

MODIFICATION NO. 2
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
The Intergenerational School (“Governing Authority” or “School”)

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2017; and

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

NOW THEREFORE, the parties modify the Contract as follows:

1. **Article IV, Section 4.1.** In the first sentence add “3319.074” in the appropriate numerical order.

The rest of Section 4.1 remains as original written in the Contract.

2. **Article VI, Section 6.12.**

- a. Insert the following new subsection as subsection (d): “The School shall adopt a policy regarding the enrollment and attendance of students, which requires a student’s parent to notify the School when there is a change in the location of the parent’s or student’s primary residence. This policy is included in **Attachment 6.12.**”

- b. Insert the following new subsection as subsection (e): “The School shall adopt a policy regarding the verification of a student’s residence and address consistent with the School’s obligations in accordance with R.C. 3314.11. This policy shall be included in **Attachment 6.12.**”

- c. The rest of Section 6.12 remains as originally written in the Contract.

3. **Article VI, Section 6.13.** Insert the following sentence after the second sentence in the section: “Beginning November 1, 2018, the policy must include procedures for the automatic withdrawal of a student from the School if the student fails to participate in seventy-two (72) consecutive hours of learning opportunities without a legitimate excuse.”


The rest of Section 6.13 remains as originally written in the Contract.

4. **Attachment 6.7** shall be replaced in its entirety with the attached.
5. **Attachment 6.12** shall be replaced in its entirety with the attached.
6. **Attachment 6.13** shall be replaced in its entirety with the attached.

7. **Attachment 11.6** shall be replaced in its entirety with the attached.

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

Educational Service Center of Lake Erie West

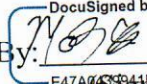
By: 
(Signature)

Its: Superintendent

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

Date: 7-10-2019

Governing Authority of The Intergenerational School

DocuSigned by:

By: _____
E47A94599415447
(Signature)

Its: President

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

Date: 9/27/2018 7:19:39 AM PDT

ATTACHMENT 6.7
STUDENT DISCIPLINE AND DISMISSAL POLICIES

1. Policy regarding suspension, expulsion, removal, and permanent exclusion of a student that specifies, among other things:
 - a. Types of misconduct for which a student may be suspended, expelled, or removed, and
 - b. Due process related to these forms of discipline
2. Policy for the discipline, suspension, and expulsion of disabled students
3. Policy for Positive Behavioral Interventions and Supports/Restraints and Seclusion



SUSPENSION AND EXPULSION POLICY

Intergenerational Schools' rules of suspension and expulsion follow the due process as mandated by the State of Ohio.

OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension is removal of a student from school for a period of one to ten days. While students are suspended from school, they shall be afforded the opportunity to complete all of their classroom assignments. During suspension, students are not permitted to participate in extracurricular activities or be on any school property.

The principal, assistant principal or principal designee may suspend a student. Prior to suspending a student, the principal, assistant principal or principal designee must do both of the following:

1. Give written notice of the intention to suspend and the reasons for the intended suspension to the student. If the proposed suspension is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the School may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation; and
2. Provide the student an opportunity to appear at an informal hearing before the principal, assistant principal or principal designee and challenge the reasons for the intended suspension or otherwise explain. The hearing can happen immediately and can happen anywhere - the hall, office, classroom, etc.

Within one school day of the student's suspension, the principal, assistant principal or principal designee shall also provide written notice of suspension to the parent/guardian of the student and the treasurer of the Board of Directors. The notice shall contain:

1. The reasons for the suspension;
2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board of Directors or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board of Directors or the Board's designee to be heard against the suspension;
5. Notice of the right to request that the hearing be held in executive session;
6. Notice that the School may seek the student's permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation; and
7. The date and manner by a student or parent/guardian/custodian may notify the

Board of Directors of their intent to appeal the suspension. If the student or parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the principal within five (5) school days of the written notice of suspension. The principal shall immediately forward this written appeal to the Board of Directors and Board of Directors' appeal hearing designee.

EXPULSION

Except as specifically provided for by statute, the principal may expel a student for a period not to exceed the greater of 80 school days or the number of days remaining in the semester or term in which the offense leading to expulsion took place. Students expelled from the school are not permitted to participate in extracurricular activities or be on any school property. Expulsions may extend into the following school year.

Only the principal may expel a student. No student shall be expelled unless prior to the expulsion, the principal does both of the following:

- (1) The principal shall give the student and parent, guardian or custodian written notice of the intention to expel the student and the reasons for the intended expulsion. The notice shall include the reasons for the intended expulsion, notification of the right of the student, guardian, custodian or their representative to appear before the principal or his/her designee to hear and to challenge the reasons for the intended expulsion or otherwise to explain the student's actions, and the notification of the time and place to appear. The time to appear shall not be sooner than three (3) nor later than five (5) school days after the notice has been given unless the principal grants an extension of time at the request of the student, his/her guardian, custodian, or representative. If an extension of time is granted, the principal shall notify the student and his/her parent, guardian, custodian, or representative of the new time and place to appear. If the proposed expulsion is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the principal may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.
- (2) Provide the student and parent, guardian, or custodian an opportunity to appear in person before the principal or the principal's designee to challenge the reason for the intended expulsion or otherwise to explain the student's actions.

Within one school day after the time of the student's expulsion, the principal shall also provide written notice of expulsion to the parent/guardian of the student and the Board of Directors. The notice shall contain:

1. The reasons for the expulsion;
2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board of Directors or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board of Directors or the Board's designee to be heard against the expulsion;
5. Notice of the right to request that the hearing be held in executive session;
6. Notice that the School may seek the student's permanent exclusion if the

suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation and that the expulsion may be extended if a juvenile court or criminal proceeding regarding such violation is pending at the time the expulsion terminates; and

7. The date and manner by a student or parent/guardian/custodian may notify the Board of Directors of their intent to appeal the expulsion. If the student or parent/guardian wishes to appeal the expulsion, the request must be submitted, in writing, to the principal within fourteen (14) calendar days of the written notice of expulsion. The principal shall immediately forward this written appeal to the Board of Directors and Board of Directors' appeal hearing designee.

If the principal expels a student for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year the notice shall provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

An expelled student will be provided with a date for re-entry and the date for the re-entry conference. The expelled student, and parent or guardian of the student must be present in the re-entry conference. The student and parent or guardian of any student will be notified in the event that the student fails to attend the re-entry conference.

Expulsion proceedings will be pursued against a student who has committed an act warranting expulsion even if the student has withdrawn from school for any reason after the incident giving rise to the hearing, but before the hearing or decision to expel. If after the hearing, the student would have been expelled for a period of time had the student remained in school, the expulsion will be for the same length of time as on a student who has not withdrawn from school.

WEAPONS EXPULSION

A student must be expelled for one year for:

1. Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for school, school extra-curricular activities or school related events).

A student may be expelled for one year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located at the School or on School Property.
2. Possessing a firearm at School, on School Property, or at an interscholastic competition, an extracurricular event or any other school program or activity which firearm was initially brought onto the property by another person.
3. Bringing a knife capable of causing serious bodily injury to School, onto School Property, an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the school or which the school is a participant.

4. Possession of a knife capable of causing serious bodily injury at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the school is a participant which knife was initially brought onto the property by another person.
5. Committing an act while at School, on School Property, at an interscholastic competition, an extracurricular event, or any other School program or activity that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.
6. Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

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 starter's 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. 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.

The specific circumstances under which the principal may, in his/her discretion, reduce a one year expulsion may include: the student was unaware that he/she brought or was in possession of a firearm or knife; the student legitimately did not understand that the item he/she brought or possessed was a firearm or knife; a recommendation from qualified individuals concerning circumstances that justifiably mitigate the student's culpability.

EMERGENCY REMOVAL

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from school without prior notice of hearing. Written notice of the hearing and the reason for the removal shall be given to the student as soon as practicable prior to the hearing. The hearing shall be held on the next school day following the day of the student's initial removal. Students are not permitted to participate in extracurricular activities or be on any school property on the day of the emergency removal. Should an out-of-school suspension be warranted, days of removal may be applied to the days of out-of-school suspension.

If a student in grades pre-kindergarten to three poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from school without prior notice of hearing. The student may only be removed for the remainder of the school day and will be permitted to return to school and participate in extracurricular activities the following day. In this case, the school may forego the written notice and one-day post-removal hearing requirements.

The school may not initiate suspension or expulsion proceedings against a student in grades pre-kindergarten to grade three who was removed as an emergency removal unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school

employees.

PERMANENT EXCLUSION

A student may be permanently excluded from school if the student is convicted of, or adjudicated a delinquent child for, committing, when the student was sixteen 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:

- (1) A violation of section 2923.122 of the Revised Code;
- (2) A violation of section 2923.12 of the Revised Code, of a substantially similar municipal ordinance, or of section 2925.03 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district;
- (3) A violation of section 2925.11 of the Revised Code, other than a violation of that section that would be a minor drug possession offense, that was committed on property owned or controlled by, or at an activity held under the auspices of, the board of education of a city, local, exempted village, or joint vocational school district;
- (4) A violation of section 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02, or 2907.05 or of former section 2907.12 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district, if the victim at the time of the commission of the act was an employee of that board of education;
- (5) Complicity in any violation described in (1), (2), (3), or (4) above that was alleged to have been committed in the manner described in (1), (2), (3), or (4) 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 board of education of a city, local, exempted village, or joint vocational school district.

DISABILITIES COMPLIANCE

The School will comply with all laws and regulations presented in the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the Individual with Disabilities Education Improvement Act of 2004. Discipline procedures for students having a disability, will follow the procedures outlined in the Individuals with Disabilities Education Improvement Act of 2004 or such successor or replacement law.

SUSPENSION/EXPULSION OF STUDENTS GRADES PRE-KINDERGARTEN THROUGH 3

Restriction on Suspending and Expelling Students in Grades Pre-Kindergarten through 3

By the 2021-2022 school year, none of the Intergenerational Schools shall issue an out-of-school suspension or expulsion to a student in grades pre-kindergarten through three unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or only as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

The General Assembly recognizes that out-of-school suspensions are a widely used classroom management tool and that it may take time to completely phase out out-of-school suspensions for students grades pre-kindergarten through three. While the School is gaining knowledge and experience related to how positive behavior intervention and supports ("PBIS") improve social, emotional, and academic development for students in grades pre-kindergarten through three, it is imperative that these students remain in the classroom whenever possible. Accordingly, a gradual implementation is necessary, and each Intergenerational School will be in compliance

with respect to suspension and expulsion of students in grades pre-kindergarten through three so long as it follows the annual requirements below:

CONSULTATION WITH MEDICAL HEALTH PROFESSIONAL

Beginning with the 2019-2020 school year, each School Principal, whenever possible, shall consult with a mental health professional under contract with each of the Intergenerational Schools before issuing an out-of-school suspension or expulsion for a student in grades pre-kindergarten through three. If the events leading up to the suspension or expulsion indicate a need for additional mental health services, the Principal or mental health professional, without a financial burden to the School, must assist the student's parent or guardian with locating providers or obtaining those services. That assistance might include referral to an independent mental health professional.

REPORTING REQUIREMENTS

The School shall report to the Department of Education, in the form and manner prescribed by the Department, the number of out-of-school suspensions and expulsions issued to students in grades pre-kindergarten through three, according to the following categories:

- Category 1: Any offense that could result in a one-year expulsion under the Weapons Expulsion rules, as described above.
- Category 2: An offense not listed in Category 1 but for which the School determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the classroom staff or teachers.
- Category 3: Any other offense not described in Category 1 or Category 2.



THE Intergenerational S C H O O L S

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS POLICY

INTRODUCTION

The Board of Directors for the three Intergenerational Schools adopt this policy to guide the use of Positive Behavior Interventions and Supports (PBIS) and the limited use of restraint and seclusion. The use of a non-aversive behavioral system such as PBIS shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with this policy.

The PBIS **prevention**-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, **when integrated with effective academic instruction**, provides the support students need to become actively engaged in their own learning and academic success.

DEFINITIONS

“Physical Restraint” means the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. **Physical restraint does not include brief, but necessary physical contact for the following or similar purposes: to break up a fight; to knock a weapon away from a student’s position; to calm or comfort; to assist a student in completing a task/response if the student does not resist the contact; or to prevent an impulse behavior that threatens the student’s immediate safety (e.g., running in front of a car).**

“Positive Behavior Interventions and Supports” (PBIS) means **a systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students.** PBIS encompasses a wide range of systematic and individualized positive strategies to reinforce desired behaviors, diminish recurrences of challenging behaviors and teach appropriate behavior to students.

“*Seclusion*” means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by Physical Restraint or by a closed door or other physical barrier.

“*Time out*” or “*Reset*” means a behavioral intervention in which a student for a limited and specified time is separated from the class within the classroom or a partner or “buddy” classroom or in a non-locked setting **for the purpose of self-regulating and controlling his or her own behavior**. In a Time Out or Reset, the student is not physically restrained or prevented from leaving the area by physical barriers.

IMPLEMENTATION

In implementing our Positive Behavior Intervention and Supports policy, each of the Intergenerational Schools shall:

1. Train staff to identify condition such as **where, under what conditions**, and **with whom** and **why** specific inappropriate **behavior may occur**.
2. Conduct **preventative assessments** which should include:
 - a. A review of **existing data**
 - b. **Interviews** with parents, family members, and students and
 - c. Examinations of **previous and existing behavioral intervention plans**.
3. Develop and implement **preventative behavioral interventions and teach appropriate behavior** by doing the following:
 - a. Modifying the environmental factors that escalate the inappropriate behavior.
 - b. Supporting the attainment of appropriate behavior.
 - c. Using verbal De-escalation Techniques to defuse potentially violent dangerous behavior.

Each Intergenerational School shall establish a system that will support students’ efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening or existing problem behaviors; and redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors. The system should include family involvement as an integral part of the system.

PROHIBITED PRACTICES

The following are prohibited under all circumstances, including emergency safety situations:

1. Prone restraint as defined an Executive Order 2009-13 S;
2. Corporal punishment;

3. Child endangerment as defined in Ohio Revised Code Section 2919.22
4. The deprivation of basic needs;
5. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following techniques:
 - a. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in anyway
 - b. Pinning down with knees to torso, head, and or neck;
 - c. Using pressure points, pain compliance and joint manipulation techniques,
 - d. Dragging or lifting of the student by the hair or ear or buy any type of mechanical restraint,
 - e. Using other students or untrained staff to assist with the hold or restraint, or
 - f. Securing a student to another student or to a fixed object;
6. Mechanical or chemical restraints (which do not include devices used by trained personnel or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, or medication administered as prescribed by a licensed physician)
7. Aversive behavioral interventions; or
8. Seclusion of students in a locked room.

RESTRAINT

1. The use of prone restraint, Physical Restraint that obstructs the airway of a student, or any Physical Restraint that impacts a student's primary mode of communication is prohibited.
2. **Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate.**
Personnel may use physical restraint only in accordance with this policy. All personnel that are authorized to use physical restraint shall be trained to:
 - a. Protect the care welfare, dignity, and safety of the students;
 - b. Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
 - c. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
 - d. Remove the student from Physical Restraint immediately when the immediate risk of physical harm to self or others has dissipated;
 - e. Conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the students behavioral needs;
and

- f. Complete all required reports and documents staff's observations of the student.
3. If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

SECLUSION

1. Seclusion may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention as possible. Seclusion shall never be used as a punishment or to force compliance. Seclusion should only be used in a manner that is age and developmentally appropriate. Personnel may use Seclusion only in accordance with this policy.
2. Seclusion is a **last resort safety intervention** that provides an opportunity for the student to regain self-control.
3. A room or area used for seclusion must:
 - a. provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
 - b. not be locked.
4. Seclusion shall not be used
 - a. for the convenience of staff;
 - b. as a substitute for an educational program;
 - c. as a form of discipline/punishment
 - d. as a substitute for less restrictive alternatives
 - e. as a substitute for inadequate staffing
 - f. as a substitute for staff training in positive behavior and supports and crisis prevention and intervention; or
 - g. as a means to coerce, retaliate, or in a manner that endangers a student.
5. All personnel that are authorized to use Seclusion shall be trained to:
 - a. Protect the care, welfare, dignity, and safety of the student;
 - b. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern
 - c. Use verbal strategies and research based de-escalation techniques in an effort to help the students regain control
 - d. Remove the student from seclusion immediately when the immediate risk of physical harm to self or others has dissipated;

- e. Conduct a debriefing including all involve staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
 - f. Complete all required reports and document staff's observations of the student.
6. If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

TRAINING AND DEVELOPMENT

Each Intergenerational School shall develop a plan regarding the training of it staff in accordance with this policy, and must maintain written or electronic documentation on training provided and list of participants in each training. Training shall include the following components:

1. All personnel shall be trained annually on the requirements of this policy and Ohio administrative code 3301-35-15.
2. Each Intergenerational School shall have a plan regarding training personnel that interact directly with students as necessary to implement PBIS on a systemwide basis.
3. Each Intergenerational School shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, and that their training is kept current.

REQUIRED DATA AND REPORTING

1. Each use of seclusion or restraint shall be documented in a PBIS Incident Report Form (attached hereto) and reported to the Administration immediately, reported to the Board of Directors immediately, and reported to the parent immediately. A copy of the written report shall be made available to the parent or guardian within 24 hours and the Board of Directors at the next regularly scheduled board meeting. The school shall maintain a copy of the report in the student's file. These reports are educational records subject to the Family Educational Rights and Privacy Act (FERPA).
2. Each year the each Intergenerational School shall complete the PBIS Annual Report Form as required by the Ohio Department of Education concerning its use of restraint and seclusion and shall report the information contained therein annually to the Board and to the Ohio Department of Education as requested by the Ohio Department of Education. The School shall make its records concerning restraint and seclusion available to staff from the Ohio Department of Education upon request.

Approved: _____

MONITORING AND COMPLAINT PROCESS

1. Each Intergenerational School shall cause the PBIS Incident Report Form to be completed promptly for each incident of restraint or seclusion and shall establish a monitoring procedure to ensure that this policy and practice are implemented as set forth herein.
2. Each Intergenerational School shall establish a procedure for a parent to present written complaints to the School to initiate a complaint investigation of the School regarding an incident of restraint or seclusion. The School shall respond to the parent's complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.
3. The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedure available concerning students with disabilities.

AVAILABILITY OF POLICY AND PROCEDURES

Each Intergenerational School shall make this Policy and the procedures set forth herein available on the School's website and parent shall be notified annually about the School's policy on seclusion and restraint.

ATTACHMENT 6.12 ADMISSIONS POLICY

1. Admissions and enrollment policy and procedures, including:
 - a. Specification that the school will not discriminate in its admission of students on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude (unless at-risk limitations apply)
 - b. Specification that the School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3314.64 or 3313.65, except that the School may limit to:
 - i. Students who have obtained a specific grade level or are within a specific age group,
 - ii. Students who meet the definition of “at risk,” or
 - iii. Residents of a specific geographic area
 - c. Wait list and lottery procedures
2. Enrollment and attendance policy, which must require that parents notify the community school in which their child is enrolled when there is a change in the parent’s or student’s primary residence
3. Student residency and address verification policy, which must requires schools to verify the address of enrolling students and annually verify the residency of attending students, and must specify the number and type of documents to be used for residency verification
4. Open Enrollment Policy, if applicable
5. At-Risk Definitions, including gifted, if applicable

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



The Intergenerational Schools (IGS) are Ohio Community schools, sometimes called charter schools. They are free public schools that are offered as a choice to parents and students. IGS are independent, free-standing 501(c)(3) nonprofit organizations (not run by a for-profit educational management company). Since the first location's opening in 2000, IGS have established their own mission, philosophy and educational programs. IGS students learn in flexible multi-age classes based on their developmental learning stage.

Stages of Developmental Learning:

Emerging (similar to K-1st)

Beginning (similar to 1st/2nd)

Developing (similar to 3rd/4th)

Refining (similar to 4th/5th)

Applying (similar to 6th-8th)

Students move progressively through the stages meeting objectives and benchmarks based upon individual student mastery.

Early & Regular Enrollment Procedures

To be eligible for a space at an IGS you must submit a completed application. This includes:

- Application Form with identifying information
- Attendance at a Parent Information Session is recommended (New Families)
- Supporting Documents:
 - a. Child's Birth Certificate
 - b. Proof of Custody if applicable
 - c. At least ONE proof of residence, that is no older than 90 days from the date of the application. Two proofs of residence are encouraged. As defined by law (*ORC 3314.11*), a proof of residence must be one of the following: **a mortgage or lease, gas bill, electric bill, water bill, sewer bill, bank statement, home telephone bill (not cell phone), paycheck or paystub that includes guardian's address, property tax bill, deed, homeowner's or renter's insurance declaration page.** If you and your student(s) are currently not residing in a home that you own or rent (such as temporary residence with a friend or family member), you may provide a notarized affidavit from the owner or renter of the property that states you are residing with them along with a proof of residence with that individual's name on it.



There are two distinct enrollment phases, with different procedures:

1. **Early Enrollment** (Runs from the first Monday in January through the first Friday of February)
2. **Regular Enrollment** (Begins after the first Friday in February through remainder of school year.)

Early Enrollment Procedures

Early enrollment commences and ends as per the dates specified in our school calendar. During early enrollment, re-enrollment applications are accepted from all currently enrolled students as well as new student applications.

Re-Enrollment

Spaces are allotted first to all current students who have a fully completed reenrollment application (application, annual supply fee*, any past due school fees, and if there has been a residency change from what the school currently has on file, at least ONE proof of residence that is no older than 90 days from the date of the re-application. Two proofs of residence are encouraged) based on anticipated learning stage/math level. Re-enrolling students are guaranteed a space if their application is complete as of the last day of Early Enrollment.

*The supply fee is established annually by the Board of Directors. As stated in the Family Handbook, any family for whom this fee poses a financial hardship should contact the school Operations Manager who will set up a payment plan, waive the fee, or take other action to ensure that this does not constitute a barrier to enrollment.

At the end of this allotment process, the number of available spaces for new applicants at each learning stage/math level will be determined.

New Enrollment

All new applications are accepted during the dates of early enrollment; there is no advantage given on the basis of date application is submitted or completed. At the close of early enrollment, available spaces are allotted to new students who have a fully completed application. The school reserves the right to determine the number of available spaces at any learning stage/math level based on specific instructional needs of enrolled students. These available spaces are allotted in the following prioritized order until all available spaces at each level are filled:

1. Kindergarten (Emerging Stage) Spaces

- A. Siblings* of currently enrolled and returning or graduating siblings
 - B. Children** of Full-time employees of the school
 - C. Cleveland School District Residents
 - D. Non-Cleveland School District Residents
2. Beginning Stage Spaces (Grade Equivalent 1st and 2nd in order)
- A. Siblings* of Currently Enrolled and Returning Students
 - B. Siblings* of Newly Accepted Kindergartners
 - C. Children** of Full-time employees of the school
 - D. Cleveland School District Residents
 - E. Non-Cleveland School District Residents
3. Developing through Applying Stages (Grade Equivalent 3rd-8th in order)
- A. Siblings* of Currently Enrolled and Returning Students
 - B. Siblings* of Newly Accepted Students
 - C. Children** of Full-time School Employees
 - D. Cleveland School District Residents
 - E. Non-Cleveland School District Residents

*Siblings refer to siblings or half-siblings who reside in the same household. For example, siblings or half-siblings that reside in different households are not given preference in admission.

Children of Full-time Staff Members

****As provided per ORC 3314.061 of the Revised Code, enrollment preference may be given to students who are the children of full-time staff members employed by the school, provided the total number of students receiving this preference is less than five per cent of the school's total enrollment.**

Lottery Procedures (applies only to applications completed during Early Enrollment)

During this process of allocating spaces, if there is ever a point at which the number of new student applications exceeds the number of available spaces, the selection is made by the use of a random lottery. Lottery numbers are assigned to all completed applications based on learning stage/math level applied for. The parent may request a receipt for the assigned lottery number if they desire. In the event that more than one sibling from a family has applied, each child is given a lottery number. If the lottery number for one child is drawn, the other siblings



will be offered admission, if space is available. If space is not available at the needed learning stage/math level needed by the older sibling(s), they will be entered into the lottery for waiting list order at that level without regard to sibling preference. The sibling preference will be given at the point in time when the school has an opening at the needed learning stage/math level. On the date of the lottery, a board member or designated official will select application numbers in a random order through a designated random number generating process that is in compliance with community school standards. If needed, an admission lottery will be held on the date one week after the close of early enrollment.

Once all of the available school spaces have been offered, the remaining applicants are placed on a learning stage/math level waiting list based on the random order generated by the lottery procedure. If an admitted student fails to enroll, that vacated spot may be offered to the next student at the appropriate learning stage/math level from the waiting list. Sibling preferences will still apply if a student on the waiting list has an enrolled sibling.

NOTIFICATION PROCEDURES

Parents/guardians are encouraged to attend the lottery but attendance is not mandatory. Parents who do not attend the lottery will be notified of their child's status within five business days of the lottery through phone contact by The Intergenerational School Staff and via first class mail sent to the address provided on the application. Parents are required to provide written confirmation (on forms included with the lottery notification) of their intention to enroll their child in the school, submit the yearly supply fee, and indicate their agreement to notify their school district of residence of their plans. The necessary forms and a stamped addressed envelope will be provided in the notification mailing. Failure to sign and return these forms within 10 business days of the lottery to The Intergenerational School will result in the transfer of that opening to another student and placement on the inactive file. Please call the Admissions Office for more information or clarification.

At the conclusion of the early enrollment process, IGS will determine whether there are any additional spaces open at any stage/math level. Once the number of available spaces has been determined, the regular enrollment procedures will be implemented.

Regular enrollment Procedure (Begins the first day after the end of Early Enrollment)

Regular enrollment is offered on a first come, first served basis to students with a fully completed application. Under no circumstances will an application be considered complete until the parent/guardian has attended an information session.

During regular enrollment, the date of the application may play a role in determining the order with which spaces are offered. The following procedures determine the date of the application.

- **Date of submission:** the date that the application form is received by the school during regular enrollment or the date of reactivation.
- **Date of reactivation:** any application received during or before Early Enrollment but not completed as of the last day of early enrollment is considered inactive. The application may be reactivated by the parent/guardian taking any step to complete the application, including contacting the admission team to request reactivation. The application is then re-activated and re-dated.
- **Date of completion:** the date all required supporting materials are received and the parent/guardian has attended an information session
- **Procedure for assigning available spaces during Regular enrollment**
 Once early enrollment ends, any open spaces that become available are filled first from the learning stage/math level waiting lists that were created by the lottery procedure. After each subsequent information session, any available spaces are offered or the applicant is added to the existing waiting lists based on the **date of completion**. If there are multiple applicants for a given learning stage/math level whose date of completion is the same, the tie is broken based on **date of submission**. Spaces are always offered at the Emerging stage first, and proceeding up to the Applying Stage. This is done in order in case any sibling preferences arise as younger spaces are filled. As soon as the school determines that there is a match between the available space and the learning stage/math level of an applicant, the parent shall be immediately notified by phone at the contact number provided on the Application form and will be sent an Acceptance of Enrollment form. The parent will have a 10 day* window from mailing date of the form to return the signed form as well as the annual supply fee. After this time frame, the offer of enrollment is automatically withdrawn and the application becomes inactive.

*NOTE: if a space becomes available during the school year, the parent will be notified by phone and will have a 24 hour window to sign the Acceptance of Enrollment form and submit the supply fee.

Learning stage/math level identification and enrollment

The Intergenerational Schools are public charter schools, open to all students living in the State of Ohio. Student placement is based on the student's stage of learning/math level required (which is not necessarily their previous age-based grade level) and no student progresses to the



next stage until he/she has met the benchmark criteria for the preceding stage. These criteria include both standardized achievement tests and stage mastery assessments. For new applicants, it is essential to place the student in the stage that correctly corresponds to his/her stage of learning. For this purpose, IGS will use the same assessments we ordinarily use to make a determination of the student's stage of learning. A list of these benchmark criteria is available to any parent upon request.

All new students entering kindergarten are presumed to be Emerging stage/K level math. They are advanced to the Beginning stage when benchmark assessment indicated that they have met the established learning criteria. Students above the Emerging stage are tentatively offered a space based on the stage/math level for which they are applying. However, before finalizing that placement, The Intergenerational Schools complete standardized and/or formative assessments to determine the learning stage/math level needed for successful learning.

This is done according to the same criteria applied to all Intergenerational School students. These assessments are used for the sole purpose of determining the correct learning stage/math placement needed and NOT for selection purposes. Any applicant offered admission, who is then determined to need a different learning stage/math level from the one for which the student applied, is offered a space in the correct level matching his/her learning need. If a space is not available in the needed level at that time, the applicant is immediately placed at the top of the waiting list for the needed level.

NON-DISCRIMINATION POLICY

The Intergenerational Schools are open and accessible to all students regardless of race, religion, color, national origin, handicap, sex, athletic ability, intellectual ability, sexual preference, proficiency in English, physical or mental disability or academic achievement or aptitude.

The Intergenerational Schools are open to any student entitled to attend school per ORC Section 3314.64 or 3314.65; will not discriminate in admission; will not exceed the capacity of the school's programs, classes, grade levels or facilities; and shall admit students by lottery if the number of applicants exceeds the schools capacity. The only exceptions in terms of preference are outlined in the enrollment procedures above.

PUBLIC SCHOOL REGULATIONS

The Intergenerational Schools are community schools established under Chapter 3315 of the Ohio Revised Code. The schools are public schools and students enrolled in and attending the schools are required to take Achievement tests and other examinations prescribed by law. In



addition, there may be other requirements for students at the schools that are prescribed by law. Students who have been excused from the compulsory attendance law for purpose of home education as defined by the Administrative Code shall longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the School Manager or the Ohio Department of Education.

School districts across the State of Ohio are participating in an effort to identify, locate, and evaluate all children birth through 21 years of age who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, mental retardation, other health impairments, physical impairments, autism, and traumatic brain injury. Public schools have responded vigorously to federal and state mandates requiring the provision of a free appropriate public education regardless of a child's disability. However, before school districts can serve children, they must be found. Parents may not be aware their child has a disability or that there are programs and services available. Parents and children have certain rights in this process, which will be explained in detail by the school district.

School districts are interested in identifying, locating, and meeting the needs of children with disabilities, including homeless, migrant families, and preschoolers. If you know of any child who may have a disability, contact your local public school for more information on how to help.

CHANGE OF ADDRESS AND/OR PHONE NUMBER

Changes to your address, phone numbers, and/or email should be communicated to the school secretary as soon as possible [within 5 school days] so that records may be up to date at all times. If an address change is given, at least one Proof of Residence for the new address will be required. Please the "Early & Regular Enrollment Procedures" section above for a list of valid Proof of Residences.

For more information or any questions or concerns please contact any of the Intergenerational Schools Admissions Directors:

Intergenerational Schools' Enrollment Coordinators
IGSadmissions@igschools.org

Kaitlyn Taranto, Lakeshore Intergenerational School
216.586.3872 x2716
KTaranto@lakeshoreschool.org

Molly Mizisin, Near West Intergenerational School
216.961.4308 x2309
MMizisin@nearwestschool.org

Shannise Jackson, The Intergenerational School
216.721.0120 x1117



Verification of Residency Policy

Ohio Revised Code 3314.03(A)(33) and the Sponsor contract require the governing authority of the School to adopt a student residence and address verification policy for all students attending the school upon enrollment and on a monthly and annual basis. In order to comply with law, the school is enacting this policy.

The governing authority of The Intergenerational School shall review the school district of residence for each student attending the school and verify the district of residence to the Ohio Department of Education. The Intergenerational School or its agents shall conduct verification of students' district of residence as follows:

Upon Enrollment of a new Student:

The Intergenerational School requires evidence establishing proof of residence as part of the application process for all new students. The Intergenerational School will determine the student's district of residence based upon the address information contained in one of the acceptable documents. Acceptable documents for proof of residence are identified in ORC 3314.11(E) and include the following documents:

- 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 ninety days of enrollment;
- A paycheck or paystub issued to the parent or student within ninety 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 parent's or student's primary residence (i.e. Ohio drivers license, local Ohio voter registration documents; and any other state or locally issued identification).
- Any other official document approved by the Ohio Department of Education that may be used to determine proof of residency.



Once the district of residence is verified, the school will ensure that the appropriate district of residence is reported using the method and timeline specified by Ohio Department of Education.

Annual Registration Packet

In the annual registration packet for returning students, the school shall include a document requiring the parents to verify the resident address of the student. If the address has changed, the school shall request verification of the address using one of the acceptable documents as identified in ORC 3314.11(E). The School will verify the district of residence and report the appropriate district of residence using the method and timeline specified by Ohio Department of Education.

Monthly Review

On a monthly basis, the school shall review the residency records of students. This process shall include a monthly reminder to parents to update addresses and a random selection of students to verify primary resident addresses. The process for verification will be defined by the school. If a student's address has changed, the school shall request verification of the address using one of the acceptable documents as identified in ORC 3314.11(E). The School will verify the district of residence and report the appropriate district of residence using the method and timeline specified by Ohio Department of Education.

Presentation to Governing Authority for Verification

Each month, the school's attendance officer and/or school superintendent shall provide the governing authority sufficient information to allow the governing authority to verify the residency information. The information should include the following:

- A report of the school's monthly residence/primary address review identifying the number of student's addresses verified each month through random selection and the number of parents who voluntarily updated their addresses and a description of the verification process used each month;
- A list of every district of residence that has students attending the school;



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- A report of any disputes regarding the district of residence;
- A report of the verification of residence that occurred upon enrollment of every new student; and
- Annually, at the end of each school year, a report of the annual verification regarding the district of residence.

A copy of the verification report shall be included in the board agenda and the board meeting minutes.

The school shall take steps to properly identify and report, to the best of their knowledge, the district of residence for each student using the method and timeline specified by Ohio Department of Education.

If a district of residence disputes the residency of a student and provides evidence to the school that supports their reason for disputing the residency, the school shall request proof of residency from the parent to confirm the residency of the student. If the disagreement persists after the close of the monthly reporting window as stated in ORC 3314.11(G), the school may present the dispute to the state superintendent of public instruction.

The school shall adopt a process to follow for monthly and annual verification of residency.

ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

Unexcused Absences and Tardiness

Under ORC 3313.609: any student who has missed 10% of the school year due to unexcused absences **and fail two or more courses** will be retained in the current grade level equivalent. ~~unless all—academic indicators are on track.~~

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Missing and Absent Children

All efforts will be made to identify possible missing children and notify the proper adults or agencies.

A student at the time of his/her initial entry to school shall present to the person in charge of admission any records given to him/her by the elementary or secondary school s/he most recently attended and a certification of birth* issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school s/he most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Principal of the School shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

If the School receives notification from a law enforcement agency that it has made a missing child report for a current or a former student, then the School must mark the student's records so that whenever a copy of, or information regarding the records is requested, any School official responding to the request is alerted that the records are those of a reported missing child. In addition, when a request of records or information is received, the person in charge of records must immediately report the request to the law enforcement agency that notified the School that the student might be a missing child. When forwarding a copy of, or information from the student's records in response to a request, the School must do so in such a way that the receiving school is not able to discern that the student's records are marked. But, the School must retain the mark in the records until notified that the student is no longer a missing child. Upon notification by a law enforcement agency that the student is no longer a missing child, the School must remove the mark from the student's records in such a way that it would be impossible to tell that the records were ever marked.

The School will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The School will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, parents, and community members relative to missing children issues and matters are available from the School, including information regarding the

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fingerprinting program. The School's informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The person in charge of attendance is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her when the student is absent from school. The parent or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session.
2. If a parent fails to call the School as prescribed in Part A, School personnel will call the parent to inform him/her of the student's absence.
3. In those cases where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

*May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

R.C. §109.65; R.C. §.3313.96; R.C. §3313.672

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Excused Absences

When a student returns to school:

- Parent/guardian must provide a written note, email, or doctor's note stating the reason for the absence.

Under Ohio State Law, the student will be excused for the following reasons:

1. Personal, physical, or mental illness of the student.
 - a. A student will be excused for personal illness for up to 6 days per year based on the parent's written excuse.
 - i. Any days in excess of these 6 will require a physician's note to be considered excused.
2. Illness in the immediate family if the student is over 14 years of age.
3. Quarantine of the home.
4. Death of a Relative.
5. Observance of religious holidays.
6. Court Summons/Subpoena.
7. Prospective school visits for eighth graders (must provide a note from the prospective school)
8. Emergency or set of circumstances which, in the judgment of the Principal and/or Director of Education, constitute a good and sufficient cause for absence (including, for example, ORC 3321.041: excused absences for certain school related extracurricular activities.)

Absences for all other reasons (including vacation and suspension) are **unexcused**.

Make Up Work after an Absence

It is impossible for children to make up missed classroom instruction without individual help. Teacher instruction cannot be replaced by sending a worksheet home. After an **excused absence**, the classroom teacher will make every effort to provide the needed individual instruction.

The Intergenerational Schools' teachers will not provide work or extra instruction in the case of unexcused absences including but not limited to: tardy arrival, early dismissal, emergency removal, suspensions, or family vacation.

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Weather-Related or Emergency Closings

Unless otherwise notified, The Intergenerational School will be closed whenever the Cleveland Metropolitan School District is closed. In the event of a building emergency, The Intergenerational School will post a closing using our school's name.

Please listen to local television/radio for announcements.

If The Intergenerational School is closed on too many regularly scheduled school days, school days may be added to the school calendar to ensure that a minimum of 920 hours of instruction have been provided. (ORC 3314.03)

In the event that the school must close for the day or part of a day due to an emergency other than weather, every effort will be made to notify parents by a recorded phone message, text, e-mail (if provided), social media, or announcement as available through local news networks.

Truancy

Habitual Truancy

Ohio State law (HB 410) mandates that it is the parent's responsibility to be sure their child receives an education. Habitual Truancy is defined as "habitual or chronic absence from school or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures." The full Truancy Policy and ORC are available upon request at the main office.

The Intergenerational School Day is 6.5 instructional hours long. A student is considered excessively absent from school if a student is absent from the school with or without a legitimate excuse for 38 or more hours in 1 school month or 65 or more days in 1 school year.

Within 7 days of a student becoming excessively absent from school, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is considered habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, for 42 or more hours in 1 school month, or 72 or more hours in 1 school year.

A student is considered chronically absent when he or she misses 10% of the school year or 92 hours of school for excused or unexcused reasons within 1 school year.

In the case of too many unexcused absences, TIS may take the following steps:

1. Within 7 days of the triggering absence: Letter sent home.
2. Meeting with parent/guardian to discuss possible interventions.
3. Referral to Cuyahoga County Children and Family Services and/or Cleveland Police Department.

In the case of Habitual Truancy:

1. Within 7 days of a triggering absence:
 - a. The School will select members of the intervention team
 - b. Make three meaningful attempts to secure parent participation
2. Within 10 days of a triggering absence, student is assigned to a team
3. Within 14 days after assignment, team will develop an intervention plan
4. If no progress occurs within 61 days, proceed with Juvenile Court reporting
 - a. If the child misses 30 consecutive hours or 42 hours in a month during the implementation of absence intervention.

The school shall employ absence intervention strategies and an Attendance Intervention Team (AIT) for all students who are excessively absent from school. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses 10 consecutive days of instruction or 15 days of instruction during the course of the school year; and
6. Taking legal action under R.C.2919.222, 3321.20, and/or 3321.38.

The reporting of a Habitually Truant student to the courts is not a matter of school policy, but state law (ORC 3321.19 (E)(2)). The schools must comply with the law; therefore a referral is not a matter of discretion by the School.

Under state law, The Intergenerational Schools must forcibly withdraw a student who misses "105 consecutive instructional hours" prior to November 1, 2018. After that date, the School must forcibly withdraw any student who misses "72 consecutive instructional hours" of school without a valid excuse.



Performance Accountability Framework Attachment 11.6

School Name	The Intergenerational School
School IRN	1333215
Building Principal/Director	Silvia Kruger
Management Company	N/A
Contract Dates with the ESC of Lake Erie West	
Start Date: July 1, 2017	End Date: June 30, 2022
School Mission: The Intergenerational School connects creates and guides a multigenerational community of lifelong learners and spirited citizens.	

A.01	ACADEMIC PERFORMANCE STANDARD	Achievement: Indicators Met
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.</p> <p>The Indicators Met measure represents student performance on state tests. This measure is based on a series of up to 24 state tests that record the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 25 possible indicators.</p> <p>Goals set for this standard should address 1.) The expected numeric increase; and 2.) at least one targeted grade or content area.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		82.74	86.87	June 30, 2022 100.00
ACTUAL	78.8			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Ohio State Tests - measure <ul style="list-style-type: none"> •NWEA MAP assessments •Guided Reading Level assessments Teacher formative and summative data

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.02	ACADEMIC PERFORMANCE STANDARD	Achievement: Performance Index		
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The Performance Index measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of all students.</p>				
<p>Goals set for this standard should address 1.) The number of total PI points earned; and 2.) “Movement” (identified in at least two categories) of students scoring Advanced, Accelerated, Proficient, Basic or Limited on at least one of Ohio’s State Tests.</p>				

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		20%	26%	June 30,2022 30%
ACTUAL	13%			
RATING (completed by sponsor)				*Goals in this column will only address the PI score.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>Ohio State Tests is the measure</p> <ul style="list-style-type: none"> • NWEA MAP; Fountas and Pinnell Guided Reading Level assessments • Teacher created formative and summative assessments • Attendance records

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.03	ACADEMIC PERFORMANCE STANDARD	Progress		
<p>The Progress component looks closely at the growth that all students are making based on their past performances. There are four measures within the component: progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students statewide. The state examines students' state tests through a series of calculations to produce a "value-added" rating for each of the four groups listed.</p> <p>Goals for this standard should address 1.) The overall letter grade; 2.) The overall percentage; 3.) Growth (identified as a percentage) for at least one of the individual measures listed above.</p>				

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		B	A	June 30, 2022, A
ACTUAL	C			
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>Ohio State Tests</p> <ul style="list-style-type: none"> • NWEA MAP • Math is a particular focus and we will be monitoring with curriculum assessments • TIS added a Title 1 math intervention paraprofessional to assist in the effort

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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



A.04	ACADEMIC PERFORMANCE STANDARD	Gap Closing
<p>Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of nine student groups against the performance of a 10th group; all students in Ohio.</p> <p>Goals for this standard should address 1.) The component score; and 2.) At least one targeted area (reading, math or graduation rate).</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		70%	73.5%	June 30, 2022 84%
ACTUAL	66.7%			
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>Math is our focus this year and we added a Title math teacher to assist in this effort as well as have two math volunteers and an after school math homework assistance three days a week</p> <ul style="list-style-type: none"> • NWEA MAP • Teacher created formative and summative assessments

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.05	ACADEMIC PERFORMANCE STANDARD	K-3 Literacy
<p>Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.</p> <p>The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Districts and schools are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.</p> <p>Goals for this standard should address 1.) The component grade; and 2.) At least one measurable, targeted strategy aimed at improving student reading scores.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL			A	June 30, 2022 A
ACTUAL	A	A		
RATING (completed by sponsor)				*Goals in this column will only address the Component Grade

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
N/A

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.06	ACADEMIC PERFORMANCE STANDARD	Graduation Rate
<p>The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four year graduation rate and 40%- the letter grade for the five-year graduation rate.</p> <p>The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.</p> <p>Goals set for this standard should address 1.) The overall component letter grade; and 2.) The overall component percentage.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL	N/A	N/A	N/A	N/A
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the overall component percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
N/A

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.07	ACADEMIC PERFORMANCE STANDARD	Prepared for Success
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The Prepared for Success component looks at how well prepared Ohio’s students are for all post-secondary opportunities. Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.

A Prepared for Success letter grade is based on how well the students performed on these three measures: ACT or SAT remediation-free scores; An Honors Diploma; or Earning twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields. “Bonus” points are potentially earned by students for meeting additional criteria associated with Advanced Placement scores, International Baccalaureate credits, or College Credit Plus credits.

Goals for this standard should include 1.) The letter grade for the component score; 2.) The overall percentage of the component score; and 3.) A specific strategy to show growth in one or more of these six measures.

	2016/17	2017/18	2018/19	Contract End Date:
GOAL	N/A	N/A	N/A	N/A
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the overall component percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
N/A

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.08	ACADEMIC PERFORMANCE STANDARD	Other Academic Measure
<p>Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.</p> <p>Goals set for this standard should include a brief description of the assessment and the increase being expected.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		42%	44%	June 30, 2022 50%
ACTUAL	40%			
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>NWEA MAP percentage of students meeting or exceeding their growth goal in Reading and Math will be measured Goal is that students reach their RIT growth measures by the Spring Assessment</p>

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

A.09	ACADEMIC PERFORMANCE STANDARD	Comparative Data from Similar Schools
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In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare in the same components. ODE utilizes a method referencing six criteria to determine a “similar school” for local comprehensive districts. Because of the unique nature of Community Schools, “similar schools” should be comparable in ADM, percent poverty, and percent minority students. In determining “similar schools”, this can be any two schools within the state that are comparable in one of the areas to your school, this may include one or both being schools within the same management company.

Goals in this area should: 1.) Include the verbiage: “performing at rates higher than or equal to”; 2.) Identify at least two “similar” schools; 3.) Address at least one of the following areas as reported on the LRC: Performance Index, Progress, Gap Closing, K-3 Literacy Rate, or Graduation Rate.

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		A	A	June 30, 2022 A
ACTUAL	A			
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Stonebrook Montessori (F) & Noble Academy (D) compares in percent minority and percent poverty <ul style="list-style-type: none"> • K-3 Literacy Comparison on Ohio State Report Card

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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



NA.01	NON-ACADEMIC PERFORMANCE STANDARD	Mission Specific Goal
<p>The mission statement is unique to the school and determines what makes the school stand out from other schools.</p>		
<p>The Mission of the school is: <i>The Intergenerational School connects, creates and guides a multigenerational community of lifelong learners and spirited citizens.</i></p>		
<p>Goals set for this standard should address a specific area from the school's mission statement. Examples could include Character education, student behavior, STEM focus, College preparatory.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		84%	88%	June 30, 2022 100%
ACTUAL	80%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Percentage of Applying stage students who meet their community service points during their senior year

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

NA.02	NON-ACADEMIC PERFORMANCE STANDARD	Attendance
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The Ohio Department of Education historically has ranked schools as proficient with a year ending attendance percentage of 93%.

The **Attendance rate** is measured by “Student Attendance Rate” means the ratio of the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for that school year. (OAC 3301-18-01). This number is expressed as a percentage.

Goals set for this standard should address 1.) Increasing student attendance to the proficiency rate of 93% or higher; and 2.) Identify strategies in which the school will work to accomplish this goal. (Strategies may include; increasing family involvement through activities at the school, implement student attendance incentive programs, create a peer mentoring system for students, etc.

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		95%	96%	June 30, 2022 96%
ACTUAL	94%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Communication with families regarding importance of attendance and when patterns of absences are occurring

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

NA.03	NON-ACADEMIC PERFORMANCE STANDARD	Parent Satisfaction
<p>Parent/caregivers are key stakeholders in the success of Community Schools.</p> <p>The Parent Satisfaction increases communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.</p> <p>Goals set for this standard should address what form of feedback will the school solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		Surveys after each school event	Surveys after each school event	June 30, 2022 Surveys after each school event
ACTUAL	One parent survey			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>Yearly parent survey</p> <ul style="list-style-type: none"> • Monthly parent meetings with school representative • Face to face meetings when called for: concerns, information sessions, Open House sessions • Weekly newsletters communicating with parents and a brief survey after each school event to solicit feedback on what went well and suggestions for improvement to make adjustments and changes for the following school year

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

NA.04	NON-ACADEMIC PERFORMANCE STANDARD	Governing Board Performance
<p>All community schools are required to comply with all rules and regulations regarding a Governing Board.</p> <p>The Governing Board Performance is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.</p> <p>Goals set for this standard should address the ability of the individual members and/or combined entity increasing the efficiency and/or effectiveness of the board. This could include; professional development, attendance rates at meetings, attendance rate at school functions as well as interaction with key stakeholders of the community school.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		25%	50%	June 30, 2022 57%
ACTUAL	0%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>Attendance rate of Board Members at school community events: 2 Franks & Fellowship, two School concerts, Commencement, and Science Fair</p> <ul style="list-style-type: none"> • Measure how many Board Members attended two or more events at the school <p>4 TIS Board Members</p>

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	Organizational/Operational
<p>All community schools are required to submit a variety of documents in Epicenter yearly.</p> <p>The Organizational /Operational contract must include a performance framework that defines your schools expected organizational/operational outcomes with clear, measurable and inclusive targets.</p> <p>Goals set for this standard should address the on-time and accuracy of compliance submissions within Epicenter.</p>		

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		100%	100%	June 30, 2022 100%
ACTUAL	100%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
TIS will have complete compliance in submissions in Epicenter

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	Financial Performance and Sustainability
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All community schools are required to submit evidence of the financial performance and sustainability of the school to the sponsor.

The **Financial Performance and Sustainability** framework that defines your schools expected financial outcomes with clear, measurable and inclusive targets.

Goals set for this standard should address the financial performance and sustainability with specific annual and over-the-contract-term metrics and targets. (audits, debt, building ownership, enrollment, or cash balance)

	2016/17	2017/18	2018/19	Contract End Date:
GOAL		100%	100%	June 30, 2022 100%
ACTUAL	100%			
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
TIS will have a clean audit certified by external auditors

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

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

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

