

ATTACHMENT 6.4

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

ATTACHMENT 6.4, continued

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

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

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

SCHOOL GRADE

Coming in
2018



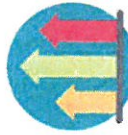
Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index
48.8%..... **F**

Indicators Met
0.0%..... **F**

COMPONENT GRADE
F



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value Added
Overall..... **A**
Gifted..... **NR**
Students with Disabilities..... **NR**
Lowest 20% in Achievement..... **A**

COMPONENT GRADE
A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives
0.0%..... **F**

COMPONENT GRADE
F



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

COMPONENT GRADE
Not Rated



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement
NC..... **NR**

COMPONENT GRADE
Not Rated



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE
Not Rated

Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

F

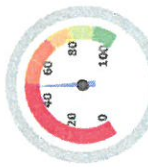
GRADE

F

Performance Index

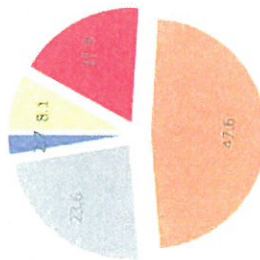
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

Performance Index

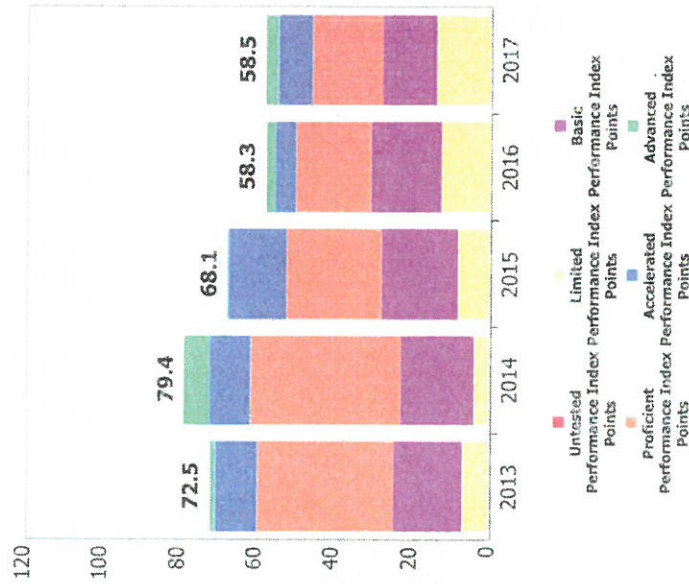


- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0.0	x 1.3	= 0.0
Advanced	2.7	x 1.2	= 3.2
Accelerated	8.1	x 1.1	= 8.9
Proficient	17.9	x 1.0	= 17.9
Basic	23.6	x 0.6	= 14.2
Limited	47.6	x 0.3	= 14.3
Untested	0.0	x 0.0	= 0.0
			58.5



Performance Index Trend



2017 Report Card for Midnimo Cross Cultural Community School

GRADE

F

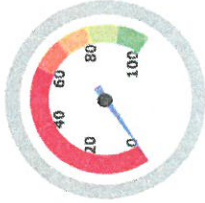
Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

0.0%
0 out of 8

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



Grades 3-5

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.

Grades 6-8

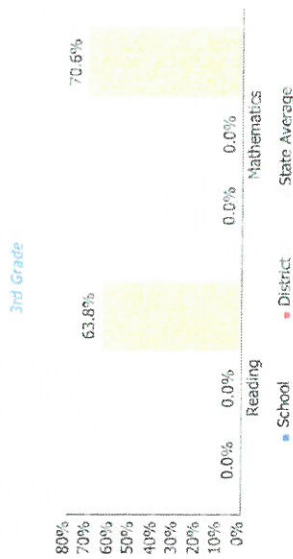
6th Grade	English Language Arts	19.0%	X
	Mathematics	31.0%	X
	Social Studies	28.6%	X
7th Grade	English Language Arts	26.7%	X
	Mathematics	30.0%	X
8th Grade	English Language Arts	27.0%	X
	Mathematics	45.9%	X
	Science	22.2%	X

High School

This school does not have enough Ohio Graduation Test results to display this table.

GIFTED INDICATOR NC

Achievement Levels by Grade

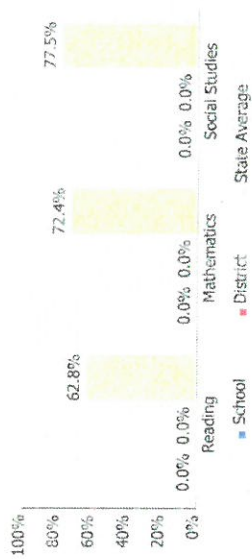


Proficient Percent Trend by Grade

3rd Grade

No data returned for this view. This might be because the applied filter excludes all data.

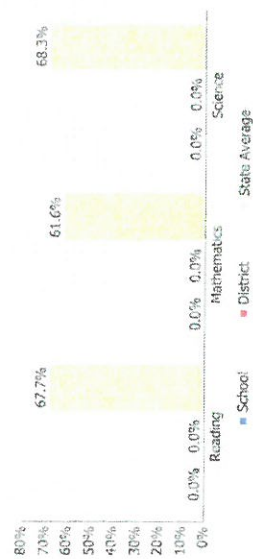
4th Grade



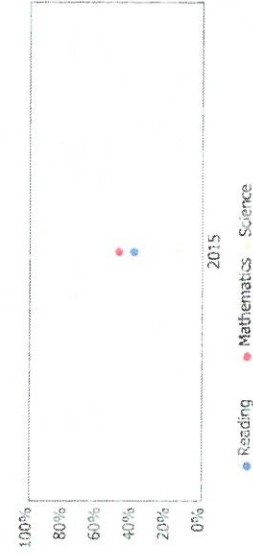
4th Grade

No data returned for this view. This might be because the applied filter excludes all data.

5th Grade



5th Grade



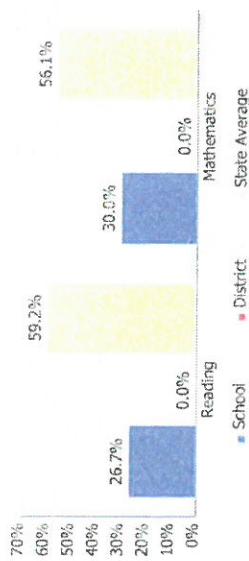
6th Grade

6th Grade

2017 Report Card for Midnimo Cross Cultural Community School



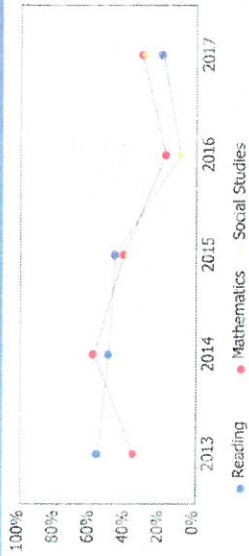
7th Grade



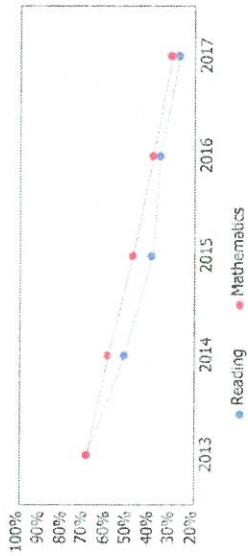
8th Grade



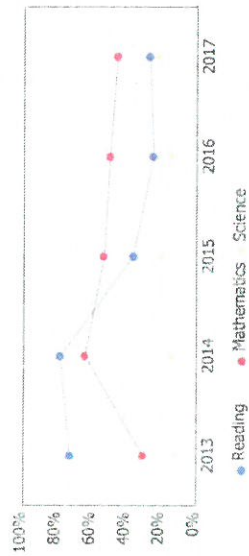
High School



7th Grade



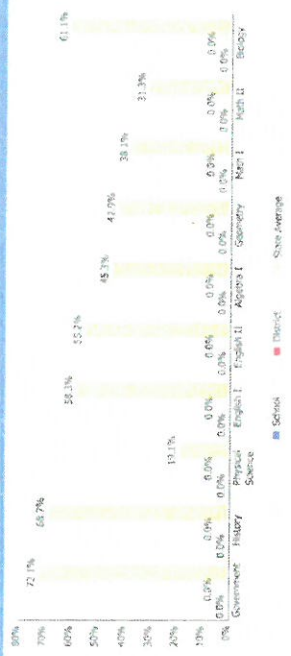
8th Grade



High School

2017 Report Card for Midnimo Cross Cultural Community School

No data returned for this view. This might be because the applied filter excludes all data.



Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR
NC

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

A performance index cannot be calculated for this school because there are not enough students.

Gifted Value Added

Value Added Grade: NR
Value Added Met?: NC

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index: NC
Performance Index Met?: NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points: 0.0
Gifted Inputs Met?: Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however, if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

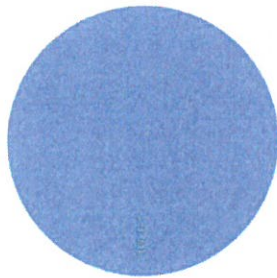
INDICATOR
NC

Gifted Indicator

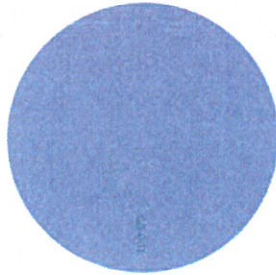
The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

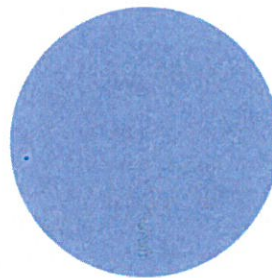
Visual/Performing Arts and Creative Thinking



Disadvantaged Students



Minority Students



Receiving Gifted Services

Identified as Gifted, but not receiving services

Not Identified as Gifted

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE
A

GRADE
A

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE
NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE
A

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE
NR

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	Green	Green	Green	Red	Green
6th Grade	Green	Green	Green	White	Green
7th Grade	Green	Green	Green	White	Green
8th Grade	Green	Green	Green	Red	Green

High School English High School Math Value Added
 Language Arts Value Added data is not available for this school
 data is not available for this school

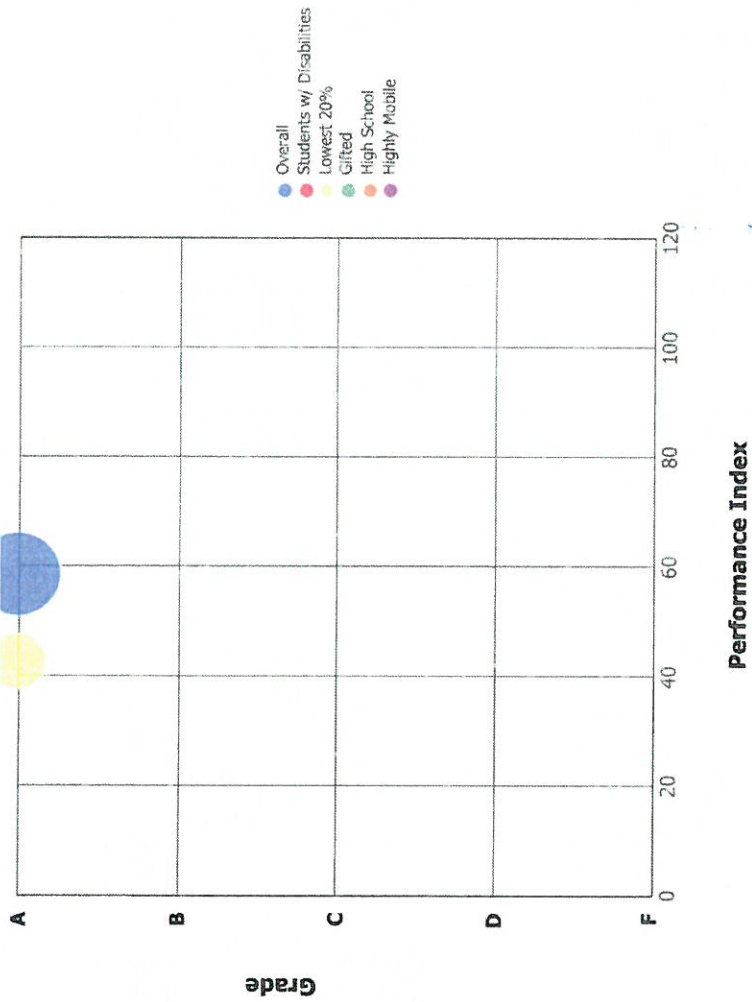
What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected – significant evidence
- Students made more progress than expected – moderate evidence
- Students made progress similar to the statewide expectation – evidence
- Students made less progress than expected – moderate evidence
- Students made less progress than expected – significant evidence

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

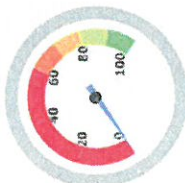
COMPONENT GRADE

F

GRADE

F

AMO Points



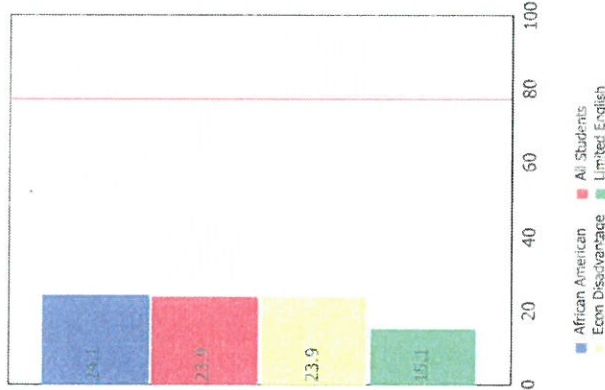
0.0%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%

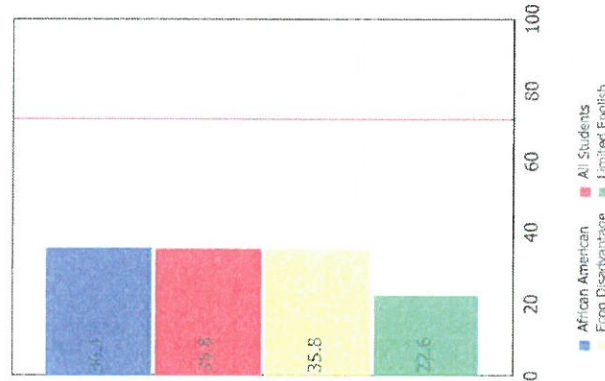
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

English Language Arts



Math



Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

Not Rated

This school has not been assigned a grade for Graduation Rate because there were not enough students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE
Not Rated

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Percentage On-Track in Reading Diagnostic

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

NC

How many third graders scored proficient on the state Reading test?

NC

Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE
Not Rated

COMPONENT GRADE
Not Rated

This data cannot be shown because there are not enough students in the graduating class of 2016 to evaluate.

How Prepared were Your 2015 and 2016 Graduating Classes?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

This data cannot be shown because there are not enough students in the graduating class of 2016 to evaluate.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

This graph is not displayed because the result is Not Calculated.

What Percentage of the 2014 Graduating Class Entered College within Two Years?

NC

What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?

NC

This graph is not displayed because the result is Not Calculated.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

2016 - 2017 Report Card for Midnimo Cross Cultural Community School



Principal: Amy L. Shrock
Address: 1500 W 3rd Ave Ste 125
 Columbus OH 43212-2883

Phone: (614) 261-7480
**Career Technical
 Planning District:** Columbus City CTPD

Directory information current as of the 2016-2017 Report Card publication date.

**Average
 Daily
 Enrollment:**

118

**Number of
 Limited English
 Proficiency
 Students
 Excluded from
 Accountability
 Calculations:**

--

Your School's Students

Enrollment by Subgroup



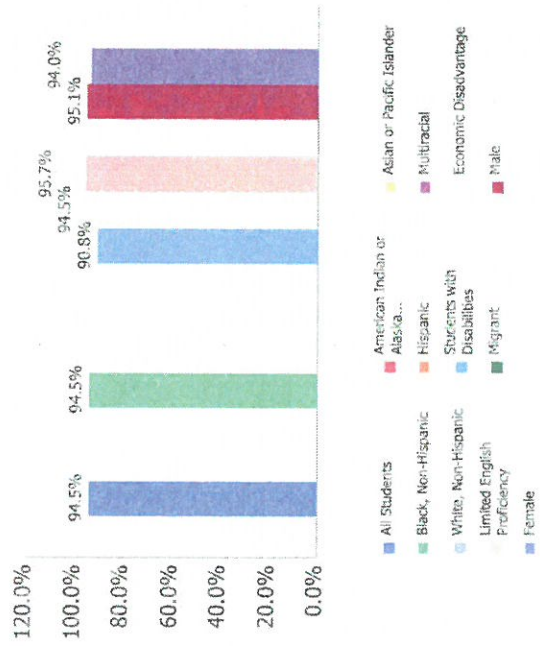
Subgroup	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	117	99.2%
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	NC	
Students with Disabilities	11	9.5%
Economically Disadvantaged	118	100.0%
Limited English Proficiency	58	49.2%
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.

- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

Attendance Rate



All Students	94.5%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	94.5%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	NC
Students with Disabilities	90.8%
Economic Disadvantage	94.5%
Limited English Proficiency	95.7%
Migrant	NC
Male	95.1%
Female	94.0%

Chronic Absenteeism Rate: 16.5%

NC = Not Calculated because there are fewer than 10 in the group

Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

Subgroup	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	0.0%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	NC
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	0.0%
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group

Your School's Teachers

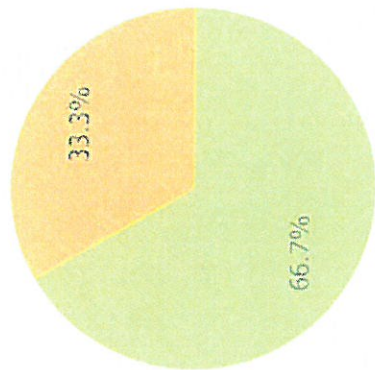
Number of Teachers by Program Area

Your School's Poverty Status: High	Your School	Your District	#	State Avg per 1000 Students
Percentage of teachers with at least a Bachelor's Degree	100.0	--	8.0	46.8
Percentage of teachers with at least a Master's Degree	20.0	--	1.0	2.3
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--	1.0	10.9
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--	1.3	7.3
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	0.0	0.6
Lead or Senior Teachers:	0.0	0.0	0.0	3.0
			0.0	2.5
			0.0	2.8
			0.0	0.3

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Teacher Evaluations



- Accomplished
- Ineffective
- Skilled
- Not Complete
- Developing

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Elected to administer BMI screening

X

Participation in Physical Activity Pilot Program

X

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Community Schools with Enrollment less than 150

Classroom Spending Data

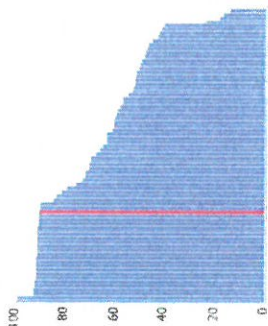
What percent of funds are spent on classroom instruction?

90.9%

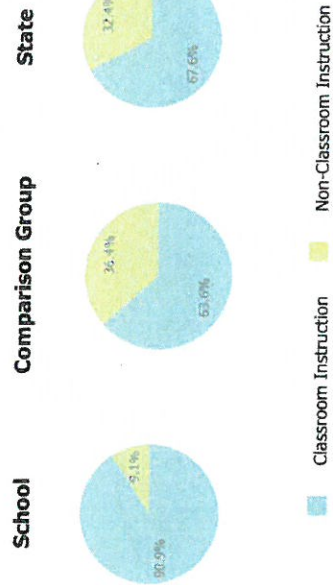
How does this school rank in comparison to other schools of similar size?

28 out of 143

A rank of 1 indicates the highest percent spent on classroom instruction.

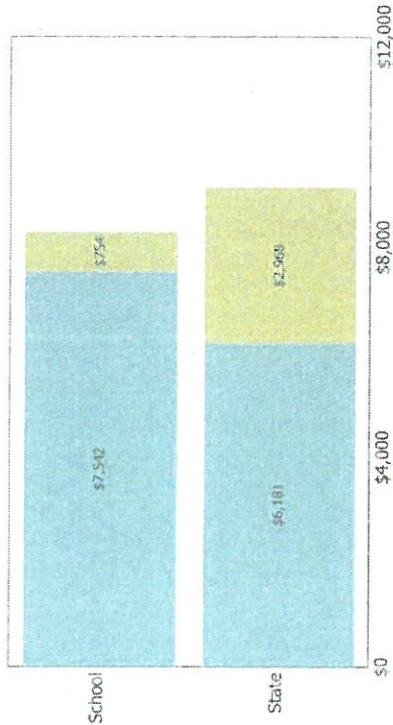


Rankings subject to change due to data appeals.



Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$8,296	\$9,149
Classroom Instruction	\$7,542	\$6,181
Non-Classroom Spending	\$754	\$2,968



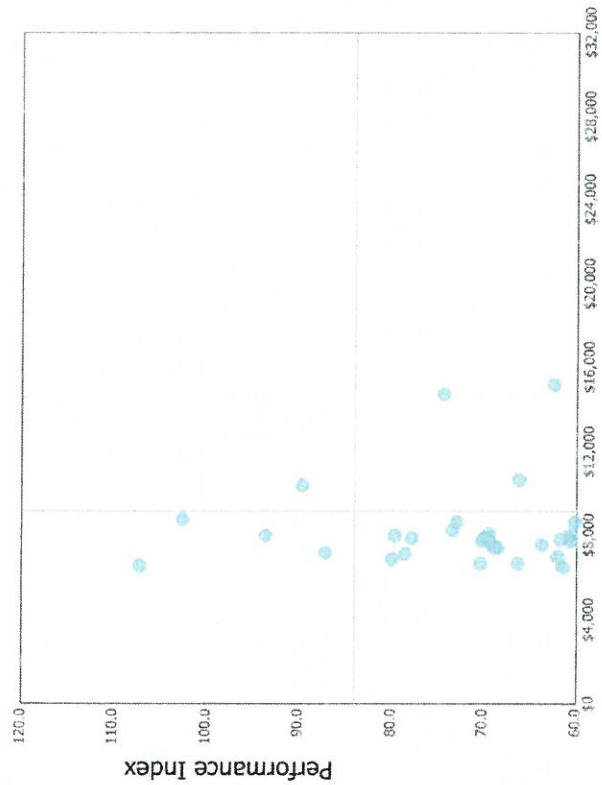
X Midnimo Cross Cultural Community School IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

X Midnimo Cross Cultural Community School IS NOT among the 20% of traditional community schools with the highest academic performance index scores.

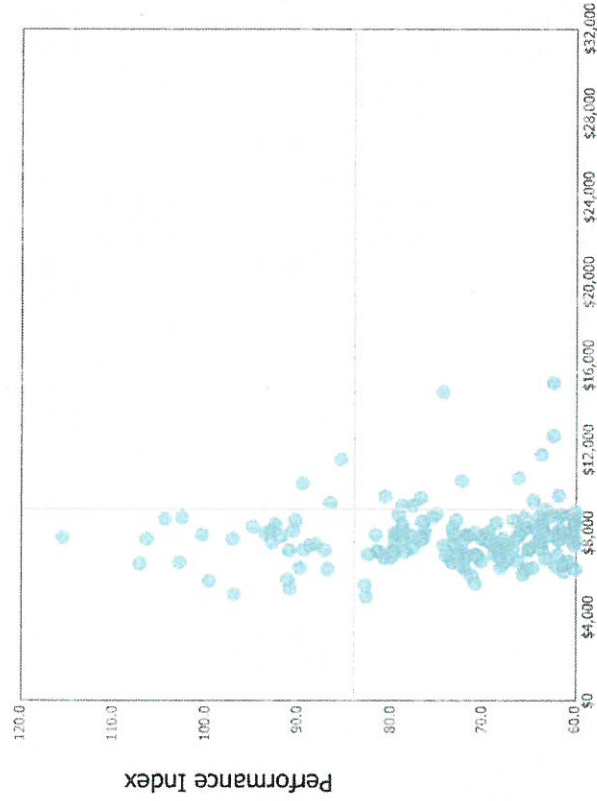
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



All Community & STEM Schools



Spending per Pupil

The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

Academic Assessment & Accountability

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

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

We will utilize the graded measures available on the state report card each year. As additional measures are added from year to year, we will also utilize the performance framework in those areas. The Graded Measures are:

- Value-Added: Overall
- Value-Added: Gifted
- Value Added: Students with Disabilities
- Value-Added: Lowest 20% in Achievement
- Performance Index
- Performance Indicators
- 4 Year Graduation Rate
- 5 Year Graduation Rate
- Annual Measurable Objectives (AMO)

➤➤ ***The inclusion of the measures will be based on their report card release from the Ohio Department of Education.***

The ESC will rate each of these areas as –

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

➤➤ ***Reference attached spreadsheet.***

- **Spreadsheet will be reviewed at the annual face to face meeting with administration and board representation. It will also be utilized at renewal time.**
- **School and Sponsor may agree to include additional Progress and/or Achievement measures using data from standardized assessments (i.e., MAP, STAR) and/or other District specific metrics. These will be used to assist in monitoring accountability, especially if there are areas that were not rated on the report card.**

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

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

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

- Required participation in the Differentiated Accountability/Ohio Improvement Process assigned by the Sponsor – even if not yet assigned by ODE
- Professional development
- SST support
- On-site support
- Corrective action planning, and intervention where needed, as requested by the Sponsor

- Decrease in contract length, non-renewal, suspension, and/or termination if no growth occurs over the course of the contract life

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

Community School Accountability Measures

Community School:	Grade Span:	Date:	Pts Earned x Weights of Measure							
			Baseline		Year 1		Year 2		Year 3	
Accountability Measures	Metric		Pts. Earned	Wt. of Measure	Pts. Earned	Wt. of Measure	Pts. Earned	Wt. of Measure	Pts. Earned	Wt. of Measure
Levels of student achievement on statewide assessments	Achievement: Performance Index Grade									
Student performance on statewide assessments	Achievement: indicators Met Grade									
Student performance of subgroups on statewide assessments	Gap Closing: AMO Grade									
K-3 Literacy (coming 2014)	K-3 Literacy: (TBD)									
Overall student progress on statewide assessments (grades 4-8)	Progress: Value Added Overall Grade									
Graduation Rate (HS only)	Graduation Rate									
Prepared For Success (coming 2014)	Prepared for Success: (TBD)									
Other*										
EARNED: Overall Level of Performance Based Upon All Measures**			0	0.00		0.00		0.00		0.00

District Notes:

* District and Sponsor may agree to include additional Progress and/or Achievement measures using data from District-wide standardized assessments (i.e., MAP, STAR) and/or other District specific metrics.

** Schools with an Overall Level of Performance score of less than 2 will be required to develop an Improvement Plan including targeted SMART goals, identified research-based strategies, adult implementation indicators, student performance indicators, progress monitoring measures and timelines, and implementation details. Achievement of goal(s) will be included in the District's Accountability Measures.

Metric	Target Rubric			
	Exceeds Target	Meets Target	Approaching Target	Below Target
	4 points	3 points	2 points	1 point
Progress	A	B	C	D
Overall	(2.0 and up)	(1.0 to 1.9)	(--1.0 to --0.9)	(--2.0 to --1.1)
Achievement	A	B	C	D
PI and Indicators Met	(90--100%)	(80--89.9%)	(70--79.9%)	(50--69.9%)
Graduation Rate	A (93-	B (89-	C (84-	D (79-
	--100%)	--92.9%)	--88.9%)	--83.9%)
K--3 Literacy	A	B	C	D
	TBD	TBD	TBD	TBD
Prepared for Success	A	B	C	D
	TBD	TBD	TBD	TBD
Additional District Specific Metric Options:	Agreed upon by District and Sponsor			
Progress or Achievement	A	B	C	D
District--wide Standardized Assessment	TBD	TBD	TBD	TBD
Progress or Achievement	A	B	C	D
Attendance data	TBD	TBD	TBD	TBD
Achievement of Targeted District Goal	A	B	C	D
District Improvement Plan	TBD	TBD	TBD	TBD

* Ranges below

Other:

ATTACHMENT 6.4-MCC

[METHOD TO MEASURE SCHOOL PROGRESS] *Targeted District Goal*

Due to the constantly changing environment surrounding the Ohio state tests, our goals will center on the reliable data and research of NWEA MAP testing.

Based on the NWEA research, the 2015 NWEA Normative Data reflects growth norms that incorporate the shift to Common Core standards. Our goals will use our baseline data and the expected growth as indicated by the NWEA spring goal. The 2018-2019 reading goals reflected below are on average, 22 points higher than Ohio's expectations.

The NWEA Linking study with Ohio State Assessments suggests a 69% Norms Percentile provides a reasonable chance to be proficient on the Ohio AIR assessment, and is provided for reference (last column).

Reading Goals:

Grade	2017 FALL	2017-2018 Spring Goal	2018-2019 Spring Goal	2019-2020 Spring Goal	2020-2021 Spring Goal	2021-2022 Spring Goal	69% National Norms Percentile
6	199	205	211	217	224	231	218
7	203	209	215	222	228	235	222
8	204	210	216	223	230	236	225

Math Goals:

Grade	2017 FALL	2017-2018 Spring Goal	2018-2019 Spring Goal	2019-2020 Spring Goal	2020-2021 Spring Goal	2021-2022 Spring Goal	69% National Norms Percentile
6	203	209	215	222	228	235	225
7	203	209	215	222	228	235	231
8	212	218	225	232	239	246	235

Science NWEA Goals:

Grade	2017 FALL	2017-2018 Spring Goal	2018-2019 Spring Goal	2019-2020 Spring Goal	2020-2021 Spring Goal	2021-2022 Spring Goal	69% National Norms Percentile
6	197	203	209	215	222	228	210
7	199	205	211	217	224	231	213
8	203	209	215	222	228	235	216

ATTACHMENT 6.4-MCC (con't)

Moreover, to align interim assessments to Ohio Content Standards, a series of Aligned Benchmark assessments are administered throughout the school year. Students are administered approximately ten questions covering standards in ELA and math that are to be covered for a particular 9-week quarter. Questions are derived from Common Core test banks. At the end of the quarter after teaching has occurred, students are administered as assessment containing these same 10 question, plus additional questions covering the standards of that quarter. Student gains are measured by pre-versus post-instructional assessment results. Thus, administration can readily ascertain student mastery of the Standards, and when necessary, remediation can occur quickly.

The general framework and timeline of the Assessment portfolio is graphically depicted below:

Benchmark 1		Benchmark 2		Benchmark 3	
Pretest Aug/Sept.	Post-test Oct.16-25	Pretest Oct. 30	Post-test Jan. 8	Pretest Jan.22	Post-test April
MAP (Fall-Winter)			MAP (Winter-Spring)		

SLO 1

SLO 2

ATTACHMENT 6.5

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

Midnimo Cross Cultural Middle School

Asian	0	0.00%
Black	113	96.58%
Hispanic	2	1.71%
Multi-Racial	1	0.85%
White	1	0.85%
Total	117	100.00%

RACIAL AND ETHNIC BALANCE

Midnimo Cross Cultural Middle School (the "School") is non-sectarian in its programs, admissions policies, employment practices and all operations, does not charge tuition, and does not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, military status or physical, mental, emotional or learning disability.

The School commits to planning and achieving racial and ethnic balance by:

Publicizing its services to a diverse pool of applicants

Advertising in a variety of community newspapers

Sending direct mail flyers to eligible students

Posting flyers at high-traffic areas in the community (YMCA, area restaurants, banks, etc.)

Advertising on radio

Utilization of local cable talk shows

Hosting a minimum of 2 annual open house events at the School

Any door-to-door advertising will be done in a variety of diverse neighborhoods

ATTACHMENT 6.7

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

The Principal or his/her designee may suspend a student for up to ten (10) school days. The person designated as Superintendent in OEDS-R (hereafter "Superintendent") may expel a student for up to eighty (80) school days, and in some instances, one (1) year. Provided, however, that beginning July 1, 2017, the Principal or Superintendent may not suspend, expel, or remove a student from School solely on the basis of the student's unexcused absences from School.

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures, with notice and procedures to follow the removal in accordance with R.C. 3313.66.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used, or leased by the School for School, School extracurricular, or School-related events).

A student may also be expelled for a period not to exceed one (1) year for:

1. bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property;
2. bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;
3. possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person;
4. committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. 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.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Superintendent may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with the Individual with Disabilities Education Act;
2. the student was unaware that s/he was possessing a firearm or knife;
3. the student did not understand that the item s/he possessed was considered a firearm or knife;
4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. the student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause.

During the period of suspension, removal, or expulsion, the student may not attend or participate in any School functions without permission from the Principal. The student may enter School facilities only when given permission by Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

While serving an out-of-school suspension, the Board [does or does not] authorize students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of curriculum, classroom assignments, tests, and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extra-curricular activities for misconduct or rules violations. The length of suspension shall be determined by the Principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extra-curricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity are not entitled to notice, hearing, or appeal rights.

If the Principal determines that a student's behavior on a School vehicle violates School rules, s/he may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Principal the option to require a student to perform community service in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto school property.

The Board designates the Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension, provided the Principal and Superintendent are not the same person. If the Principal and Superintendent are the same person, the Board, a committee of the Board, or _____, an administrator who is not involved in the suspension decision, will hear the appeal of the suspension.

The Board, a committee of the Board, or _____, an administrator who is not the Superintendent and is not involved in the expulsion, will hear the appeal of an expulsion.

The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

Due Process Rights

Suspension

The following procedure does not apply to in-school suspensions. The Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written Notice of Intent to suspend will be given to the student, which contains the following:
 - a. The reasons for the intended suspension; and
 - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.
2. The student must be allowed an informal hearing before the Principal or his/her designee to challenge the reasons for the intended suspension or otherwise explain his actions. The student is not entitled to call witnesses at this informal hearing.
3. Within one school day after the suspension is imposed, the Principal or his/her designee shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the suspension. The notice must contain the following:
 - a. The reasons for the suspension;
 - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
 - c. The right to representation at all appeals;
 - d. The right to a hearing before the Board or its designee; and
 - e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.

If an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Superintendent may require the student to participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of

action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or his/her designee may develop an appropriate list of alternative consequences.

Expulsion

Only the Superintendent may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Superintendent must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:
 - a. The reasons for the intended expulsion; and
 - b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Superintendent at the request of the student, his parent, custodian, guardian, or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
 - c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Superintendent to challenge the reasons for the expulsion or otherwise explain his/her actions.
3. Within one school day after the expulsion is imposed, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the expulsion. The notice must include the following:
 - a. The reasons for the expulsion;
 - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
 - c. The right to representation at all appeals;
 - d. The right to an appeal hearing before the Board or its designee;
 - e. The right to request that the hearing be held in executive session;
 - f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;
 - g. When the Superintendent expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his 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 behaviors that

contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

Prohibition of Corporal Punishment

All teachers, administrators, non-licensed school employees, and school bus drivers are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the School. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.

RC 3313.66-.662; 3313.668; 3321.13(B)(4); 4510.32(B); 20 USC 7961(b)(1)

See **Appendix 273-A** Notice of Intended Suspension from School; **Appendix 273-B** Notice of Emergency Removal and Intent to Suspend from School; **Appendix 273-C** Notice of Suspension from School; **Appendix 273-D** Notice of Rights Re: Suspension from School; **Appendix 273-E** Notice of Intended Expulsion from School; **Appendix 273-F** Notice of Emergency Removal and Intent to Expel from School; **Appendix 273-G** Notice of Expulsion from School; **Appendix 273-H** Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); **Appendix 273-I** Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).

Adopted: 5/25/2017

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL
NOTICE OF INTENDED SUSPENSION FROM SCHOOL

Name of Student

Date

This is to notify you that you may be suspended from school pursuant to R.C. 3313.66(A). Suspension from school means that while you are suspended you are not allowed to come to school, attend classes or extra-curricular activities. The reason(s) you may be suspended from school are:

_____ in violation of
_____ of the Board

Policy adopting the Code of Student Conduct.

This is also to notify you that the Principal may seek to permanently exclude you, if you are convicted of or adjudicated a delinquent child for a violation listed in R.C. 3313.662(A), and if you were 16 years of age or older at the time of such violation.

You now have the opportunity to meet with the appropriate school official (Principal or his/her designee) at an informal hearing to challenge the reason(s) for the intended suspension, or otherwise explain your actions.

Principal or designee*

Date

I have received a copy of this Notice of Intended Suspension.

Signature of Student

Date

*If so permitted by Board policy.

© 1999 Amy J. Berman

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL

NOTICE OF EMERGENCY REMOVAL
AND INTENT TO SUSPEND FROM SCHOOL

Name of Student

Date

This is to notify you that because of,

your presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. Pursuant to R.C. 3313.66(C), this is to notify you that you have been removed from curricular and extra-curricular activities from school effective immediately.

This is to notify you that because of the intent to suspend you from school pursuant to R.C. 3313.66(A) for the following reason(s):

in violation of _____

of the Board Policy adopting the Code of Student Conduct.

This is also to notify you that the Principal may seek to permanently exclude you, if you are convicted of or adjudicated a delinquent child for a violation listed in R.C. 3313.662(A), and if you were 16 years of age or older at the time of such violation.

You now have the opportunity to meet with the appropriate school official (Principal or his/her designee) at an informal hearing to challenge the reason(s) for the intended suspension, or otherwise explain your actions.

Principal or his/her designee

Date

I have received a copy of this Notice of Emergency Removal and Intended Suspension.

Signature of Student

Date

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL
NOTICE OF SUSPENSION FROM SCHOOL

Signature of Student

Date

Based upon my review of your circumstances, I have concluded that you will be suspended from school for the following reason(s):

_____ in violation of

_____ of the Board Policy adopting the Code of Student Conduct.

Suspension will be served on the following dates:

Principal or designee*

Date

*If so permitted by Board policy.

OD 1999 Amy J. Berman

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL
NOTICE OF RIGHTS RE: SUSPENSION FROM SCHOOL

Name of Student

Date

To parent, guardian, custodian, or
18 year old student:

Name

Address

(Name of Pupil) has been suspended from school for
the following reason(s):

in violation of

of the Board Policy adopting the Code of Student Conduct.

You have the following rights:

1. To appeal the suspension to the Board of Directors, or the Board's appointed designee, if applicable. Your intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving this notice.
2. To be granted a hearing before the Board of Directors (or designee) in order to be heard against the suspension.
3. To request that the appeal hearing be held in executive session.
4. To be represented in an appeal hearing.

This is also to notify you that the Principal may seek the pupil's permanent exclusion, if the pupil is convicted of or adjudicated a delinquent child for a violation listed in R.C. 3313.662(A), and if the pupil was 16 years of age or older at the time of such violation. This suspension may also be extended during the pendency of criminal proceedings for such violations in accordance with R.C. 3313.66(F).

Principal or designee*

Date

© 1999 Amy J. Bonian

*If so permitted by Board policy.

For school use only:

Copies: Pupil, Parent, School Treasurer
Original: School

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL
NOTICE OF INTENDED EXPULSION FROM SCHOOL

Name of Student

Date

This is to notify you that you may be expelled from school pursuant to R.C. 3313.66(B). Expulsion from school means that while you are expelled you are not allowed to come to school, attend classes or extra-curricular activities. The reason(s) you may be expelled from school are:

_____ in violation of
_____ of the Board Policy adopting the Code of Student Conduct.

This is also to notify you that the Superintendent may seek to permanently exclude you, if you are convicted of or adjudicated a delinquent child for a violation listed in R.C. 3313.662(A), and if you were 16 years of age or older at the time of such violation.

You now have the opportunity to meet with the appropriate school official (Superintendent) at an informal hearing. At the hearing, you and your parent, guardian, custodian or representative may challenge the reason(s) for the intended expulsion or otherwise explain your actions.

Your hearing has been scheduled for _____ at _____ m.,
in M _____'s office in the building located at
_____, Ohio.

Superintendent

Date

I have received a copy of this Notice of Intended Expulsion.

Signature of Student

Date

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL

NOTICE OF EMERGENCY REMOVAL
AND INTENT TO EXPEL FROM SCHOOL

Signature of Student

Date

This is to notify you that because _____

your presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. Pursuant to R.C. 3313.66(C), this is to notify you that you have been removed from curricular and extra-curricular activities from school effective immediately.

This is also to notify you of the intent to expel you from school pursuant to R.C. 3313.66(B) for the following reason(s):

_____ in violation of _____

_____ of the Board Policy adopting the Code of Student Conduct.

This is also to notify you that the Superintendent may seek to permanently exclude you, if you are convicted of or adjudicated a delinquent child for a violation listed in R.C. 3313.662(A), and if you were 16 years of age or older at the time of such violation.

You now have the opportunity to meet with the appropriate school official (Superintendent) at an informal hearing. At that hearing, you and your parent, guardian, custodian or representative may challenge the reason(s) for the intended expulsion or otherwise explain your actions.

Your hearing has been scheduled for _____
_____ at _____, m., in M _____'s
office in the _____ Building located at _____, Ohio.

Superintendent

Date

I have received a copy of this Notice of Emergency Removal and Intended Expulsion.

Signature of Student

Date

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL

NOTICE OF EXPULSION FROM SCHOOL

Signature of Student

Date

Based upon my review of your circumstances, I have concluded that you will be expelled from school for school days for the following reason(s):

in violation of _____

of the Board Policy adopting the Code of Student Conduct.

Expulsion will be served on the following dates: _____

Superintendent

Date

©1999 Amy J. Borman

MIDNIMO CROSS CULTURAL MIDDLE SCHOOL

NOTICE OF RIGHTS RE: EXPULSION FROM SCHOOL
(FOR USE FOR EXPULSIONS OF MORE THAN 20 SCHOOL DAYS ONLY)

To parent, guardian, custodian:

Name

Address

_____ (Name of Pupil) has been expelled from school for
the following reason(s):

_____ in violation of
_____ of the Board Policy adopting the Code of Student Conduct.

You have the following rights:

1. To appeal the expulsion to the Board of Directors, or the Board's appointed designee, if applicable. Your intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving this notice.
2. To be granted a hearing before the Board of Directors (or designee) in order to be heard against the expulsion.
3. To request that the appeal hearing be held in executive session.
4. To be represented in an appeal hearing.

This is also to notify you that the expulsion may be subject to extension pursuant to R.C. 3313.66(F), if the pupil was 16 years of age or older at the time of such violation.

This is also to notify you that the Superintendent may seek the pupil's permanent exclusion, if the pupil is convicted of or adjudicated a delinquent child for a violation listed in R.C. 3313.662(A), and if the pupil was 16 years of age or older at the time of such violation.

Superintendent

Date

**NOTICE OF ASSISTANCE PROGRAMS RE EXPULSION FROM SCHOOL
(FOR USE FOR EXPULSIONS OF MORE THAN 20 SCHOOL DAYS ONLY)**

Pursuant to R.C. 3313.66(D), when a pupil is expelled from school for more than 20 school days, this notice is given to the pupil and his or her parent, guardian or custodian.

This is to provide notice of the names, addresses and phone numbers of the appropriate public and private agencies which provide services or programs that work toward improving those aspects of the pupil's attitudes and behavior that contributed to the incident that gave rise to the expulsion.

<u>Names</u>	<u>Addresses</u>	<u>Phone Numbers</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

For school use only:

Copies: Pupil, Parent, School Treasurer
Original: School

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
12. Instruction at home from a person qualified to teach the branches of education in which instruction is required (after adequate certification of home instruction has been provided to the Principal or his/her designee).

13. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
14. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for two (2) hours of that day).

- 3
- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for 80 minutes of that day).
 - Track tardiness and early dismissals to the nearest _____ minutes (not to exceed 60 minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

3

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (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 habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

3

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee.

In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2017-2018 school year, the School shall employ absence intervention strategies 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 sixty consecutive hours of instruction or ninety hours 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.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive

3 hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-.191; O.A.C. 3301-69-02.

Date Adopted: 3/15/18

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention

A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Principal, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 5th grade English language arts, math, and science achievement assessments;
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 7th grade English language arts and math achievement assessments; or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is a limited English proficient student who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:
 - The student is a student with a disability;
 - The student has taken the third grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and
 - The student previously was retained in grades K-3.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction in the fourth grade,

including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Principal's discretion.

Intervention

Annually, the School will assess the reading skills of each student enrolled in grades 1 to 3 by September 30, and in kindergarten by November 1, and will identify students who are reading below grade level, except those students with cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. The students' classroom teachers shall be involved in the assessment and identification of students reading below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

For students reading below grade level, the School will:

- Provide written notification to the student's parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;
 - A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt; and
 - A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion.
- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and targeted at the student's identified deficiencies.
- Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student's results on the diagnostic assessment. The plan must include:

- Identification of the student's specific reading deficiencies;
- A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
- Opportunities for the student's parent(s) to be involved in the instructional services and support;
- A process for monitoring the extent to which the student receives the instructional services and support;
- A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's reading process; and
- A statement that if the student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade.

Teacher Qualifications

Each student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Completed a master's degree program with a major in reading; or
- Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education; or
- Was rated "above expected value added" in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a student who is an English language learner and has been in the United States for three years or less, or a student who has an IEP may be assigned a teacher who holds an alternative credential approved by the Ohio Department of Education or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the Ohio

Department of Education. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the student's assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Principal agree to the assignment. Any such assignment of services must be documented in the student's reading improvement and monitoring plan.

Reporting Requirement

The School shall annually report to the Department of Education its implementation and compliance with the Third Grade Guarantee.

When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq.

Date Adopted: 10/19/17

State-Mandated Assessments. The School shall administer State-mandated assessments (e.g., diagnostic assessments and achievement tests) to Students at the times designated by the State Board of Education. The School may, for medical reasons or other good cause, excuse a Student from taking a State-mandated assessment on the date scheduled, but any such assessment shall be administered to such excused Student not later than nine (9) calendar days after the last regularly scheduled test administration date. The School shall annually report to the State Board of Education, not later than June 30, the number of Students who have not taken one or more of the State-mandated assessments.

The Superintendent or his/her designee shall administer State-mandated assessments and submit the assessments to the entity with which the Ohio Department of Education contracts for the scoring of the tests, in accordance with Ohio law.

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas. Diagnostic assessments shall be administered by the School at least once annually for grades levels kindergarten through second grade in reading, writing, and mathematics, and for grade three in reading and writing to the following students:

- Any Student who transfers to the School if his/her former school did not administer each applicable diagnostic assessment to the Student in the current school year (must be administered within thirty (30) days from the date of transfer).
- Previously home-schooled Students enrolling at the School will be given a diagnostic assessment in order to determine their appropriate grade level placement.
- Each kindergarten student will complete the readiness assessment. The School shall administer the readiness assessment not earlier than the first day of the school year and not later than November 1 of that year, except the School may administer selected response and performance task items included in diagnostic assessments up to two weeks prior to the first day of the school year. The language and reading skills portion of the assessment must be administered by September 30 of that year.
- As required pursuant to the Third Grade Reading Guarantee. See Policy 245 Promotion and Retention Policy.

Social Studies Assessments are to be administered in at least the fourth (4th) and sixth (6th) grades. Assessments used for such purposes shall be determined by the School, and may be formative or summative in nature. The School shall not report the results of social studies assessments to the Ohio Department of Education.

Academic Prevention/Intervention Services. The School shall provide intervention services commensurate with the student's performance in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, or science proficiency or achievement test or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

If the School has a three-year average graduation rate of less than seventy-five percent (75%), then the School shall provide intervention services commensurate with the student's performance to any student whose results on the Ohio Graduation Test practice assessment indicate that the student is failing to

make satisfactory progress toward being able to attain scores at the proficient level on the Ohio graduation tests. The School shall provide the intervention services prior to the end of the school year, during the summer following ninth grade, in the next succeeding school year, or at any appropriate combination of those times.

Testing Time Limitations. Starting in the 2017-2018 school year, the School shall ensure that no student is required to spend more than two percent (2%) of the school year, cumulatively, taking State-mandated or other School-required assessments or spend more than one percent (1%) of the school year, cumulatively, taking practice or diagnostic assessments. The School may exceed these limitations by resolution of the Board, provided that the Board first conducts at least one public hearing on the proposed resolution.

These time limitations do not apply to:

- Assessments for students with disabilities;
- Related diagnostics for students who did not obtain a passing score on the third grade English language arts achievement assessment;
- Substitute advanced placement or international baccalaureate examinations; or
- Additional assessments administered to identify a student as gifted.

Recordkeeping. The School shall keep records for each student that include the following:

- A unique state student identification code or student data verification code in accordance with R.C. 3301.0714(D)(2);
- A list or designation of which assessments are required and which assessments are not required;
- A list or designation of which assessments, required or not required, are taken and which assessments are not taken during each assessment administration period;
- A score for each assessment taken, whether required or not required;
- Whether or not each student attained the requisite performance standard designated for each required assessment;
- What, if any, assessments must still be taken;
- Whether or not intervention must be provided; and
- For each test required for graduation, the date passed shall be recorded on the student's transcript. No information regarding a test not passed shall be on the student's transcript.

After the administration of any diagnostic assessment and upon a Parent's request, the School shall provide a Student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment to the Student's Parent.

Retention. No results from required statewide assessments shall be used as the sole basis for determining whether or not to promote a student from grade to grade, except as specified in the Third Grade Reading Guarantee. However, the School may choose not to promote to the next grade level any student who does not take a State-Mandated Assessment if the student is not exempt from the requirement to take assessments.

Summer Remediation Services. Instruction will be developed and offered by the School during the summer to any student who failed to score at the proficient level on a third grade reading achievement test or a diagnostic assessment.

Superintendent Duties. The Superintendent or his/her designee shall develop an assessment system that includes:

- The administration of state-mandated assessments;
- Regular assessments of student performance;
- Multiple and appropriate assessments that will be used to measure student progress;
- Assessment practices that conform to current professional standards for validity and reliability; and
- Sharing information with parents, students, and the community regarding assessment purposes and results.

The Superintendent or his/her designee shall also develop:

- Procedures for using diagnostic assessments to measure student progress in accordance with academic standards;
- A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of the diagnostic assessments;
- Procedures for the regular collection of student performance data; and
- Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify those services.

Students with Disabilities. All identified students with disabilities in the School shall be considered for participation in State-mandated testing. The extent of the student's participation shall be determined by the IEP/504 team. The IEP/504 plan developed for the student must specify the manner in which the student will participate in the state achievement assessments. All students shall participate in diagnostic assessments except those with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis.

This policy shall be reviewed and updated annually.

R.C. 3301.0710-.0711, 3301.0715, 3301.0729, 3313.608, 3313.6012, OAC 3301-13 et seq. and 3301-35 et seq.

See Appendix 242-A Assessment and Academic Prevention/Intervention Services Procedures. See also Policy 242.2 Alternate Assessments for Students with Disabilities; Policy 245 Promotion and Retention Policy; and Appendix 243-A Individual Student Assessment Recordkeeping Chart.


Date Adopted: 10/19/17

Adoption of Written Policies & Procedures

The *Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* ("Operating Standards") require school districts and community schools to adopt written policies and procedures in a number of different areas. Our district/school has chosen to meet this obligation by (check one of the following options):

Adopting the Model Special Education Policies and Procedures prepared by the Ohio Department of Education. We adopted the Model Special Education Policies and Procedures on 09/24/09.
(Date)

Adopting its own written policies and procedures, attached, on _____.
(Date)



Signature of Superintendent or Designee

09/24/09

Date

Adoption of Written Policies & Procedures Regarding Determination of a Specific Learning Disability

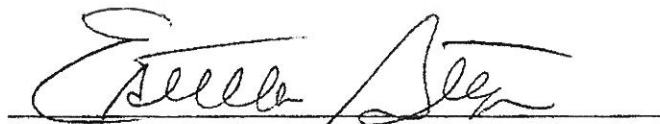
The Operating Standards specifically permit each school district and community school to choose which process that it will use to determine whether a child has a specific learning disability, and does not require the use of a severe discrepancy model. See OAC Rule 3301-51-06(H)(1). The Operating Standards do, however, require districts/schools to develop written procedures for the implementation of any method used to determine the existence of a specific learning disability which, at a minimum, incorporate guidelines developed by the Ohio Department of Education. OAC Rule 3301-51-06(H)(3)(f).

We have chosen to meet this obligation by (check one of the following options):

Using valid, reliable techniques to assess discrepancies between the child's achievement and ability, using a process based on the child's response to scientific, research-based intervention or a combination of these two methods and implementing that method in accordance with guidance set forth in *Procedures and Guidance for Ohio Educational Agencies Serving Children With Disabilities* at § 6.7, Specific Learning Disabilities.

Using one, both or a combination of the two methods described above and writing our own written policies and procedures which were adopted on _____.
(Date)

Using a process based on other alternative research-based procedures which is described in the attached written policy and procedure developed by the district and adopted on _____.
(Date)



Signature of Superintendent or Designee

09/24/09

Date

ATTACHMENTS 6.12 and 6.13

- Admissions Procedures
- At-Risk Definitions, if applicable
- Attendance Policy (including covenant to maintain written log of daily attendance verified by the applicable teacher(s) and signed by an administrator, and kept in chronological order)
- Automatic Withdrawal Rule
- Truancy Policy and Procedure
- Participation Policy

Admission and Lottery Standards

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as "at risk" in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

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

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

R.C. 3314.06.

See Policy 206 General Notice of Non-Discrimination, Policy 221 Access to Equal Educational Opportunity, Policy 241.3 Compulsory and Early Kindergarten Admission, Policy 241.5 Enrollment and Residency Policy, and Policy 241.6 Tuition for Out-of-State Students.

Adopted: 5/25/2017

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
12. Instruction at home from a person qualified to teach the branches of education in which instruction is required (after adequate certification of home instruction has been provided to the Principal or his/her designee).

13. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
14. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for two (2) hours of that day).

- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for 80 minutes of that day).
- Track tardiness and early dismissals to the nearest _____ minutes (not to exceed 60 minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (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 habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee.

In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2017-2018 school year, the School shall employ absence intervention strategies 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 sixty consecutive hours of instruction or ninety hours 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.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive

hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-.191; O.A.C. 3301-69-02.

Date Adopted: 3/15/18

Late student procedure

1. When a student arrives to school late, he/she must sign in at the office.
2. The student is given a tardy slip to give to the teacher.
3. The date, time and reason (If applicable) must entered into DASL (Progress Book).
4. The student must then be added to the lunch count.

ATTACHMENT 7.2(h)

REPORTING REQUIREMENTS (not exhaustive)

- Current roster of staff by position
- Criminal background checks (FBI and BCI&I) provided to Sponsor in accordance with the Contract but not as an Exhibit to the Contract
- Certificates (copy) for all teachers and aides
- Information on "highly qualified" status of teacher
-
- Current roster of Governing Authority members – including names, addresses (home or work), email addresses, and home and work telephone numbers to be provided to Sponsor but not as an Exhibit to this Contract.
- Current roster of all staff with contact information and salaries or compensation
- Schedule of Governing Authority meetings – dates, times, and places
- Notice of all regular, special, or emergency Governing Authority meetings
- Copies of all approved and signed Governing Authority minutes (after every meeting)
- School calendar
- Lease/rental agreement/deed
- Building inspection certificates – fire and health department inspections/building permits/Certificate of Occupancy
- Current School environment report (Health Dept.). Any asbestos management plans.
- Approved budget by June 30th
- Inventory per Fixed Assets Policy
- Articles of Incorporation, Code of Regulations, Employer ID No., IRS Determination Letter (if any), supplemental bylaws or policies
- Approved and updated technology plan
- Annual report
- Financials (at least bi-monthly)
- Structural chart
- Timely submission of all required or requested information into a document management system, electronic system, by scan and email or in person at the School premises as requested by Sponsor.
- School receipts, expenditures, and financial information of any kind reasonably requested by Sponsor.