Integrated Language Arts (9-12) (Adm. Intern)-Westlake Campus
Mrs. Kathy Heinz, B.S.	School Secretary-Westlake Campus
Miss Autumn Hines, B.S.	Visual Art (K-12)-Westlake Campus
Miss Catherine Horacek, B.S.	Middle School Science (4-9)-Westlake Campus
Mrs. Tiara Johnson, M.Ed.	P-3 Teacher-Strongsville Campus
Mrs. Diane Kennedy, B.S.	P-3 Teacher-Strongsville Campus
Mr. Dominic Lupica, B.S.	Integrated Science (7-12)-Westlake Campus
Mrs. Kristina Marchionna, A.A.	School Secretary-Strongsville Campus
Miss Traci J. Meyers, B.S.	Integrated Social Studies (7-12)-Westlake Campus
Mrs. Sara Murray, M.A.	Elementary Teacher (4-6)-Westlake Campus
Mrs. Jill Parkinson, M.Ed.	Intervention Specialist (K-12)-Westlake Campus
Ms. Michelle Petrillo, M.Ed.	Director-Strongsville Campus
Mrs. Nicole Prunty, M.Ed.	Elementary Teacher (4-6)-Westlake Campus
Miss Emily Rydzinski, B.S.	Integrated Mathematics (7-12)-Westlake Campus
Mr. David Shaheen, M.A.	Integrated Social Studies (7-12)-Westlake Campus
Miss Chelsea Sinex, B.S.	Elementary Teacher (4-6)-Strongsville Campus
Mrs. Diane Smith, M.Ed.	Intervention Specialist (K-12)-Westlake Campus
Mrs. Tracy Tungac, M.A.	Health/Physical Education (K-12)-Westlake Campus
Miss Amanda Uhlik, B.S.	P-3 Teacher-Strongsville Campus
Miss Maria West, B.S.	Middle School Language Arts (4-9)-Westlake Campus
Mrs. Kristen Elliott-Thomas, M.S.	Executive Director of Instruction/Director-Westlake Campus
Mrs. Susan Wohleber, B.S.	Director of Operations-District
Mr. Robert Wohleber	Director of Security-District
Miss Rebecca Woodson, B.A.	Intervention Specialist (K-12)-Westlake Campus

Albert Einstein Academy
Westlake, Ohio 44145

Superintendent Job Description

Board Re-Approved May 2017

DEPARTMENT: District-School

CERTIFICATION: Ohio School Superintendent License

The Superintendent shall be the Chief Executive Officer (CEO) of the District. They are responsible for the effective operation of the District; general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Education with respect to such activities. They shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by the Laws of the State of Ohio.

1. Primary Activities

The Superintendent shall possess the following powers and be charged with the following duties:

A. To be the chief executive officer (CEO) of the District, with the right to speak on all matters before the Board, but not to vote

B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

2. Responsibilities

A. Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to district employees and receive from all school personnel any communications directed to the Board.

B. Prepare the agenda for Board meetings, in consultation with the President of the Board. Prepare and submit recommendations to the Board, when requested, relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.

C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.

D. Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board.

E. Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of District facilities, and see to the development of long-range plans which are consistent with Board objectives.

F. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.

G. See to the execution of all decisions of the Board.

H. See that sound plans of organization, educational programs and services are developed and maintained for the Board.

I. Maintain adequate records for the schools, including a system of financial accounts, business and property

records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.

J Be directly responsible for news releases and/or other items of public interest emanating from all District employees that pertain to education matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with District employees.

K. Provide for the optimum use of the staff of the District. See that the District is staffed with competent people who are delegated authority commensurate with their responsibilities.

L. See that appropriate in-service training is conducted. Summon employees of the District to attend such regular and occasional meetings as are necessary to carry out the educational programs of the District.

M. See to the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.

N. See that the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board by March 1 or at such earlier date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.

O. See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.

P. File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.

Q. Establish and maintain liaison with community groups which are interested or involved in the educational programs of the District.

R. Establish and maintain liaison with other school districts.

S. Act on own discretion in cases where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

Primary Relationships

The superintendent observes and conducts the following relationships:

A. Board of Education

1) As chief executive officer, be accountable to the Board of Education, as a Board, for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.

2) Attend, or have a representative attend, all meetings of the Board.

3) Represent the District as the chief executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.

4) Report directly to the Board of Education, as a Board, and as required to all appropriate governmental agencies.

5) Act as reference agent for problems brought to the Board.

6) Work with the Board of Education to develop appropriate programs and policies, upon either the recommendation of the superintendent or the initiative of the Board of Education.

B. Administrators.

1) Hold regular meetings with Building Principals, Coordinators/Directors, and all other administrators to discuss progress and educational problems facing the District.

C. Others

1) Work with other Board employees and advisors, including auditors, architects, attorneys, consultants and contractors.

2) Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools.

3) Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the public schools appear on the agenda.

4) Represent the District before the public, and maintain, through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and successes of the District.

5) Receive all complaints, comments, concerns and criticisms regarding the operation of the District from the public, employees of the District, students and Board members.

Campus Director/Principal

Albert Einstein Academies of Ohio

Board Adopted May 2017

Job Description:

The director/principal will provide leadership to foster growth and support for all teachers and staff to provide the highest levels of performance to allow students to receive instruction that will provide the greatest learning opportunities both educationally and personally. Specific areas of leadership and oversight will include: Instructional Leadership, Staff Personnel, Pupil Personnel, Public Relations, Resource Management, and additional responsibilities assigned by the Superintendent.

Performance Responsibility:

Instructional Leadership

- Provide recommendations to superintendent on matters concerning district excellence
- Develop and Administer the school routine and coordinate activities throughout the school.
- Maintain the educational philosophy and culture of AEA to encourage continual positive cooperation and participation
- Oversight of the 3rd Grade Guarantee
- Oversight for Kindergarten Assessments
- Title 1 Coordinator
- Oversight of Special Education Programs, Including 504 Plans
- Initiating continual improvement in Curriculum Planning and teaching methods
- Planning and Oversight of School Improvement Plans
- Assist with planning and overseeing standardized testing

Staff Personnel:

- Participate in the interviewing process for certified and classified personnel.
- Orient new staff to the building and expectations of the district
- Provide evaluations, regular classroom observations and feedback to teachers
- Plan and provide professional development for certified staff
- Prepare and Maintain Master Schedule
- Schedule and Conduct regular staff meetings

Pupil Personnel:

- Maintaining the rules for student behavior and discipline in accordance with School Board policy.
- Entering and maintaining student registration and scheduling
- Update and Maintain programs for attendance, grades and demographics
- Promotes the general welfare of the student body, including health and safety

Public Relations:

- Participation parent-teacher and other AEA community groups as a means to develop cooperation and understanding.
- Assist in Grant Applications
- Maintain appropriate communications with stakeholders with regards to school information (parents/staff/students/other)

Resource Management:

- Plan and Submit budget to Director of Operations prior to April 1st
- Utilize all resources available fully, including, facilities, materials, and staff

Executive Director of Instruction

Albert Einstein Academies of Ohio

Board Adopted May 2017

Job Objective: Administers the instructional programs for schools

Responsibilities

- Directs the development, delivery, and advancement of educational programs. Implements systemic changes that ensure continuous measurable improvements in student achievement.
- Serves as an active member of the administrative team.
- Monitors/facilitates district compliance with all pertinent local, state, and federal laws.
- Implements procedures to ensure the accurate collection and timely processing of data.
- Evaluates/documents staff performance.
- Directs the development of a unified curricular vision for the district. Evaluates curriculum for all K-12 courses. Collaboratively develops curriculum, selects instructional materials, and identifies teaching methods best suited to address state standards and district curriculum goals.
- Recommends course additions/grade placements. Verifies graduation requirements.
- Oversees the implementation of grade-level curriculum. Guides staff in the use of formal/informal assessment strategies to gauge student progress toward achievement benchmarks.
- Participates in collaborative planning of staff development/in-service training activities.
- Facilitates assessment and adoption of technology innovations in all areas of the curriculum.
- Implements the board-approved budget as assigned.
- Identifies/secures consultants and other resources necessary to attain program objectives.
- Upholds fiscal accountability standards. Aligns annual budget recommendations with district goals.
- Oversees student testing programs. Maintains test security. Establishes standardized procedures to ensure the accurate recording and timely preservation of test data. Analyzes test results.
- Uses longitudinal analysis of test results to identify emerging student needs, relationships between interventions, achievements, and time forecasts for students to master expected skills.
- Identifies opportunities for staff to share timely tangible assessment data with parents.
- Collaboratively resolves problems that impede student learning. Helps staff identify teaching techniques, interventions, and aligned resources best suited for each student.
- Advocates for students. Facilitates full access to inclusive educational opportunities.
- Assists staff with pupil management issues. Participates in student planning meetings as needed.
- Evaluates operational performance. Identifies short/long-range program needs and opportunities.

- **Qualifications:**
- Master's degree and appropriate licensure required
- Knowledge of State Standards and Extended Standards
- Ability to work well under pressure
- Successful completion of a background check
- Understanding and ability to manage confidential information
- Exemplary written and verbal communication skills

Albert Einstein Academy

Classroom Teacher

JOB DESCRIPTION

Responsibilities:

- Administers and develops subject specific assessments to assess student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards learning targets, objectives, expectations, and/or goals to provide feedback to students, parents, and administration.
- Collaborates with instructional staff, other school personnel, parents, and a variety of community resources to improve the overall quality of student outcomes.
- Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments to provide an effective program that addresses individual student requirements/needs.
- Instructs students in an effort to improve their success in academics through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments.
- Participates in a variety of meetings and professional development activities to gather information required to perform functions and to improve student achievement.
- Prepares a variety of written materials to document student progress and meeting mandated requirements.

Qualifications:

- Bachelor's Degree.
- Current valid Ohio Teaching license.
- Knowledge of Ohio State Standards.
- Successful completion of a background check.
- Ability to work well under pressure as well as effectively prioritize and execute tasks to meet deadlines consistently.
- Understanding and ability to manage confidential information.
- Exemplary written and verbal communication skills.

Albert Einstein Academy

Intervention Teacher

JOB DESCRIPTION

- Provides an educational program for students as defined in the students Individualized Education Program (I.E.P.).
- Works cooperatively with regular classroom teachers, interpreting the abilities and disabilities of these students, assisting in classroom intervention strategies, modifying general education curriculum as necessary, and assisting the student with regular class assignments.
- Communicates regularly with parents and professional staff regarding the educational, social, and personal needs of students.
- Assists the special education student in making a assessment of his/her abilities and in establishing educational and vocational occupational goals in keeping with these abilities.
- Develops and implements an Individualized Educational Program of each child, complimentary to his/her educational strengths and needs as defined through the multifactored evaluation and I.E.P. process, and Regular Education Curriculum.
- Completes necessary reports and record keeping as required by state and local policies and procedures.
- Participates in professional growth activities through staff development, in-service, workshops, and higher education.
- Other duties as assigned by the Superintendent or his/her designee.

Qualifications:

- Bachelor's degree in Education.
- Current and valid Ohio Teaching License-Special Education.
- Knowledge of Ohio State Standards.
- Successful completion of a background check.
- Ability to work well under pressure as well as effectively prioritize and execute tasks.
- Understanding and ability to manage confidential information.
- Exemplary written and verbal communication skills.

Director of Operations

Albert Einstein Academies of Ohio

Board Adopted May 2017

Job Description:

The Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operations of the school office(s). Specific areas of leadership and oversight include: safety and security, technology, student operations, human resource oversight, as well as administrative tasks.

Performance responsibility:

- **Safety and Security**
 - Responsible for the district safety and security plans and their implementation and adherence.
 - Ensures the safety of students.
 - Oversees school resource officers and acts as primary district contact with Local Law Enforcement Officials as well as Local Emergency Response Officials.
 - Scrutinizes facility wear and tear and makes recommendations as to facility improvement.
- **Technology**
 - Establishes and oversees appropriate domain structure, information security policies, and appropriate access.
 - Maintains school website.
 - Maintains social media presence.
 - Oversees the maintenance and security of all district-owned technology devices.
- **Student Operations**
 - Oversees all administrative aspects of the student journey from admissions, to student progression, examination and graduation.
 - Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
 - Organizes summer school programs.
 - Oversees annual update and development of student and parent handbooks and reviews to ensure compliance.
 - Establishes and oversees implementation of student and operational goals and objectives, as well as short-term and long-range strategies to improve efficiencies in student operations and prioritization of resources.
- **Human Resources**
 - Prepares necessary forms for the District Human Resources Department to hire, upgrade, terminate, or authorize special payments to staff.
 - Investigates circumstances of employee on-the-job injuries; prepares required documentation; reports safety hazards to school Principal and District Safety Officer.
 - Prepares and communicates weekly memo to staff.
 - Plans, assigns, trains, and evaluates classified staff in accordance with District standards, timelines, and procedures.
- **Administration**
 - Coordinate school principal(s)' site master calendar of meetings and events.
 - Prepares annual performance audit in collaboration with school principal(s)
 - Monitors district and special project accountability timelines and coordinates timely completion of administrative tasks.
 - Oversees and facilitates the evaluation and submission of grant opportunities for the District.
 - Maintains vendor contracts and relationships, and proactively evaluates current contract status.
 - Coordinates enrollment procedures for all AEA buildings as needed
- **Other**

Director of School Improvement and Special Education

Board Adopted May 2017

Albert Einstein Academes of Ohio

JOB DESCRIPTION/RESPONSIBILITIES

Responsibilities:

- Assist superintendent, principal(s) and staff with assessing school needs and services, instructional programs, and strategies, and implementing an effective curriculum and method for improving instruction.
- Maintain a current knowledge base in several areas: curriculum and instruction, best practices in education, special education, strategies for school improvement, strategies for closing achievement gaps, effective management and communication strategies, all applicable Federal and State regulations, and all local Board policies and procedures.
- Collaborate with district staff and others to develop & implement needed resources, services, and materials for the students.
- Assist schools with the development and implementation of comprehensive improvement plans and professional growth plans for schools and principals.
- Work on the development, implementation, and evaluation of the comprehensive district improvement plan, and other school district projects and committees.
- Prepare, administer, and monitor appropriate budgets.
- Communicate directly and frequently with principals, district staff, and others as needed on issues related to school improvement.
- Review and analyze all student achievement data, and use the results to assist principals to improve and develop students' achievement reports.
- Provide strong, direct instructional leadership to the schools and district. Review best practices with principals, provide information, and facilitate PD sessions for principals and other school leaders and staff.
- Collaborate with district staff and others as needed to provide effective support, focused on student achievement for all students for each school.
- Oversees all special education matters for the school(s) including IEP's, 504's. Supervises all special education teachers at all locations
- Performs other duties as assigned.

Qualifications:

- Master's degree required-Doctorate preferred.
- Knowledge of Ohio State Standards and Extended Standards
- Knowledge of Special Education Laws and a thorough understanding of implementation of IEP's and 504 plans district wide.
- Successful completion of a background check.
- Ability to work well under pressure as well as effectively prioritize and execute tasks to meet deadlines consistently.
- Understanding and ability to manage confidential information.
- Exemplary written and verbal communication skills.

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across

all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks

in the far-right column.

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content-specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			

<p>Standard 5: Learning Environment</p>	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students 			
<p>Standard 6: Collaboration & Communication</p>	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
<p>Standard 7: Professional Responsibility and Growth</p>	<ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			



**Albert Einstein Academy Letters, Arts and Sciences of Ohio, Inc.
Albert Einstein Academy
013994**

**ANNUAL REPORT
2016-2017**

Description of School

AEALAS-Ohio (Albert Einstein Academy) is a public community school located in Westlake (grades 4-12) with a 2017-2018 enrollment of 190 students. There is a second campus which opened August 16th, 2017 located at 20566 Albion Road with a 2017-2018 enrollment of 56 students. Both Campus' are located in suburban communities in the Greater Cleveland Metropolitan area. AEALAS-Ohio promotes a vision of inspiring students to achieve dreams they never envisioned possible. We utilize an interdisciplinary approach to instruction with a global perspective on learning. We believe foreign language acquisition is paramount to being successful in a competitive global economy.

Vision

We are teachers by training, but more importantly we are teachers by nature. AEALAS-Ohio is committed to interdisciplinary education and believe a global perspective is necessary for our students to compete in the 21st century global economy. We incorporate current research into our teaching and learning and believe in "best practice(s)." We think, act, learn and teach "outside the box." We facilitate our student's learning to be deeper than anyone believed possible. AEALAS-Ohio students will not only be learning but they will also be creating knowledge. Learning will feel different, better, more satisfying and complete. Teaching and learning will be collaborative, conversational and meaningful. AEALAS-Ohio will function as a comprehensive learning community with every child and family receiving what they need to experience academic and personal growth.

Mission

AEALAS-Ohio seeks to prepare students for 21st century careers and lives as members of a democratic society and global economy. The Academy will provide students with tools to develop their intellectual, artistic, physical, technological and social competencies. This will allow students to graduate with a deep understanding of the relationships among

disciplines and the ability to continuously develop their intellectual curiosity as globally aware, civic minded individuals. We will accomplish this by providing interdisciplinary educational experiences that are rich in exposure to rigorous college preparatory curricula, plus current and relevant technology. We also will incorporate the visual and performing arts, leadership and service opportunities, and a variety of world languages, all in a small school environment.

Demographic Data
Enrollment

AEALAS-Ohio has a total of (17-18 enrollment)

190 students in Westlake
56 students in Strongsville

Students enrolled in grades K-12 as follows:

Grade K	30 students	Strongsville Campus
Grade 1	4 students	Strongsville Campus
Grade 2	5 students	Strongsville Campus
Grade 3	5 students	Strongsville Campus
Grade 4	8 students Westlake Campus	6 students Strongsville Campus
Grade 5	16 students Westlake Campus	5 students Strongsville Campus
Grade 6	21 students Westlake Campus	1 student Strongsville Campus
Grade 7	13 students	Westlake Campus
Grade 8	25 students	Westlake Campus
Grade 9	24 students	Westlake Campus
Grade 10	14 students	Westlake Campus
Grade 11	32 students	Westlake Campus
Grade 12	37 students	Westlake Campus

Composition

Black	6.3% Westlake	3.3% Strongsville
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White	55.7% Westlake	50% Strongsville
Multiracial	7.3% Westlake	13.5% Strongsville
Hispanic	4.7% Westlake	0% Strongsville
Asian	4.2% Westlake	27% Strongsville
Economically Disadvantaged	28% Westlake	37% Strongsville
Students with Disabilities	35.7% Westlake	22% Strongsville
504-Plans	4% Westlake	0% Strongsville

Education

AEALAS-Ohio's educational program will emphasize multi-cultural understanding, foreign language acquisition, and academic achievement for college readiness. The Academy will also deepen students' commitment to public participation through community service learning and student government. To accomplish these goals and to help students meet the Ohio content standards, the Academy will use an integrated curriculum, global and multicultural themes, real world learning, community service and leadership opportunities and strong foreign language learning program. Instruction will take advantage of our small school size to create supportive adult-student relationships in an effort to promote student academic growth.

Integrated Curriculum

Real world knowledge is not neatly divided into academic disciplines artificially created by people. Rather, most topics can be understood more deeply when viewed through multiple disciplinary lenses. For example, understanding of a series of events in history may be deepened through the reading of a related work of historical fiction and studying the geology of the region and how it shaped people's lives. At AEALAS-Ohio, teachers will coordinate curriculum planning to identify areas of overlap, where the Ohio content standards in two or more content areas complement each other when taught simultaneously. In English classes, they may read literature that supports topics in social studies and/or science. Or, science topics may be timed and developed to promote deeper understanding of a place or time being addressed in the social studies classroom. Integrated curriculum may also involve project-based learning, as the two approaches are highly compatible. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. Integrated study is an effective vehicle for building skills, helping students develop nuanced understanding, as well as a more complex understanding of interrelationships.

Global/Multi-Cultural

Global and multicultural themes will often be a springboard for organizing interdisciplinary curriculum, to broaden students' worldviews and provide a meaningful lens for learning. While

comparative religious studies are not the focus, the idea of comparative cultural studies is a useful organizing framework for the curriculum in integrated studies and in language courses. These themes are important not only for developing global awareness and cross-cultural skills, but also for creating a supportive school environment grounded in respectful awareness of all students' beliefs and backgrounds.

Real World Learning

AEALAS-Ohio seeks to make education relevant to students by showing real world connections to students' academic studies. Teachers will make students aware of real world connections as an ongoing practice, that is, how Ohio content standards and other essential understandings are important to a student's lived experience. Global and multicultural themes will be one way to make real world connections. The instructional activities that call for students to apply their learning in some sort of authentic context also provide a sense of relevance, as well as to develop skills that students are likely to use in the real world. Sometimes, these instructional activities may include projects, in which students probe a topic in greater depth over a longer span of time and produce a tangible, meaningful product as part of the learning process. Leadership opportunities within the school as well as community engagement outside the school will further extend students' connections to real world issues as they develop their skills and awareness.

Community Service and Leadership

AEALAS-Ohio seeks to cultivate students' commitment to public participation through opportunities to work for positive change both within and without the school. Within the school, a dynamic student government will encourage students to get involved with issues or activities they care about. Student government activities will include regular meetings that are part of the ongoing life of the school. Students will also be exposed to issues in the surrounding community and to investigate what they can do to be part of community improvement efforts. Community awareness, outreach, and service learning activities will often take place through the advisory program.

The AEALAS-Ohio Formula

AEALAS-Ohio is founded on the principle that success in such a world requires an education that provides each individual with critical thinking skills, excellent academic preparation, and comprehensive cross-cultural awareness. Our focus on Character Education includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. AEALAS-Ohio faculty share a commitment to helping young people become responsible, caring, and contributing citizens.

College Preparatory Focus

The foremost goal of the Academy is to prepare all students for success in postsecondary education and employment in a variety of venues.

Vocational Education

AEALAS-Ohio understands that some students would benefit from a sound vocational education. To meet those students needs AEA Westlake collaborates with area schools and vocational placements to allow our students to access vocational programing when desired.

Foreign Languages

AEALAS-Ohio places an emphasis on foreign language acquisition and encourages all it's students to avail themselves to instruction in any number of foreign language offerings.

Life-long Learners

Through a supportive and stimulating school environment, AEALAS-Ohio students will become increasingly independent learners and encouraged to continue their learning throughout their lives.

Global View/Cultural Awareness

Students of AEALAS-Ohio will use their language studies to explore and develop their understanding of the world. Graduates will be leaders with a high level of understanding of other cultures and peoples.

Interdisciplinary Curriculum

An interdisciplinary curriculum aligned with the Ohio content standards will enable Academy graduates to enter postsecondary education, vocational training environments or the work force with a breadth of knowledge across disciplines.

Financial Plan: (Provided by the School Treasurer Jeffrey Foster, CPA)

2016-2017-excludes GASB 68

Total Operating Revenue:	\$2,099,288
Total Operating Expenditures:	\$1,603,798
Total Non-Operating Revenues (Federal Grants):	\$500
Total Assets:	\$1,279,432
Total Liabilities:	\$172,832

Academic Assessment and Accountability

At AEALAS-Ohio, the teachers use daily classroom formative assessments as well as summative assessments to drive instruction. Based on our state test scores from the 2016-17 school year (our most current) math is an area of focus particularly in grades 7-12. Based on classroom data, grades 4-8 are focusing on areas in reading and in math. All students in these grades bands participate in weekly formative/summative assessments and are then grouped into areas of need (whether it be remediation or enrichment). The students participate in a daily classes identified as "Advisory-Intervention" which are geared toward the content areas specifically of reading and math.

In the spring of 2017 we graduated 15 out of 17 seniors (the two that did not graduate are deficient in their Ohio Graduation Test state requirement) In the spring of 2016, we graduated 11 out of 11 seniors. In the spring of 2015 we graduated 15 out of 15 seniors. We will continue to provide targeted assistance (through CCIP dollars) to our students on Individual Education Plans and 504 Plans. That represents 61% of our population with 57% being students on IEPs and 4% being students on 504 plans.

The structure of our building has our teachers working in teams. Not only do they share common planning and/or lunch but they have the opportunity to meet in teams weekly to discuss student data and academic progress.

Governance

BOARD OF EDUCATION/AEALAS-OHIO

The Board's Goal

As representatives joined in a positive, cooperative effort with parents, students and staff, it is the mission of the AEALAS-Ohio Board of Education to determine the direction of the school, set policies, define goals and work toward providing the highest quality resources that will ensure that every student receives the very best education possible and is prepared for the future.

A Board of Citizens

Five citizens are selected to the board. Each member serves a two-year term. To maintain continuity, the terms are staggered. The board is a policy-making body that represents both the State of Ohio and school parents/guardians on all matters and decisions regarding public education. No individual member has the independent authority to speak for the board.

Board Meetings

Board meetings are open to the public and citizens are encouraged to attend. The board occasionally conducts special meetings when school matters need immediate attention. The board holds its meetings at both school locations and publishes the dates and times of the meetings on the school's website. Dates and times of meetings are also included in the yearly school calendars.

Albert Einstein Academy Letters, Arts and Sciences of Ohio, Inc.

Westlake Campus, 3600 Crocker Road-Westlake, Ohio

Strongsville Campus, 20566 Albion Road-Strongsville, Ohio

440-471-4982 (phone) 440617-6809 (fax)

www.aeaohio.org

School Board/2016-2017

Mrs. Zoe Carter, Member (Year 2)

Mr. Robert Connors, President (Year 3)

Mrs. Robin Hilsmier, Member (Year 2)

Mr. James Stewart, Vice President (Year 5)

Mrs. Lynn Tinnirello, Member (Year 5)

District Administration

Bruce W. Thomas, Ed.D., Superintendent of Schools (Year 5)

Jeffery Foster, CPA, Treasurer/Chief Financial Officer (Year 3)

Kristen Elliott-Thomas, M.S., Executive Director of Instruction (Year 5)

Rebecca A. Boyle, Ph.D., Director of Special Education & School Improvement (Year 1)

Michelle Petrillo, M.A., Campus Director (Year 3)

Susan Wohleber, B.A., Director of Operations (Year 3)

Our Vision:

To inspire excellence

Our Mission:

Preparing Today's Kids to Meet the Global Challenges of Tomorrow

Our Philosophy:

Teaching and learning will be collaborative, conversational and meaningful, functioning as a comprehensive learning community with every child and family receiving what they need to experience academic and personal growth.

Our Goals:

High Quality Teaching and Learning

Establish a teaching and learning framework to ensure an approach to curriculum, instruction, and assessment that enhances learning for all

Culture and Safety

Ensure a safe and supportive learning environment for all of our students, staff, and community

Communications

Promote an environment of open and transparent communication designed to maintain trust and credibility among District staff members, parents, community partners, residents, and future District members

Facilities

Provide up-to-date facilities that are safe, efficient, and comfortable to positively impact student learning

District Finances

Manage District resources to ensure finances are aligned with District goals and support a sustainable future

Implementation strategies:

High Quality Teaching and Learning

Establish a teaching and learning framework to ensure an approach to curriculum, instruction, and assessment that enhances learning for all students

- Collaborate to develop and implement a comprehensive curriculum that aligns with rigorous academic standards
- Advance high-quality professional learning practices to support all employees
- Identify and promote highly effective educational practices that lead to improved achievement for all students
- Implement instructional strategies and innovative learning experiences that meet all student needs by promoting academic stamina, rigor, and persistence
- Establish comprehensive student assessment system that promotes educator collaboration to inform classroom instruction and improve student learning
- Create an environment that is rich in technologies to provide all students and staff with optimal learning environments
- Develop and expand educational opportunities through partnerships with higher education institutions, neighboring districts, community businesses, and other organizations to help prepare our students for success in college and careers
- Promote career pathways by expanding innovative programs and engaging students in multidisciplinary studies

Culture and Safety:

Ensure a safe and supportive learning environment for all of our students, staff, and community

- Continue to coordinate regular District Safety Committee meetings that include police, fire, school, and community representatives
- Work regularly with local law enforcement and first responders to implement and practice the most current safety procedures and drills
- Expand counseling services to support students and help connect families with community resources
- Foster a learning environment that validates and supports the diversity, uniqueness, and individual talents of each of our students and staff
- Cultivate a cohesive, District-wide, identity, Rockets, that unites and inspires our students, staff, parents, and school programs
- Nurture a culturally responsive school environment that supports and encourages our students, staff, parents, and community members to contribute their talents and be recognized for their efforts

Communications:

Promote an environment of open and transparent communication designed to maintain trust and credibility among District staff members, parents, community partners, current and future District residents

- Focus communication efforts on engaging stakeholders to take action to support students and the needs of our community
- Establish consistency throughout the District and its buildings in terms of the channels used to communicate with parents
- Strengthen regular two-way communication with both the Westlake and Strongsville City School District community
- Broaden public understanding of the District's quality teaching, learning opportunities, and student achievement
- Develop straight forward, consistent messages that are delivered in one clear voice
- Design and package basic information/marketing materials to emphasize the District's core values, purpose, and attributes of the school
- Implement a communication plan for helping staff with District messaging
- Expand and improve District webpage and social media outlets

Facilities:

Provide up-to-date facilities that are safe, efficient, and comfortable to positively impact student learning.

- Develop and sustain partnerships with foundations, businesses, hospitals, colleges, universities, and other organizations to help fund academic, athletic, performing arts, and health facilities.
- Build and renovate District facilities to support educational programs and to provide community-based access and use by our communities and the District
- Establish a plan for efficient use of our current facilities based upon student enrollment and the current facility play/layout
- Refine and promote a District Facility Master Plan through community input and involvement to reflect the District's vision, mission, and goals based on current trends and a future focus
- Ensure building facilities reflects current safety and security updates as recommended by the District Safety and Security Committee in collaboration with Westlake and Strongsville public safety departments
- Review and evaluate current district use of board-owned property and make recommendations on the status of that property

District Finances

Manage District resources to ensure finances are aligned with District goals and support sustainable future

- Use District funds to provide the best return on investment to the community that is financially sound and the most beneficial to the students
- Expand the District Financial Advisory Committee to include a complete representation of the overall community and foster transparent financial practices
- Use emerging technology trends and best practices to optimize District-wide purchasing and reduce costs
- Expand paperless initiative to encompass all aspects of District operations
- Increase public awareness about school funding challenges facing the Albert Einstein Academy School District. Encourage engagement of all key stakeholders around changes in legislation surrounding the school District
- Promote and support District and building-level innovation through budget allocation
- Explore opportunities to generate revenue as needed to meet building, student, and community needs
- Continue to invest in technology to provide the highest quality and most effective learning environments

AEA SMART Goal 2016-2017

Topic: Academic Achievement

SMART GOAL: Within the 2017-2018 school year, teachers will be responsible for communicating with parents the purpose and relevancy of assignments to their child's educational needs.

Tasks What will be done	Responsibilities Who will do it	Resources How support is offered	Timeline When the given topic/question be addressed	Progress When progress is reported by staff
<p>lost day in the life at school (parent info night/go through student schedule-"meet the teacher")</p> <p>Teachers will utilize curriculum maps and communicate state aligned learning targets/ benchmarks/ objectives with parents as well as students on a quarterly basis. (quarterly)</p>	<p>Administrators, school improvement director and teachers</p> <p>Teachers and school improvement director</p> <p>School Improvement Director will be responsible for professional development/implementation of expectation for teachers providing this information to parents</p>	<p>Teachers will share resources with parents such as progress book, syllabi, individual class websites and the AEA webpage.</p> <p>Progress Book/Web pages walk through and "how to" for parents will be offered at open house.</p> <p>Professional Development for teachers who need assistance in homework creation and implementation (Best Practices)</p>	<p>Fall of 2017</p> <p>Agreed upon standard of communication departmentally (grade band alignment)</p>	<p>Whole staff will evaluate the success of the meet the teacher night at the following staff meeting</p> <p>Grade band chair will report to superintendent (check in at department meetings with teachers on progress of goal)</p>

AEA SMART Goal #1

Topic: Before/After School Programs

Survey Question Given: I am satisfied with before-school and after-school programs and activities

SMART Goal: During the 2017-2018 school year, teachers will create and follow a more consistent and predictable schedule for before/after school activities by using various forms of communication to notify parents/guardians of activity days, times, and any scheduling conflicts (up to 1 day prior to the meeting date), and consistently keep track of student attendance as students should attend no less than 90% of activity dates in order to remain active. To avoid cancellations, before/after school activities should not coincide with dates that are regularly used for other events (i.e. staff meetings).

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How will we support	TIMELINE When
Create and follow a consistent and predictable schedule using: <ul style="list-style-type: none"> - Universal flyer with activity information - Plan dates ahead of time to include in flyer - Remind weekly of meeting dates through school's weekly newsletter - Add activity days and times on AEA bulletin board - Advertise through school website (separate tab on website) 	Teachers of clubs Principal for weekly newsletter information	<ul style="list-style-type: none"> - Flyers (colored paper, permission slip, parent information) - Parent emails - AEA bulletin board 	Fall 2017 and throughout the school year as needed
Keep record of student attendance to determine students' eligibility for participation.	Teachers of clubs	Recording attendance	Entire duration of activity
Notify parents of scheduling conflicts up to 1 day prior to activity date using: <ul style="list-style-type: none"> - Email distribution list - School's weekly newsletter - Text message reminder - Telling students in activity 	Teachers of clubs Principal for weekly newsletter information Secretary for email distribution	<ul style="list-style-type: none"> - Having all parent emails using flyer information - School text system - Email entire staff to reach out to students if you cannot reach them during the day 	As needed during scheduling conflicts such as: <ul style="list-style-type: none"> - Impromptu meetings scheduled - Out sick - Personal emergency

AEA SMART Goal

Topic: Before/After School Programs

Survey Question Given: I am satisfied with before-school and after-school programs and activities

SMART Goal: During teacher work days in August, teachers will sign up for at least 1 before/after school activity, with each activity having 2 teacher sign ups (unless teacher volunteers to run activity individually). Activities will be predetermined using parent/student survey and active interest from previous school years.

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How will we support	TIMELINE When
Sign up for at least 1 before/after school activity. Each activity should have 2 teacher sign ups (unless teacher volunteers to run activity individually).	All staff	Committee will create sign up sheets based on parent/student survey responses and active activity interest from previous school years	August 2017 during teacher work days
Decide on activity length <ul style="list-style-type: none"> - Once a week? - Which day of the week? - Start and end time - Semester long or all school year 	Teachers leading activity	Shared calendar with staff	August 2017 during teacher work days

Parent Communication - Grades

The purpose of this form is to, as a team, decide what grades or length of time of having bad grades requires action from the teacher. A very basic example is below. Each grade band should have different expectations for their students and the actual determining factors SHOULD vary.

Determining Factor	Action to be taken
2 assessments of a D or lower	Conversation with student <ul style="list-style-type: none"> ● Should include what the student could do to improve his/her grade(s)
3 assessments of a D or lower Maintaining a D+ or lower for half of the quarter in one class	Email home** <ul style="list-style-type: none"> ● Suggest tutoring ● Teach study skills
4 assessments of a D or lower Maintaining a D or lower for ¾ of the quarter Maintaining a D or lower for half of the quarter in two classes	Phone call home <ul style="list-style-type: none"> ● Offer conference
Maintaining a F for half a quarter in two or more classes	Principal phone call home

** Some parents may not have email - in those instances, proceed to phone call home

Interim Grades

The purpose of this list is to, as a team, decide what grades or length of time of having bad grades requires action from the teacher in the form of an interim report sent home to parents (via email or mail). A very basic example is below. Each grade band should have different expectations for their students and the actual determining factors SHOULD vary.

- ____ number of assessments below a D
- ____ number of missing assignments
- ____ number of incomplete assignments
- ____ grade halfway through a quarter

Parent Communication Guidelines

Examples of Parent Communication	Beginning of the Year	Quarter 2				Yearly	End of the Year	Grade Dependent	Behavior Dependent
		Quarter 1	Halfway Point	Quarter 3	Quarter 4				
Letters of Introduction	X								
Letters to students and parents	X	X					X	X	X
Open House Nights	X		X				X		
ProgressBook	X	X	X	X	X		X	X	X
Technology tutorials	X		X				X		
Reference Sheets	X		X				X		
Phone conferences	X	X	X	X	X		X	X	X
Newsletters	X	X	X	X	X		X		
School Website	X	X	X	X	X		X		
Teacher Websites	X	X	X	X	X		X	X	
Google Classroom	X	X	X	X	X		X	X	
Notes and calls home	X	X	X	X	X		X	X	X
Conferences and parent meetings	X					X	X	X	X
IEP Meetings	X					X	X	X	X
Administration Meetings	X	X	X	X	X	X	X	X	X
Emails	X	X	X	X	X	X	X	X	X
Report Cards		X	X	X	X		X		
Volunteer Opportunities	X	X	X	X	X		X		
Classroom Visits	X	X	X	X	X		X		
Thank You Notes	X	X	X	X	X		X		

SMART Goal: Student/Staff Respect

Smart Goal: Students will treat staff and faculty members with respect throughout the entirety of the school day.

Acronym	Description	Developing SMART Goals
S	Specific	<ul style="list-style-type: none"> • What: Students will respect staff members within all school areas • Why: The educational community becomes more effective when students and staff interact in a mutually respectful manner, this translates to improved outcomes in the community • Who: All students enrolled at Albert Einstein Academy, all staff employed by Albert Einstein Academy • Where: AEA Westlake and AEA Strongsville • Which: All student/staff interactions
M	Measureable	<ul style="list-style-type: none"> • How much? Observed interactions of disrespect will be reduced <u>75</u> % as determined by classroom teacher, student data • How many? No more than 1 interaction of disrespect between a student and staff member during a class period • How will I know when it is accomplished? Observable data will be tracked. Students will be surveyed before and after interventions (or quarterly) to determine student perception. Teachers will also be surveyed.
A	Attainable	<ul style="list-style-type: none"> • How: Staff will learn and practice classroom management and communication strategies in order to model respectful interactions (between and among staff members, and with students). • Staff will monitor their own tone and interactions with students to model respect in a variety of settings • Student behavior will be monitored and addressed using a school-wide, standardized, instrument such as the behavior matrix. • Students will be rewarded/consequence based on patterns of behavior; data driven. Students will be rewarded/consequence based on trends and rates of improvement/decompensation
R	Relevant	<ul style="list-style-type: none"> • Does this seem worthwhile? • Students who feel respected by staff, and who demonstrate respect to staff and others will become better students and citizens by becoming more aware of how their interactions with others affect the community
T	Time Bound	<ul style="list-style-type: none"> • When? Policies to be put in place for the beginning of 2017/18 school yr • What can I do 6 months from now? Re-evaluate progress and fine tune • What can I do 6 weeks from now? Train new and returning staff • What can I do today? Refine matrix and procedures, trouble shoot
R	Reevaluate Reward	

Writing SMART Goals -- Template

The following template will help in the writing of a SMART Goal:

(I or accountable party) will (action word/s) (object of the goal) by (time) for the purpose of (relevance/results).

Examples of a SMART Goal Using the Template Format

I will complete two Skillsoft courses on Communication by February 1, 2013, in order to develop my skills for my conference presentation in March, 2013.

My department will submit a FY2014 projected budget outlining the needs of the department by March 31, 2013, in order to have it approved by June 31, 2013.

My team will develop a new process to decrease customer service dissatisfaction and increase customer satisfaction by October 31 in order to support the department's mission of great customer service.

The department will implement the new customer service process to decrease dissatisfaction by November 15, 2013 to quickly address the need for increased customer satisfaction.

The department will increase customer satisfaction by 10% by January 31, 2013, to meet the department requirements and exceed the national standard.

SMART Goal: Student/Student Respect

Smart Goal: Students will treat other students with respect throughout the entirety of the school day.

Acronym	Description	Developing SMART Goals
S	Specific	<ul style="list-style-type: none"> • What: Students will respect each other within all school areas • Why: Students become better learners and community members when they are respectful to others and feel respected • Who: All students enrolled at Albert Einstein Academy • Where: AEA Westlake and AEA Strongsville; classrooms, common areas • Which: While interacting with other students
M	Measureable	<ul style="list-style-type: none"> • How much? Observed interactions of disrespect will be reduced <u>75</u> % as determined by survey results • How many? No more than 1 interaction of disrespect between specific students during each class period • How will I know when it is accomplished? Observable data will be tracked. Students will be surveyed before and after interventions (or quarterly) to determine student perception; Action will be taken immediately after disrespect is observed. Teachers will also be surveyed
A	Attainable	<ul style="list-style-type: none"> • How: Student behavior will be monitored and addressed using a school-wide, standardized, instrument such as the behavior matrix. • Students will be rewarded/consequence based on patterns of behavior; data driven. Students will be rewarded/consequence based on trends and rates of improvement/decompensation
R	Relevant	<ul style="list-style-type: none"> • Does this seem worthwhile? • Students who respect each other are more likely to make progress within the educational curriculum, become stronger citizens, and also respect the educational environment, the educational process, and the staff.
T	Time Bound	<ul style="list-style-type: none"> • When? Policies to be put in place for the beginning of 2017/18 school yr • What can I do 6 months from now? Re-evaluate progress and fine tune • What can I do 6 weeks from now? Train new and returning staff • What can I do today? Refine matrix and procedures, trouble shoot
R	Reevaluate Reward	

Writing SMART Goals – Template

The following template will help in the writing of a SMART Goal:

(I or accountable party) will (action word/s) (object of the goal) by (time) for the purpose of (relevance/results).

Examples of a SMART Goal Using the Template Format

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My team will develop a new process to decrease customer service dissatisfaction and increase customer satisfaction by October 31 in order to support the department's mission of great customer service.

The department will implement the new customer service process to decrease dissatisfaction by November 15, 2013 to quickly address the need for increased customer satisfaction.

The department will increase customer satisfaction by 10% by January 31, 2013, to meet the department requirements and exceed the national standard.

S	Specific	What: Teachers will have a positive attitude and respect towards students What: Students will have a positive attitude and respect among students Why: To create a positive learning environment Why: To create a positive learning environment Who: Entire Faculty - Student Population Who: Student-Student Population Where: Albert Einstein Academy Where: Albert Einstein Academy
M	Measurable	
A	Attainable	
R	Relevant	
T	Time Bound	Goal: 1 Year

	Goal: 1 Year
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The faculty will complete "Weekly Positive and Goals To Work On Slips", in the 2017-2018 school year, in order to develop positive behavior towards student behavior.

The students will complete a "Monthly Team Building Lesson", in the 2017 - 2018 school year, in order to build a positive learning environment.

AEA SMART Goal 2016-2017

#3

Topic: Discipline: How can we maintain fair and consistent discipline throughout the building in all grade levels and specials?
Survey Question Given: Within the 2017-2018 school year, teachers will rigorously contribute to the constant reinforcement of discipline that is determined based upon the school handbook and reinforced by classroom teachers to all students. Decrease in disciplinary action will decline with the implement of this action plan. Disciplinary action will be evaluated monthly during the monthly staff meeting throughout the ten academic months of the year.

Tasks What will be done	Responsibilities Who will do it	Resources How support is offered	Timeline When the given topic/question be addressed	Progress When progress is reported by staff
<p>Technology: Refer to Technology Use Policy in handbook.</p> <p>Attendance: Incentives; Pizza, Breakfast (based on absent days per quarter with slicing grade band)</p> <p>Dress Code: Logos are acceptable (North Face jackets), solid pants.</p> <p>Classroom Management:</p>	<p>Classroom Teachers: Held accountable for enforcing all rules regarding technology, attendance, dress code, classroom management, and detention procedures.</p> <p>Review of the student handbook should take place the first week of school, followed by a quiz or a game to ensure retention and</p>	<p>Dress code: Fashion show at the beginning of the year, appropriate vs. inappropriate.</p> <p>Classroom Management: Professional development/ having a mentor teacher in a different grade band.</p> <p>Disciplinary</p>	<p>Technology: Addressed daily in homerooms, reminder of expectations.</p> <p>Attendance: Addressed daily in homerooms, reminder of incentives</p> <p>Dress Code: Fashion show at the beginning of the year, reinforced daily with students.</p> <p>Classroom Management: Updates and strategies can be addressed in monthly department meetings.</p>	<p>End of the Month (ly) Staff Meeting</p> <p>Teams should take time to present progress in all categories of: Technology, attendance, discipline, dress code, and classroom management, sharing success stories and asking for support.</p>

<p>Based on grade bands, incorporated into department meetings. Each grade band should have a clear set of rules and expectations. School rules should be posted and implemented in the classroom.</p>	<p>comprehension of the handbook. School Administration: Remain consistent in expectation of staff and students throughout the school year. Parents: A letter will be sent during late summer addressing the importance of attending school and will outline the important points from the student handbook that need to be addressed. Students: Students will continuously be encouraged to remind their peers regarding the handbook.</p>	<p>PowerPoint (to follow)</p>	<p>Discipline: All students must refer to the handbook that is provided by AEA. Individual grade bands can create their own policies for: homework, passes, discipline that is more in depth than the handbook.</p>	
<p>Detention Procedure: Detentions will be served according to the grade band (Elm, MS, HS) to ensure students are serving and to keep the students accountable. Parents should be contacted and follow up with students who do not serve detentions.</p>				

S.M.A.R.T Goal template

Initial Goal: Teachers will rigorously implement the student handbook

1. Specific: Throughout the 2017-2018 school year all teachers will be held accountable for enforcing and reinforcing the student handbook as well as implementing their appropriate grade band rules; such as, attendance, dress code and classroom management.
2. Measureable: Attendance and disciplinary action will be measured based on grade bands and will be tracked and reviewed and monthly staff meetings.
3. Achievable: The first month of school, data collection from attendance and discipline will be collected and used for baseline data.
4. Relevant: This goal was created to overall achieve a more unified discipline policy as well as to work together as a team to enforce the student handbook.
5. Time-bound: The implementation of this goal will be for the 2017-2018 school year and will carry through the entire school year.

Topic: Classroom Management

Survey Question Given: My child's teachers manage the classroom effectively.

SMART GOAL: Within the 2017-2018 school year, teachers will implement a set of classroom rules that are aligned with the student handbook and is applicable towards their designated grade bands.

Tasks What will be done	Responsibilities Who will do it	Resources How support is offered	Timeline When the given topic/question be addressed	Progress When progress is reported by staff
<p>Homework policy: A clear policy for turning in work should be decided upon in every classroom. It should be outlined in class syllabus and posted in classroom.</p> <p>Lunch/recess detention procedure: Each grade band should have a procedure for giving detentions and there should be a way for specialist to communicate for their class also.</p> <p>Bell to Bell Policy: Teachers will instruct</p>	<p>Classroom teacher: Take adequate time to go over the policies/procedures. Post the policies and procedures, visible for students. Often reinforce the rules on Mondays.</p> <p>Parents: A copy will be sent home as well as they will be addressed during the open house to ensure everyone is on the same page.</p> <p>Staff: Will be responsible for dissecting the student</p>	<p>Classroom teacher: Classroom teachers will collaborate to generate/develop given policies to be administered at the beginning of the year.</p> <p>Parents: A copy will be sent home as well as they will be addressed during the open house to ensure everyone is on the same page.</p> <p>Admin: Beginning of the year, teacher workdays, generate an understanding of the student handbooks.</p>	<p>Homework Policy: Rules will be introduced at the beginning of the year and enforced with every assignment collected.</p> <p>Lunch/Recess Detention Procedure: When a detention is issued or behavior needs addressed.</p>	<p>Department meetings</p> <p>Staff meetings</p> <p>Data will be shared and advice will be given if needed per grade band.</p>

<p>and class will take be in session from the moment the 1st bell rings to the time the 2nd bell rings. Individual teachers will create entrance/exit tickets or activities in the event that class ends early on occasion.</p> <p>Teachers will remain in their doorway from 8:00-8:10 to greet students and manage the traffic in the hallways as well in between classes to manage the hallways and create a smoother transition.</p>	<p>handbook and should be able to have an in depth understanding of the content of the handbook.</p>				
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S.M.A.R.T Goal template

Initial Goal: Teachers will rigorously implement classroom management strategies

1. Specific: Throughout the 2017-2018 school year teachers will be responsible for creating and enforcing classroom policies that are applicable to each grade band.
2. Measureable: Policies and procedures will be created and introduced at the beginning of the school year and will be tracked and reviewed at department meetings.
3. Achievable: The first month of school, data collection from the classroom teachers regarding the strategies discussed above will be taken into consideration in a survey form and baseline data will generated, data collection will continue from their monthly with the ability to change strategies.
4. Relevant: The goal is to gain an overall consistency inside the classroom to create a more unified grade bands.
5. Time-bound: The implementation of this goal will be for the 2017-2018 school year and will carry through the entire school year.

Detention Procedure 2017-2018 School Year

- 4-8 Detention will be served with Miss West in room 201
- 9-12 Detention will be served with Mr. Lupica in room 104

When assigning a detention:

- Print Notice of Detention form (shared with all staff through Google)
- Write date detention will be served and explanation of why student received the detention
- Give to student shortly after verbally giving consequence
- Place student's name Detention Google Doc with reason why detention was issued
- Follow up with detention teacher if detention was served
- If detention is not served, parent should be notified
- If detention is not served after parent is notified, ISS will be issued

Detention Protocol

- Detention monitor will communicate on the detention document who served their detention.
- At the end of every week, detention monitors will send list of students who did not serve detention.
- It is the responsibility of the teacher to assign detention and follow up with Director of Student Services if detention is not served
- While in detention, students will be permitted to work on homework and missing work.
- If a student arrives to detention without work, the student will be given a task to complete

SMART GOAL CHANGES

2017-2018 School Year

New Procedures:

- Detentions will be served by grade bands
- Assignments will be given during detention
- Lunch/recess procedure for grade bands should be shared and communicated with specials teachers
- Teachers will have duty from 8:00-8:10 Standing outside doorways for greetings and crowd control
- Entrance/exit tickets will be created for content areas and implemented, each grade band and/or department will have a specific format
- Handbook will be adjusted for logo policy (1 inch X 1 inch)
- Each grade band will have a clear homework policy displayed in classroom and outlined in syllabus
- Incentives will be created for attendance per grade band
- Fashion show will be held at the beginning of the year during school assembly
- Science department will reflect on the handbook and align it with new changes
- Student handbook activities during the first week to ensure comprehension of rules and procedures

Student of the Month		
Student Name:		
<input type="checkbox"/> No Detentions	<input type="checkbox"/> Respect	<input type="checkbox"/> School Spirit
<input type="checkbox"/> B or Higher	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Leadership	<input type="checkbox"/> Work ethic	<input type="checkbox"/> Appropriate Language

Incentives

<i>Attendance Incentives</i>			
Elementary/Middle/High School- Required 93% attendance per student for incentives qualification			
<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>Pizza Party</i>	<i>Movie & popcorn</i>	<i>Donut Party</i>	<i>Ice Cream Party</i>

<i>Behavior/Accountability</i>			
Elementary/Middle School: No lunch, recess or after school detentions High School: No lunch, after school detentions, all grades B or higher			
<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>Pizza Party</i>	<i>Movie & popcorn</i>	<i>Donut Party</i>	<i>Ice Cream Party</i>

*Google doc will be sent to track attendance & behavior

*Daily tracking of attendance, announcement daily (Dave)

4-6: Sara, Nicole, Diane, Tracy, Liz, Madryn, Aaron 7-9: Maria, Traci, Alex, Becca, Catherine, Hannah 10-12: Alexis, Dominic, Dave, Emily, Jill,
Autumn

Month	Trait	Color	Quote	Assembly & Color Shirt Day
September	Respect	Red	"One of the most sincere forms of respect is actually listening to what another has to say." Bryant H. McGill	Thursday, September 28
October	Optimism	Orange	"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence." Hellen Keller	Thursday, October 26
November	Compassion	Purple	"Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty." Albert Einstein	Monday, November 27
December	Kindness	Yellow	"No act of kindness, no matter how small, is ever wasted." Aesop	Friday, December 15
January	Empathy	Blue	"Empathy is about finding echoes of another person in yourself." Mohsin Hamid	Monday, January 29
February	Trust	Pink	"Trust is the easiest thing in the world to lose, and the hardest in the world to get back." R. M. Williams	Monday, February 26
March	Support	Green	"Your small support could accomplish a big dream." Mohammad Rishad Sakhi	Thursday, March 29
April	Courage	White	"All our dreams can come true, if we have the courage to pursue them." Walt Disney	Thursday, March 26
May	Community	Rainbow	"Every successful individual knows that his or her achievement depends on a community of persons working together." Paul Ryan	Friday, May 18 (Senior's last day?)

Smart Goal: Students will treat students with respect Smart Goal: Students will treat staff with respect

	Classroom	Lunch	Hallway	Bathroom
Respect If a student does not...	<ul style="list-style-type: none"> • Listen to Directions • Follow Directions • No food or drinks in classrooms • Respond with appropriate words • Use school property appropriately (desks, chairs, technology, etc.) 	<ul style="list-style-type: none"> • Appropriate language with peers and adults • Appropriate language with monitors • Use school property appropriately (microwaves, tables, etc.) 	<ul style="list-style-type: none"> • Follow staff directions • No food or drinks in hallway • Appropriate language with peers and adults • Use school property appropriately (lockers, etc.) 	<ul style="list-style-type: none"> • Appropriate language with peers and adults • Use school property appropriately (sinks, etc.)
Responsibility If a student does not...	<ul style="list-style-type: none"> • Wear AEA polo and approved pants/shorts/skirts • Wear AEA approved gym and dance apparel • Keep Cell Phones in locker • Tablets/Computers to be used as appropriate 	<ul style="list-style-type: none"> • Clean up your space • Food will be eaten or thrown away before leaving for class • Food from home • Keep Cell Phones in locker 	<ul style="list-style-type: none"> • Get to class on time • Use correct stairwell • Keep Cell Phones in lockers 	<ul style="list-style-type: none"> • Use restroom in a timely manner • Keep cell phones, tablets, computers locked in lockers
Safety If a student does not...	<ul style="list-style-type: none"> • Remain in your assigned space • Keep all body parts and objects to yourself 	<ul style="list-style-type: none"> • Stay in assigned space • Keep all body parts and objects to yourself • Hands and feet in your personal space 	<ul style="list-style-type: none"> • Keep body parts and objects to yourself 	<ul style="list-style-type: none"> • Keep body parts and objects to yourself

Severity Level	1st offense	2nd offense	3rd offense
Yellow	Conference with classroom teacher	Lunch detention	After school detention & conversation with parent
Orange	Lunch detention & conversation with parent	After school detention & conference with parent and administrator	Referral to administrator
Red	Referral to office/In-school suspension	Out of school suspension	Referral for expulsion

Professional Development-Friday September 29th

8:30-11:30 Staff should report to their home school

1:00-3:30 all staff should report to AEA Strongsville

Westlake Staff @ Westlake

- 8:30-9:15 Department meetings-Liz to E.S., Aaron to Special Ed., Hannah/Autumn to H.S.
- 8:30-9:15 Special education staff to meet with Dr. Boyle
- 9:30-10:15 Content area meetings
- 10:30-11:30 Staff Meeting. Report out-summary-other updates

Strongsville Staff @ Strongsville

- 8:30-9:00 Staff meeting
- 9:15-11:00 Progress book training

- 11:30-1:00 Lunch

Westlake and Strongsville @ Strongsville

- 1:00-1:30 Where we have been? Why is this important?
AEA panel discussion: Mrs. Murray, Mrs. Meyers-Ismail, Miss Hall, Mrs. Wohleber

- 1:30-3:00 Stressors

What is causing stress and how does it impact our performance in the classroom?

- Workload
 - Feeling undervalued
 - Type of work we do
 - Lack of job satisfaction
 - Frustration with the working environment
 - Targets-Goals-Testing
 -
- | |
|---|
| Deadlines |
| Type of work we do |
| Having to take on another person's work |
| Lack of control over the working day |
| Having to work long hours |

The top ten irritations having to do with colleague behavior.

- | | |
|---|------------------------------------|
| • Seeing others not pulling their weight | Passive-aggressive colleagues |
| • People changing their minds about what they want to be done | Colleagues who "gossip" |
| • Lack of support | "Control Freaks" |
| • Pressure (parents, kids, colleagues) | Incompetence |
| • Interruptions | Hyper-competition |
| • Bullying | Borrowers who do not return things |

- 3:00-3:30

- Summary, connections, reflection and wrap up

Have a great weekend!

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
-

**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 kidding 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: _____

RECORD OF PROCEEDINGS

Minutes of: The Albert Einstein Academy of Ohio, Board of Education

Regular Meeting: February 13th, 2018 at 6:30 PM @ 20566 Albion Rd., Strongsville Ohio (Strongsville Campus)

The regularly scheduled meeting of the AEA board of Education was held on February 13th, 2018 at 6:30 PM at the Albert Einstein Academy-Strongsville Campus, first floor conference room, 20566 Albion Road, Strongsville, Ohio.

Superintendent Thomas called the meeting to order and called the roll. The roll call revealed the following board members were present: President Bob Connors, Vice President James Stewart, board member L. Tinnirello and board member R. Hilsmeier.

Roll Call

Mr. Stewart __P__ Mr. Connors __P__ Mrs. Tinnirello __P__ Mrs. Carter __A__ Mrs. Hilsmeier __P__

The meeting began at 6:33 PM

Treasures Financial Report and motion to accept

1. Monthly Financial Report

Mr. Stewart __Y__ Mr. Connors __2__ Mrs. Tinnirello __Y__ Mrs. Carter __A__ Mrs. Hilsmeier __1__

Motion passed 4-0

Superintendents Report and motion to accept

1. Resolution to approve the updated job descriptions listed:
 - a. Director of H.R./Operations
 - b. Director of Special Education/School Improvement
 - c. Campus Director's/Principals
 - d. School Security Officer
 - e. Teacher
 - f. Intervention Teacher
 - g. Director of Admissions/Enrollment
 - h. Executive Director of Teaching and Learning (formerly titled Executive Director of Instruction)
 - i. Special Education Supervisor
2. Resolution to approve the purchase of office partitions, office furniture and classroom furniture to the lowest bidder not to exceed \$20,000
3. Resolution to purchase Chromebooks from Best Buy Educators Technology Program for the Strongsville Campus at total cost of \$10, 125.64. Money from CCIP account dedicated to technology used for this project is \$10,000.
4. Resolution to adopt the "portable space heater" policy with any revisions noted
5. Resolution to hire Charlotte Thomas as a long-term PE Substitute teacher at a daily rate of \$60.00
6. Resolution to hire vendor "Ultramission" for PD services at a daily rate of \$60.00
7. Resolution to hire Maria West as a home-tutor at an hourly rate of \$20.00
8. Resolution to accept the MOU with Lorain Community College regarding College Credit Plus
9. Resolution to approve the Letter of Agreement with Strongsville City Schools

10. Resolution to approve the following donations:

- a. Maryssa's Mission \$375.00
- b. Connecting for Kids \$266.50

11. Resolution to approve the updated/revised Board Policy 2.05 (Chapter 11, Administrative and organization personnel)

12. Resolution to approve the hiring of Alexis Hall as a Campus Director/Principal for the 2018-2019 school year (location tbd) Work schedule, salary and benefits consistent with AEA administrative staff.

- a. Master's degree plus salary @ \$50,000

13. Resolution to accept the resignation of Board Members Zoe Carter effective 2-13-18.

14. Resolution to accept the current policies:

- a. Ethnic Summary Report (EMIS)
- b. Remediation/Intervention Program for Reading Skills # 7.05
- c. Guidance Program #7.24
- d. Public Health and Safety #6.26

Mr. Stewart __Y__ Mr. Connors __Y__ Mrs. Tinnirello __1__ Mrs. Carter __A__ Mrs. Hilsmeier __2__

Motion Passed 4-0

Motion to enter into Executive Session:

-Executive Session: Executive Session is a private conference between the members of the Board of Education from which the public is excluded. Because Executive Session is confidential and closed to public view, there are limitations on the use of Executive Session. Executive Session can be used for the following: Consideration of appointment, employment, and promotion etc. of employees. Conferencing with an attorney to discuss pending legal action or to consider and discuss the purchase of property for public purposes or sale of property at competitive bidding. Preparing for, conducting, or reviewing negotiations with employees. Matters required to be kept confidential by State or Federal Law.

Under the provisions of ORC 121.22, the Albert Einstein Academy Board of Education recessed to Executive Session for discussing matters required to be kept confidential by state or federal law at __7:18__ p.m. and returned from Executive Session at __7:44__ p.m.

- Contract(s): **Yes**
- Personnel: **Yes**
- Legal: **Yes**

Mr. Stewart __Y__ Mr. Connors __Y__ Mrs. Tinnirello __2__ Mrs. Carter __A__ Mrs. Hilsmeier __1__

Motion passed 4-0

New Business and motion to accept

1. **Resolution** authorizing certain individuals to carry concealed firearms on school premises pursuant to O.R.C. Section 2923.122
2. STEPS-Update
3. Strongsville Police Connection-Update

Mr. Stewart __1__ Mr. Connors __Y__ Mrs. Tinnirello __Y__ Mrs. Carter __A__ Mrs. Hilsmeier __2__

Motion passed 4-0

Old Business and motion to accept

1. Solon School Project Update
2. Cleveland State University School Project Update
3. Grange Insurance update
4. ODE School Expansion Grant (not awarded)
5. GUND Foundation Grant application status (not awarded)
6. Enrollment Update (2017-2018 and 2018-2019)

Mr. Stewart 2 Mr. Connors 1 Mrs. Tinnirello Y Mrs. Carter A Mrs. Hilsmeier Y

Motion passed 4-0

Motion to adjourn @ 8:05

Mr. Stewart 1 Mr. Connors 2 Mrs. Tinnirello Y Mrs. Carter A Mrs. Hilsmeier A

Motion passed 4-0

_____2-14-18

_____2-14-18

Mr. Robert Connors, Board President

Bruce W. Thomas, Ed.D., Superintendent

ATTACHMENT 6.7

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

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs off of property owned or controlled by the School but that is connected to activities or incidents that have occurred on property owned or controlled by the School and misconduct by a pupil that, regardless of where it occurs, is directed at a School official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event whether on property owned, rented, or maintained by the Governing Authority or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the School.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

- A. ASSAULT, ASSAULT AND BATTERY or threat thereof to any school personnel, other student, or visitor.
- B. FALSE ALARMS - including fire and/or bomb threats.
- C. Use, possession, concealment, transmitting, or being under the influence of ALCOHOLIC BEVERAGES.
- D. Use, possession, concealment, buying, selling, transmitting, or being under the influence of any NARCOTIC DRUG OR OTHER CONTROLLED SUBSTANCE, including, but not limited to marijuana, as well as any counterfeit or "look alike" controlled substance or any prescription drug or medication which is not in its original container and prescribed for the student.
- E. DISRUPTION OF SCHOOL by use of violence, force, coercion, threat, harassment, noise, or disorderly conduct. This shall include use of same to incite others toward acts of disruption.
- F. ARSON OR ATTEMPTED ARSON, AND RELATED OFFENSES.

- G. POSSESSION, USE OR THREATENED USE OF FIREWORKS, EXPLOSIVES, OR OTHER SUCH INSTRUMENTS capable of inflicting bodily injury or disrupting the operation of the schools.
- H. POSSESSION, USE, OR THREATENED USE OF WEAPONS, or any object which might be considered a dangerous weapon or instrument of violence, including counterfeit or look-alike weapons.
- I. REPEATED OFFENSES OR FLAGRANT VIOLATIONS of any school rules or accepted standards of school behavior.
- J. VIOLATION OF FEDERAL OR STATE STATUTES on school premises or involving school activities.
- K. VIOLATION OF TERMS OF SUSPENSION EXPULSION, OR OTHER FORMS OF DISCIPLINE.
- L. DAMAGE, DESTRUCTION, DEFACEMENT OR VANDALISM of school property or private property on school premises; (including buses) or at any school.
- M. TOBACCO. A student shall not possess, use, transmit, or conceal any tobacco products on school premises, during school activities, or events off school grounds. (No student shall smoke on school property. Holding a lighted or unlighted cigarette is interpreted as smoking.)
- N. USE OF PROFANE, INDECENT, OR OBSCENE LANGUAGE written or verbal; directed toward school personnel or students. This shall include use of obscene gestures, pictures, or signs.
- O. INSUBORDINATION AND/OR DISOBEDIENCE in refusing to comply with directions of school personnel.
- P. TRUANCY from school; including study hall, class, or any other assigned activity for class, or any other assigned activity for part or all of a day, without school authorization.
- Q. REPEATED TARDINESS to class or school.
- R. Being under the influence of ALCOHOLIC BEVERAGES OR MIND ALTERING SUBSTANCES while on school property; (including buses) or at any school-sponsored activities.
- S. THEFT of school property or equipment, of personal property of any school personnel, or of another student or visitor, including property at school-sponsored activities.

- T. FIGHTING among two or more students on school property; (including buses) or at any school-sponsored activity. This shall include inciting and/or encouraging others to fight.
- U. The act of EXTORTION from any person on school property; (including buses) or at any school-sponsored activity.
- V. GAMBLING for money or valuables on school property (including buses) or at any school-sponsored activity.
- W. THE ACT OF FALSELY REPORTING INCIDENTS, making accusations, or giving testimony to school personnel.
- X. FALSIFYING in writing the name of another person, times, dates, grades, addresses, or other data on school forms or correspondence directed to the school.
- Y. CHEATING.
- Z. PLAGIARISM.
- AA. TRESPASSING OR LOITERING.
- BB. HAZING AND INTIMIDATION, subjecting other students to pranks or humiliation causing mental or physical harm.
- CC. POSSESSION OF A FIREARM: Firearm has the same meaning as provided pursuant to the "Gun-Free Schools Act of 1994." At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starters gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. A firearm does not include: an antique firearm; a rifle that the owner intends to use solely for sporting and recreational or cultural purposes; any device that is neither designed or redesigned for use as a weapon; any device, although originally designed as a weapon, redesigned as a signaling, pyrotechnic, line throwing, safety or like device, surplus ordnance, sold, loaned or given by the Secretary of the Army or Class C common fireworks. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition set forth in this policy shall automatically change to conform to it.
- DD. POSSESSION OF A KNIFE: Knife, for the purposes of this policy, is defined as a cutting instrument consisting of a sharp blade or edge.

- EE. Leaving school property or assigned area prior to specified dismissal time without official permission.
- FF. Open displays of affection between members of the same or opposite sex.
- GG. Unauthorized throwing of any object including, but not limited to, snowballs.
- HH. Commission of an immoral act.
- II. Failure to pay tuition or other approved charges.
- JJ. Violation of state student mandates, including, but not limited to, required immunization.
- KK. Loitering, littering, or causing a disturbance on public or private property adjacent to, across from, or in close proximity to a school site, while either coming to and from school or school activities, or during the school day, or during school activities.
- LL. Violation of school policies pertaining to dress and appearance.
- MM. Misuse of school property.
- NN. Violation of school policy prohibiting pocket pagers and other electronic communications devices.
- OO. The Superintendent may prohibit a student from attending and/or participating in the School's graduation ceremonies as part of a student's suspension, expulsion, or removal from school.
- PP. Those acts or violations listed in the permanent exclusion portion of the Governing Authority policy on student disciplinary procedures.
- QQ. Violation of policies governing internet usage.
- RR. Driving in an unsafe manner.
- SS. Collusion, complicity, or aiding and abetting anyone in the commission of conduct prohibited by Governing Authority policy, or state or federal law.
- TT. Any attempts to engage in conduct prohibited by this policy.
- UU. Any other form of behavior which is detrimental to a proper school and/or school activity atmosphere as prescribed by the Administration and as outlined in the student/parent handbook.

Adopted: Aug 2013

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.

Adopted: Aug 2013

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

ADMISSION STANDARDS

Except as otherwise provided in this Policy, admission to the School shall be open to any individual entitled to attend school pursuant to O.R.C. Sections 3313.64 or 3313.65 in a school district in the State of Ohio.

Admission to the School shall be open to students who are qualified to enroll in grades K through 12 and who reside within any school district in the State of Ohio.

There shall be no discrimination in the admission of students on the basis of race, creed, color, handicapping condition, or sex. Upon the admission of a handicapped student, the School shall comply with all federal and state laws pertaining to the education of handicapped students. The School shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

The School shall achieve a racial and ethnic balance reflective of the community it serves by advertising in diversified neighborhoods and in local newspapers reaching all cultures and races.

The School shall admit the number of students that does not exceed the capacity of its programs, classes, grade levels, or facilities. If the number of applicants exceeds these capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students that attended the School the previous school year. Preference may also be given to siblings of students attending the School the previous school year.

Notwithstanding the admissions procedures of this Policy, in the event that the racial composition of the School's enrollment is violative of a federal desegregation order, the Governing Authority shall take any and all corrective measures to comply with the desegregation order.

Tuition in any form shall not be charged for the enrollment of any student. The School shall not solicit contributions either from any student eligible to enroll or enrolled in the School or from any parent or guardian of a student who is enrolled or intending to enroll in the School. Nothing in this section prohibits the imposition of reasonable class fees or the engagement of voluntary fund-raising activities, so long as the School notifies the Sponsor of such fees and activities.

Adopted: August 2013, June 2017

INITIAL ADMISSION OF STUDENTS

A student, at the time of his/her initial entry into the School, shall present or have presented on his/her behalf by his/her parent(s), to the person in charge of admission:

1. A certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of that child if such an order or decree has been issued;
2. A copy of his/her certificate of birth issued pursuant to O.R.C. Chapter 3705, or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation, and copies of those records pertaining to him/her maintained by the school that he/she most recently attended.

Any of the following shall be accepted in lieu of such certificate or certification by the person in charge of admission:

1. A passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. An attested transcript of the certificate of birth;
3. An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
4. An attested transcript of a hospital record showing the date and place of birth of the child;
or
5. Birth affidavit.

Within twenty-four (24) hours of the student's entry into school, the Superintendent or designee shall request the student's official records from the school he/she most recently attended. Pursuant to O.R.C. §3301.60, if the student is a child of a military family who has transferred from another state (the "sending state") and official education records are not available, the School shall enroll and appropriately place the student based on information in the unofficial education records provided by the student's prior school district, pending validation by the student's official records, as quickly as possible.

If the sending school, upon contact, indicates that it has no record of the student or after fourteen (14) days no records are received, or if the student does not present a birth certificate or other document, the Superintendent shall notify the law enforcement agency having jurisdiction in the area where the student resides of that fact and of the possibility that the student may be a missing child as this term is defined in O.R.C. §2901.30.

If, at the time of a pupil's initial entry into the School, the pupil is under the care of a shelter for victims of domestic violence as defined in O.R.C. §3113.33, the pupil or his/her parent shall notify the Superintendent of this fact, and the Superintendent or designee shall so inform the school from which the pupil's records are requested.

In cases where a question exists relative to grade placement of the entering pupil, the decision will be made by the Superintendent based upon available data, which may include psychological evaluations, achievement test results, previous academic records, and parent conferences.

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 of the following documents shall 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;
- 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.

Adopted: Aug 2013

STUDENT ABSENCES AND EXCUSES

Absences for the following reasons shall be considered as excused:

- A. Personal illness.
- B. Serious illness or death of a family member.
- C. Funeral.
- D. Medical and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. Religious holidays and activities.
- G. Authorized school-sponsored activities.
- H. Approved college visits.
- I. Acts of God.
- J. Quarantine.
- K. Out-of-state travel, not to exceed four (4) days per school year, for participation in an enrichment activity approved by the Governing Authority or an extracurricular activity, defined as a pupil activity program operated by the School but not included in a graded course of study.
- L. At the Superintendent's discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

An absence for any reason other than those listed above shall be classified as unexcused.

A student shall have the opportunity to make up school work missed due to an excused absence; however, it shall be the responsibility of the student to initiate a make-up procedure and schedule with his or her teacher(s). All make-up work shall be completed within a reasonable time following the excused absence. A student shall receive full credit for school work made up pursuant to an excused absence.

The Superintendent or his or her designee may request written verification of a student's illness from a physician licensed to practice medicine in the state in the event of frequent or extended absences attributed to personal illness.

A student must be in attendance at school for half of the school day in order to participate in any school-sponsored activity that is conducted on that day; in cases of emergency the Superintendent or his/her designee may grant an exception to this limitation.

Adopted: August 2013, March 2017

HABITUAL AND CHRONIC TRUANCY INTERVENTION STRATEGIES

The Governing Authority, after consulting with the County Juvenile Court, parents, guardians, or other persons having care of the students attending school in the School, and appropriate state and local agencies, has established this policy in order to provide guidance to employees in addressing and ameliorating the attendance practice of any student who is an habitual truant.

A “habitual truant” child is any child of compulsory school age who is absent according to the new guidelines listed below.

An “excessively absent” child is a child of compulsory school age who is absent with or without legitimate excuse according to the new guidelines listed below.

On the request of the Superintendent, or when it comes to the attention of an officer of the School, the designated officer is required to investigate any case of supposed truancy within the School and must warn the child, if found truant, and the child’s parent, guardian, or other person having care of the child in writing of the legal consequences of being an “habitual truant.” The notice must also inform the parent, guardian, or other person having care of the child that he/she shall cause the child’s attendance at school immediately. A team of staff must develop an absence intervention plan to assist the family in improving the child’s attendance. The school must make at least three reasonable documented attempts to involve the family in the absence intervention team process. Students may not be expelled for Habitual Truancy.

EXCESSIVE ABSENCES

Upon the failure of the parent, guardian, or other person having care of the child to cause the child’s attendance at school, if the child is deemed to be an habitual truant, the School is required to do either or both of the following:

1. Take any appropriate action as an intervention strategy. The intervention strategy may include any or all of the following:
 - A. The assignment of the habitual truant to an alternative school pursuant to O.R.C. §3313.533.
 - B. Providing an attendance intervention program for a habitual truant;
 - C. Requesting or requiring a parent or guardian, or other person having care of an habitual truant to attend parental involvement programs, including programs adopted under O.R.C. §3313.472 or 3313.633;
 - D. Requesting or requiring a parent, guardian, or other person having care of a habitual truant to attend truancy prevention mediation programs;

- E. Notification of the registrar of motor vehicles under O.R.C. §3321.13;
 - F. Taking legal action pursuant to O.R.C. §§2919.222, 3321.20, or 3321.38.
2. Filing a complaint with the proper county juvenile court. If a complaint is filed, it shall allege that:
- A. The child is unruly for being an habitual truant, or is a delinquent child for being an habitual truant who previously has been adjudicated an unruly child for being an habitual truant; and
 - B. The parent, guardian, or other person having care of the child has violated O.R.C. §3321.38.

HABITUAL TRUANCY

Upon the failure of the parent, guardian, or other person having care of the child to cause the child's attendance, if the child is deemed to be habitually truant, the Governing Authority shall file a complaint in the county juvenile court jointly against the child and the parent, guardian, or other person having care of the child after the 61st day of failure to participate in the intervention plan. The complaint must allege that the child is a delinquent child for being habitually truant and that the parent, guardian, or other person having care of the child has violated O.R.C. §3321.38.

DEFINITIONS OF TRUANCY AND EXCESSIVE ABSENCES

Habitual Truancy is defined in hours:

- a. Absent 30 or more consecutive hours without a legitimate excuse.
- b. Absent 42 or more consecutive hours in one month without a legitimate excuse.
- c. Absent 72 or more consecutive hours in one year without a legitimate excuse.

Includes Excessive Absences:

- a. Absent 38 or more hours in one school month with or without a legitimate excuse.
- b. Absent 65 or more hours in one school year with or without a legitimate excuse.

Adopted: August 2013, Amended August 2017 to align with HB 410

Albert Einstein Academy of Ohio commits to maintaining attendance records for students with fidelity and integrity, reporting to data bases and the community school sponsor as requested and required by state law.


School Leader's Signature

WITHDRAWAL FROM SCHOOL

No pupil shall be permitted to withdraw from school except for the following reasons:

- A. Graduation from high school.
- B. Attainment of age eighteen (18).
- C. Attainment of age sixteen (16) with an age and school certificate issued under current state and school board regulations.
- D. Transfer to another appropriate educational placement.

Additionally, a student shall be automatically withdrawn from the School if he/she, without a legitimate excuse, fails to participate in 105 consecutive hours of the learning opportunities offered to him/her.

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.

Adopted: Aug 2013 March 2017

PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The following guidelines described should be included in the Title I plan:

- A. Parents are to be involved in the program, including their participation in the development of the plan;
- B. Meetings shall be conducted with parents including provision for flexible scheduling and whatever assistance the School may be able to provide parents in order to better ensure their attendance at meetings;
- C. Meetings shall include review and explanation of the curriculum, means of assessments, and the achievement levels students are expected to attain and maintain.
- D. Parents shall be provided opportunities to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. Parents shall be involved in the planning, review, and improvement of the Title I program;
- F. Parents shall be assisted in providing help to their children in achieving the objectives of the program.
- G. Other activities will be conducted as appropriate to the plan.

This policy shall be updated annually.

Adopted: Aug 2013

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.