



Joint Governing Authority Regular Meeting

Location: Virtual

June 8, 2022 | 5:30PM

Joint Meeting Agenda

1. Call to Order/Roll Call

- Jennifer Thai, President (Elementary School)
- Daniel Hornbeek, President (Middle/Secondary School)
- A.J. Charpentier, Vice President (Both Schools)
- Kammera Rice, Secretary (Both Schools)
- Regina Kynard
- Diane Longstreth

2. Approval of Agenda

3. Approval of Minutes

- Regular Meeting – April 13, 2022

4. General Action Items

- Resolution and Summer Food Extension
- Resolution and 2022-2023 School Calendar
- Resolution Approving the Annual Review of the Parent/Family Engagement in Title I Program and Parental Involvement and Use of Evidence Based Research
- Resolution Approving the Ohio Department of Education's Special Education Model Policies and Procedures for the 2022-2023 School Year
- Resolution Appointing EMIS Designee for the 2022-2023 School Year
- Resolution and Monthly Residency Verifications – April and May 2022

5. Financial Reports and Action Items

- Treasurer's Report – March and April 2022

6. Reports

- School Report
- Management Company Report
- Committee Reports – Subcommittee/Ambassador/Other
- Sponsor Report

7. Other Business

- Resolution Approving the Sponsor Contract Modifications
- Plans for Use of Federal IDEA Part B, and ARP IDEA Part B Funds for the 2022-2023 School Year - Public Discussion
- Resolution Acknowledging Public Presentation and Discussion

8. Public Participation

- *Public Participation is limited to 20 minutes. Any individual wishing to address the Governing Authority must register with the Secretary prior to the meeting. Upon recognition by the presiding officer, individual comments are limited to two minutes.*

9. Adjournment

Next Meeting: August 10, 2022 | 2140 E. 36th St., Lorain, OH 44055-2756 | 5:30PM



Joint Regular Meeting Minutes | April 13, 2022 | 5:30PM

Location: Virtual

Approved on June 8, 2022

Governing Authority Members Present/Absent:

- | | |
|--|---------|
| • Jennifer Thai, President (Elementary School) | Present |
| • Daniel Hornbeek, President (Middle/Secondary School) | Present |
| • A.J. Charpentier, Vice President (Both Schools) | Present |
| • Kammera Rice, Secretary (Both Schools) | Present |
| • Regina Kynard | Absent |
| • Diane Longstreth | Present |

Administrative Personnel Present:

- Keegan Schoen, Director (Elementary School)
- Amy Smialek, Director (Middle/Secondary Schools)
- Mark Michael, Vice President of Operations/General Counsel
- Amy Cole, Vice President of Human Resources
- Chris Wheeler, Executive Director of School Operations
- David Hoskin, Assistant Treasurer
- Lori Davis, Instructional Coach

Sponsor Representative Present:

- Allison Lentz, ESC of Lake Erie West

Joint Regular Meeting Minutes

1. Call to Order/Roll Call

- Mr. Hornbeek called the joint meeting to order at 5:31PM and called the roll.

2. Approval of the Agenda

- Mr. Hornbeek moved that the Joint Meeting Agenda be approved. The motion was seconded and carried unanimously.

3. Approval of the Prior Meeting Minutes

- Mr. Hornbeek moved that the Joint Minutes of the Regular Meeting held February 16, 2022 be approved. The motion was seconded and carried unanimously.

4. General Action Items

- Mr. Hornbeek moved that the Resolution and 2022-2023 Governing Authority Calendar for both schools be approved. The motion was seconded and carried unanimously.
- Mr. Hornbeek moved that the Resolution Appointing an Interim EMIS Designee for both schools be approved. The motion was seconded and carried unanimously.



- Mr. Hornbeek moved that the Resolution Appointing A.J. Charpentier as Representative and Kammera Rice as Alternate to the SAM Annual Meeting for both schools be approved. The motion was seconded and carried unanimously.
- Mr. Hornbeek moved that the Resolution and Monthly Residency Verifications for January, February and March 2022 be approved for both schools. The motion was seconded and carried unanimously.
- Mr. Hornbeek moved that the Resolution Appointing Diplomas to 2022 Graduates be approved for the Middle/Secondary School. The motion was seconded and carried unanimously.
- Mr. Hornbeek moved that the Resolution and Blended Learning Plan be approved for the Middle/Secondary School. The motion was seconded and carried unanimously.

5. Financial Report and Fiscal Action Items

- Mr. Hornbeek moved that the Treasurer's Report for January and February 2022 be approved for both schools. The motion was seconded and carried unanimously.
- Mr. Hornbeek moved that the Resolution and Five-Year Forecast (May Submission) be approved for both schools. The motion was seconded and carried unanimously.

6. Reports

- Mr. Schoen presented the Elementary School Report. He reported that enrollment is at 76 students and attendance was at 94% for March. There was a recent incentive to pie the Director in the face at the end of the quarter. The snack cart continues to help with staff morale, and baby shower will be held for staff members. The staff finished a Restorative Practices book and is looking into more PD for next year. Mr. Schoen noted that they held a canned food drive to countdown to Spring Break with proceeds going to We Care We Share. Mr. Schoen announced a new STEM ELO raising butterflies started. The School attended Connecting for Kids at Lorain Community College. State testing is completed, and events are planned for the year-end celebration.
- Ms. Smialek presented the Middle/High School Report. She reported that enrollment is at 85 students and attendance is around 85%. A Literacy PD was held by the SST. The OIP representative from the SST worked with staff on TBTs. Ms. Davis shared that ELOs continue with "Make it Mondays" and has 19 students attending weekly. The School attended the Connecting for Kids at Lorain Community College. Ms. Smialek noted that both State testing and STAR testing for the year were completed, but a few students must make up testing due to attendance. Teachers held an after-testing celebration, and the Secondary School chose a game room, and the Middle School chose a student breakfast, outdoor games, and egg hunt. The Board Breaking ceremony is scheduled for May 5, 2022, at 1:00PM. Twelve students are graduating.



- Mr. Michael presented the Management Company Report. He noted that Sunshine Laws training is due and asked that certificates be sent to him. SAM hired a new Facilities Director, Rob Stohlman. Mr. Stohlman is working with TDG regarding facility maintenance and managing bigger facility projects.
- Ms. Lentz presented the Sponsor Report, referencing the emailed newsletter. She reminded the Governing Authority Members of the upcoming deadline for 11.6 goals. She had successful site visits, and the Sponsor's financial review indicated no red flags. The School needs the new Governing Authority members' biographies to complete their 11:6 goals.

7. Other Business

- 2022-2023 School Calendar will be finalized for next meeting
- The next Governing Authority Meeting will be Virtual.

8. Public Participation

- None

9. Adjournment

- Mr. Hornbeek adjourned the meeting at 6:21PM.

Signed:

Governing Authority President/Secretary/Presiding Member



Educational Service Center of Lake Erie West Community Schools Center

ESC of Lake Erie West Community Schools Center Sponsor Update

School Name: Summit Academy School for Alternative Learners-Lorain, Summit Academy School-Lorain

Month: April

Presented by:	Allison Lentz, Regional Technical Assistance Educator	In Person
Governing Authority Highlights / Important updates from ESCLEW	<p>The monthly Sponsor Update newsletter from the ESCLEW was emailed on April 1, 2022. Highlights included:</p> <ul style="list-style-type: none">• The Five-Year Forecast is due in Epicenter by April 30, 2022. Meeting minutes/or resolution are not required to be submitted with the task but is required to be board approved prior to submission.• 11.6 Governing Authority Goals are required to be completed by June 30, 2022. The school(s) will be evaluated on all goals for 21-22, and results will be reported out on the Annual Evaluation this fall.• Sunshine Laws requirement for all governing authority members is also due by June 30, 2022.• Optional Finance Workshop will be held through the ESC of Lake Erie West on May 4, 2022 through virtual format. An email invitation was sent out to register.• June 30, 2022 is the last month that governing authority meetings are permitted to be conducted virtually. If any changes are made to the legislations, the ESCLEW will notify all governing authority members.	
Recent Site Visit Highlights	<p>March's site visit reviewed the 11.6 goals, culture and climate in the building, and staff assessment training and preparedness. I also did two classroom observations with a focus on the school's education plan.</p> <p>April's site visit will be conducted on the 13th with the main focus being on a Special Education File Review.</p>	
Financial Update	<p>Our Financial consultant Linda Moye holds a monthly phone meeting with the school's treasurer, a completed report of this meeting is emailed to all board members. At this time, there were no red flags discussed. If you have any questions regarding your school's financials, we encourage you to reach out to your treasurer.</p>	

2021 – 2022 Governing Authority Goal (Attachment 11.6)

Goal	Summit Academy Community School for Alternative Learners: Each board member will provide, can be written or done through a phone interview, a bio that will be shared with the school community.
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Educational Service Center of Lake Erie West Community Schools Center

	Summit Academy Community School-Lorain: By the end of the school year, at least one board member will participate in our Lunch and Learn program to educate students on career readiness.			
Evidence				
Progress	No Progress <input type="checkbox"/>	Making Progress <input checked="" type="checkbox"/>	Met Goal <input type="checkbox"/>	N/A <input type="checkbox"/>

Other Items Discussed:	
Any questions asked by the Governing Authority for the Sponsor?	
Follow up provided:	



Governing Authority Resolution June 8, 2022

Resolved, that the Governing Authorities have determined that the Schools cannot provide a summer food extension program due to financial reasons. The Schools shall communicate this to parents by posting information on the School's webpage prior to June 30, 2022.

Signed:

Governing Authority President/Secretary/Presiding Officer



Governing Authority Resolution June 8, 2022

Resolved, the Governing Authorities hereby approve the attached 2022-2023 School Calendars and delegate the authority to the management company to make any required adjustments as long as the calendar remains in compliance with state law, regulations and/or assessment schedules.

Signed:

Governing Authority President/Secretary/Presiding Officer

July 2022					S	T
M	T	W	T	F	0	0
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August 2022					S	T
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September 2022					S	T
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October 2022					S	T
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Summit Academy SCHOOLS

2022-2023 School Calendar

Summit Academy Community School for Alternative
Learners-Lorain #133322

Important Dates

Aug 1	First day for Administration Staff
Aug 8	First day for All Staff
Aug 23	First day for Students
Sept 5	Labor Day- NO School for Staff and Students
Oct 24	NO School for Staff and Students
Nov 23-25	Thanksgiving Break- NO School for Staff and Students
Dec 19-30	Winter Break- NO School for Staff and Students
Jan 16	Martin Luther King Jr. Day- NO School for staff and students
Feb 20	President's Day- NO School for staff and students
Mar 31-Apr 7	Spring Break- NO School for Staff and Students
May 25	Last day for Students
May 26	Last day for Teachers
May 29	Memorial Day-NO School for Administrative Staff

Grading Periods		Interims
1	Aug 23rd- Oct 14th (34 days)	Sept 15th
2	Oct 17th-Dec 15th (36 days)	Nov 11th
3	Jan 3rd- Mar 16th (46 days)	Feb 10th
4	Mar 20th- May 25 (41 days)	Apr 20th

KEY

	First / Last Day of School for Students
	NO School for Students- Teacher Workday
	NO School for Students and Staff
*	End Grading Period

Total Student Days	157
Total Student Hours (6.67 per day)	1047.19
Total Teacher Days	187

January 2023					S	T
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April 2023					S	T
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June 2023					S	T
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Summit Academy SCHOOLS

2022-2023 School Calendar

Summit Academy School-Lorain

#000609

Important Dates

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Aug 8	First day for All Staff
Aug 23	First day for Students
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KEY

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	NO School for Students and Staff
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Total Teacher Days	187

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Governing Authority Resolution June 8, 2022

Resolved, The Governing Authorities have reviewed and approve the attached Parent and Family Engagement in Title I Programs Policy and the Parent Involvement – Use of Evidence Based Research Policy.

Signed:

Governing Authority President/Secretary/Presiding Officer



Policy

Parent and Family Engagement in Title I Programs Parental Involvement – Use of Evidence Based Research

Parent and Family Engagement in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Governing Authority and distributed to each family of children receiving Title I services. The School will address and strive to achieve the following:

- A. involve family in the development of the School's Title I plans and in the development of support and improvement plans, if necessary;
- B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
- C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;
- D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater family participation;
 - 2. identifying the needs of family to assist with the learning of their children;
 - 3. identifying strategies to support successful school and family interactions; and
 - 4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;
- E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
- F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
- G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;



- H. communicate information concerning school performance profiles and their child's individual performance to family;
- I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- J. provide timely responses to family questions, concerns, and recommendations;
- K. conduct other activities as appropriate to the Title I plan and State and Federal requirements.
- L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement. See Attached.
- M. provide materials and training to help family work with students to improve achievement;
- N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;
- O. consider training family to enhance the involvement of other families;
- P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs;
- Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

The School shall reserve at least one percent of its Title I funds to carry out the activities described in this section, unless one percent constitutes less than \$5,000.00, in which case the School is not required to reserve a specific amount.

20 U.S.C. 6318 et seq.



Parental Involvement — Use of Evidence-Based Research

The School will use evidence-based research to provide the parents of its students with meaningful opportunities to participate effectively in their children's education to foster their children's achievement. The School will use evidence-based research to lower the barriers to the parents' participation in school planning, review, and improvement.

20 U.S.C. 6318



Dear Summit Academy Families,

The Summit Academy School-Parent Compact shows how families, staff, and students, all participating in the Title 1-Part A program, share the responsibility of improving academic achievement and building partnerships that will help children achieve Ohio's standards. On-going events and programs that are offered to build partnerships include parent-teacher conferences, volunteering opportunities, family nights, and open houses. These events are communicated through One Call, newsletters, social media, and the school website. Communications can be requested from School Office Administrative Assistant in a language understandable to the parent.

Staff, students, and families collaborate on the compact responsibilities and are encouraged to participate in an annual Title 1 survey each spring. The survey is used to collect feedback on the current programs. It also provides an opportunity to revise the compact based on the ideas expressed in the survey results. Annual open houses and conference times also offer an opportunity to review the compacts.

To understand how working together can benefit your child, it is important to understand Summit Academy's goals for student academic success. School Improvement goals are focused on both academic improvement; increasing the number of students that demonstrate a year's growth and student behavior; increasing the number of students engaged in the school-wide behavior plan.

To help your child meet these goals, we will work together on the following items.

Summit Academy Staff Compact Responsibilities	Summit Academy Student Compact Responsibilities	Summit Academy Family Compact Responsibilities
<ul style="list-style-type: none">❖ Actively participate in collaborative decision-making for student success.❖ Communicate regularly with families about student progress❖ Participate in professional development to improve instructional strategies.❖ Teach Ohio's state standards in a manner that promotes student achievement.❖ Use high-quality curriculum in a supportive learning environment.❖ Respect the school, staff, and families.	<ul style="list-style-type: none">❖ Come to school ready to learn and work hard.❖ Consistently follow school and class rules.❖ Communicate regularly with your family and teachers about school experiences.❖ Respect your school, classmates, staff, and families.❖ Try your best.	<ul style="list-style-type: none">❖ Ensure that my child attends school every day, prepared to learn.❖ Regularly monitor my child's school progress.❖ Participate in school activities like parent-teacher conferences or family nights.❖ Communicate the importance of an education to my child.❖ Respect the school, staff, and families.

Please sign and date below to acknowledge that you have received, read, and agreed to this School- Parent Compact. We look forward to our school-parent partnership!

School Representative Signature	Date
Parent Guardian Signature	Date
Student Signature	Date

Policy

Parent and Family Engagement in Title I Programs
Parental Involvement – Use of Evidence Based ResearchParent and Family Engagement in Title I Programs

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- A. involve family in the development of the School's Title I plans and in the development of support and improvement plans, if necessary;
- B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
- C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;
- D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater family participation;
 - 2. identifying the needs of family to assist with the learning of their children;
 - 3. identifying strategies to support successful school and family interactions; and
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- E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
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- G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;



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- I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- J. provide timely responses to family questions, concerns, and recommendations;
- K. conduct other activities as appropriate to the Title I plan and State and Federal requirements.
- L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement. See Attached.
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- O. consider training family to enhance the involvement of other families;
- P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs;
- Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

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20 U.S.C. 6318 et seq.



Parental Involvement — Use of Evidence-Based Research

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20 U.S.C. 6318



Dear Summit Academy Families,

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To understand how working together can benefit your child, it is important to understand Summit Academy's goals for student academic success. School Improvement goals are focused on both academic improvement; increasing the number of students that demonstrate a year's growth and student behavior; increasing the number of students engaged in the school-wide behavior plan.

To help your child meet these goals, we will work together on the following items.

Summit Academy Staff Compact Responsibilities	Summit Academy Student Compact Responsibilities	Summit Academy Family Compact Responsibilities
<ul style="list-style-type: none">❖ Actively participate in collaborative decision-making for student success.❖ Communicate regularly with families about student progress❖ Participate in professional development to improve instructional strategies.❖ Teach Ohio's state standards in a manner that promotes student achievement.❖ Use high-quality curriculum in a supportive learning environment.❖ Respect the school, staff, and families.	<ul style="list-style-type: none">❖ Come to school ready to learn and work hard.❖ Consistently follow school and class rules.❖ Communicate regularly with your family and teachers about school experiences.❖ Respect your school, classmates, staff, and families.❖ Try your best.	<ul style="list-style-type: none">❖ Ensure that my child attends school every day, prepared to learn.❖ Regularly monitor my child's school progress.❖ Participate in school activities like parent-teacher conferences or family nights.❖ Communicate the importance of an education to my child.❖ Respect the school, staff, and families.

Please sign and date below to acknowledge that you have received, read, and agreed to this School- Parent Compact. We look forward to our school-parent partnership!

School Representative Signature	Date
Parent Guardian Signature	Date
Student Signature	Date



Governing Authority Resolution June 8, 2022

Resolved, the Governing Authorities reviewed their special education policies and procedures and hereby re-approve the Ohio Department of Education's Special Education Model Policies and Procedures for the 2022-2023 School Year for each school, as attached.

Signed:

Governing Authority President/Secretary/Presiding Officer



SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

Adopted on:

June 8, 2022

Date

By:

Summit Academy Community School for Alternative Learners- Lorain

District

July 1, 2009

INTRODUCTION

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

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

I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

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

A. RESIDENTIAL PLACEMENT

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

B. ASSISTIVE TECHNOLOGY

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

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

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

D. NONACADEMIC SERVICES

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

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

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled

children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

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

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

F. TRANSPORTATION

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

II. CONFIDENTIALITY

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District,

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

A. ACCESS RIGHTS

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

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

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

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

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

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the

participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

B. AMENDMENT OF RECORDS/HEARING PROCESS

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

(1) HEARING PROCEDURE

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

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

(2) RESULTS OF HEARING

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

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

Any explanation placed in the records of a child are:

- (a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and

- (b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. PARENTAL CONSENT PRIOR TO DISCLOSURE OF RECORDS

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

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

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

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

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

D. TRANSFER OF RIGHTS AT AGE OF MAJORITY

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

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

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

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

E. DISCIPLINARY INFORMATION AND REPORTS TO LAW ENFORCEMENT

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to

the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

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

A statement of disciplinary action shall:

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

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

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

F. DESTRUCTION OF RECORDS

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

III. CHILD FIND

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

This includes students who are:

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

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

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

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

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

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

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

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

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

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

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

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

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

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

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

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

(4) COORDINATION WITH OTHER AGENCIES.

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

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

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

C. DATA COLLECTION

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

IV. Procedural Safeguards

A. PRIOR WRITTEN NOTICE

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

(1) CONTENT OF PRIOR WRITTEN NOTICE

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

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

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

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

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

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

B. PROCEDURAL SAFEGUARDS NOTICE

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

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

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

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

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

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

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

C. PARENTAL CONSENT

Consent means that the parents:

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

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

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

an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

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

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

(2) CHANGE IN PLACEMENT

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

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

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

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

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

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

(4) INITIAL EVALUATION

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

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

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

(5) REEVALUATION

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

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

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

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

(6) INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

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

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

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

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

(7) REVOCATION OF CONSENT

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

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

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

D. INDEPENDENT EDUCATIONAL EVALUATION

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

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

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

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

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

(2) PARENT INITIATED EVALUATIONS

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

(3) DISTRICT CRITERIA

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

E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

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

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

(2) MEDIATION

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

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

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

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

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

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

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

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

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

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

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

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

(1) CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

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

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

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

(2) DISCIPLINARY PROCEEDINGS

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

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

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

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

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

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

(b) Services during removal from current placement

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

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

(c) Manifestation determination

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

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

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

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

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

(d) Special circumstances.

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

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

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

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

(e) Expedited Due Process Hearing

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

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

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

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

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

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

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

H. SURROGATE PARENTS

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

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

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

V. EVALUATION

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

A. INITIAL EVALUATION

1. TIMING AND INITIATION

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

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

The initial evaluation:

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

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

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

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

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

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

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

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

3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

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

The District ensures that:

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

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

B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

1. COMPLETION OF THE EVALUATION TEAM REPORT

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

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

The written evaluation team report shall include:

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

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

2. DETERMINATION OF ELIGIBILITY

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

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

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

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

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

C. REEVALUATIONS

The District conducts reevaluations of a child with a disability:

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

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

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

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

D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

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

(1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

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

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

AND

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

OR

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

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

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

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

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

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

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

(3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

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

Inclusion of additional required group members for SLD determination

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

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

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

Observation requirements

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

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

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

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

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

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

Obtaining parental consent to evaluate

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

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

Consideration of exclusionary factors

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

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

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

VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

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

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

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

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

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

A. MEMBERS OF THE IEP TEAM

The IEP team includes:

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

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

B. PARENTAL PARTICIPATION

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

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

A Notice to a Parent Regarding an IEP meeting:

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

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

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

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

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

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

C. CONTENTS OF AN IEP

The District uses ODE's required form, PR-O7, for its IEPs.

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

- (1) The strengths of the child;

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

Further, the IEP team considers the following special factors:

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

(1) CONTENTS OF EVERY IEP

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

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

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

(2) TRANSITION SERVICES

The District's IEPs address transition services as follows:

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

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

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

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

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

D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

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

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

VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

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

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

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

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

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

VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

A. CHILD FIND

(1) GENERALLY

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

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

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

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

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

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

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

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

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

(2) AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS

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

B. CONSULTATION

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

(1) CHILD FIND

See above requirements.

(2) PROPORTIONATE SHARE OF FUNDS

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

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

(3) CONSULTATION PROCESS

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

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

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

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

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

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

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

C. RIGHTS TO SERVICES

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

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

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

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

D. EQUITABLE SERVICES DETERMINED

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

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

E. EQUITABLE SERVICES PROVIDED

(1) THE SERVICES PLAN

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

(2) PROVISION AND LOCATION OF SERVICES

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

(3) TRANSPORTATION

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

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

F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

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

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

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

APPENDIX A

When to Provide

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

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

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

1. Procedural safeguards must be provided to the parents once a year.

The school district must give a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** to the parents at least once a year, except as noted below:

- Upon initial referral or the parents request for evaluation;
- Upon request by the parents;
- Upon receipt of the first due process complaint or state complaint in a school year; and
- Upon a change in placement for disciplinary action.

2. Procedural safeguards must be provided upon request of the parents.

The school district must give a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** to the parents whenever the parents request.

3. Initial referral for a suspected disability

On the date of the referral, the district must provide the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)**. For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice to Parents PR-01** form to the parents if the district does not suspect a disability.

4. Initial evaluation

Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice PR-01** form to the parents and receive written, **informed consent (Parent Consent for Evaluation PR-04 form)** from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. Eligibility determination

If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. IEP Meeting

The district must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:

- Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
- Schedule the meeting at a mutually agreed upon time and place.

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

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

7. Reevaluation with assessments conducted

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

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

8. Reevaluation without further assessments conducted

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

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

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

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

9. No reevaluation conducted

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

10. Transfers from out of state and out of district

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

Transfers from out of state

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

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

Transfers from out of district

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

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

11. Change of placement

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

12. Change in the type and amount of services

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

13. Exit from special education

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

14. District refuses services requested by parents

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

15. District proposes/refuses to change disability category

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

16. Releasing personally identifiable information

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

17. Destruction of personally identifiable information

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

18. Transfer of parental rights

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

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

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

20. Disciplinary change in placement

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

21. Revocation of consent (must be in writing)

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

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



SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

Adopted on:

June 8, 2022

Date

By:

Summit Academy School- Lorain

District

July 1, 2009

INTRODUCTION

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

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

I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

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

A. RESIDENTIAL PLACEMENT

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

B. ASSISTIVE TECHNOLOGY

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

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

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

D. NONACADEMIC SERVICES

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

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

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled

children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

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

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

F. TRANSPORTATION

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

II. CONFIDENTIALITY

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

A. ACCESS RIGHTS

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

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

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

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

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

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the

participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

B. AMENDMENT OF RECORDS/HEARING PROCESS

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

(1) HEARING PROCEDURE

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

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

(2) RESULTS OF HEARING

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

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

Any explanation placed in the records of a child are:

- (a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and

- (b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. PARENTAL CONSENT PRIOR TO DISCLOSURE OF RECORDS

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

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

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

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

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

D. TRANSFER OF RIGHTS AT AGE OF MAJORITY

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

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

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

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

E. DISCIPLINARY INFORMATION AND REPORTS TO LAW ENFORCEMENT

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to

the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

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

A statement of disciplinary action shall:

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

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

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

F. DESTRUCTION OF RECORDS

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

III. CHILD FIND

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

This includes students who are:

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

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

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

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

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

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

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

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

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

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

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

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

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

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

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

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

(4) COORDINATION WITH OTHER AGENCIES.

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

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

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

C. DATA COLLECTION

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

IV. Procedural Safeguards

A. PRIOR WRITTEN NOTICE

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

(1) CONTENT OF PRIOR WRITTEN NOTICE

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

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

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

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

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

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

B. PROCEDURAL SAFEGUARDS NOTICE

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

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

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

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

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

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

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

C. PARENTAL CONSENT

Consent means that the parents:

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

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

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

an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

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

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

(2) CHANGE IN PLACEMENT

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

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

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

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

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

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

(4) INITIAL EVALUATION

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

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

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

(5) REEVALUATION

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

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

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

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

(6) INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

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

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

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

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

(7) REVOCATION OF CONSENT

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

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

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

D. INDEPENDENT EDUCATIONAL EVALUATION

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

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

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

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

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

(2) PARENT INITIATED EVALUATIONS

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

(3) DISTRICT CRITERIA

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

E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

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

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

(2) MEDIATION

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

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

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

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

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

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

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

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

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

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

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

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

(1) CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

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

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

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

(2) DISCIPLINARY PROCEEDINGS

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

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

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

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

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

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

(b) Services during removal from current placement

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

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

(c) Manifestation determination

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

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

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

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

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

(d) Special circumstances.

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

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

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

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

(e) Expedited Due Process Hearing

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

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

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

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

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

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

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

H. SURROGATE PARENTS

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

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

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

V. EVALUATION

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

A. INITIAL EVALUATION

1. TIMING AND INITIATION

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

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

The initial evaluation:

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

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

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

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

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

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

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

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

3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

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

The District ensures that:

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

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

B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

1. COMPLETION OF THE EVALUATION TEAM REPORT

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

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

The written evaluation team report shall include:

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

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

2. DETERMINATION OF ELIGIBILITY

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

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

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

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

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

C. REEVALUATIONS

The District conducts reevaluations of a child with a disability:

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

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

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

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

D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

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

(1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

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

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

AND

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

OR

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

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

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

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

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

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

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

(3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

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

Inclusion of additional required group members for SLD determination

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

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

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

Observation requirements

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

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

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

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

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

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

Obtaining parental consent to evaluate

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

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

Consideration of exclusionary factors

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

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

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

VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

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

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

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

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

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

A. MEMBERS OF THE IEP TEAM

The IEP team includes:

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

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

B. PARENTAL PARTICIPATION

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

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

A Notice to a Parent Regarding an IEP meeting:

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

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

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

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

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

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

C. CONTENTS OF AN IEP

The District uses ODE's required form, PR-O7, for its IEPs.

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

- (1) The strengths of the child;

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

Further, the IEP team considers the following special factors:

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

(1) CONTENTS OF EVERY IEP

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

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

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

(2) TRANSITION SERVICES

The District's IEPs address transition services as follows:

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

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

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

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

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

D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

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

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

VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

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

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

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

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

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

VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

A. CHILD FIND

(1) GENERALLY

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

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

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

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

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

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

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

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

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

(2) AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS

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

B. CONSULTATION

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

(1) CHILD FIND

See above requirements.

(2) PROPORTIONATE SHARE OF FUNDS

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

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

(3) CONSULTATION PROCESS

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

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

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

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

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

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

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

C. RIGHTS TO SERVICES

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

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

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

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

D. EQUITABLE SERVICES DETERMINED

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

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

E. EQUITABLE SERVICES PROVIDED

(1) THE SERVICES PLAN

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

(2) PROVISION AND LOCATION OF SERVICES

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

(3) TRANSPORTATION

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

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

F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

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

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

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

APPENDIX A

When to Provide

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

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

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

1. Procedural safeguards must be provided to the parents once a year.

The school district must give a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** to the parents at least once a year, except as noted below:

- Upon initial referral or the parents request for evaluation;
- Upon request by the parents;
- Upon receipt of the first due process complaint or state complaint in a school year; and
- Upon a change in placement for disciplinary action.

2. Procedural safeguards must be provided upon request of the parents.

The school district must give a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** to the parents whenever the parents request.

3. Initial referral for a suspected disability

On the date of the referral, the district must provide the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)**. For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice to Parents PR-01** form to the parents if the district does not suspect a disability.

4. Initial evaluation

Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice PR-01** form to the parents and receive written, **informed consent (Parent Consent for Evaluation PR-04 form)** from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. Eligibility determination

If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. IEP Meeting

The district must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:

- Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
- Schedule the meeting at a mutually agreed upon time and place.

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

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

7. Reevaluation with assessments conducted

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

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

8. Reevaluation without further assessments conducted

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

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

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

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

9. No reevaluation conducted

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

10. Transfers from out of state and out of district

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

Transfers from out of state

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

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

Transfers from out of district

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

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

11. Change of placement

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

12. Change in the type and amount of services

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

13. Exit from special education

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

14. District refuses services requested by parents

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

15. District proposes/refuses to change disability category

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

16. Releasing personally identifiable information

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

17. Destruction of personally identifiable information

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

18. Transfer of parental rights

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

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

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

20. Disciplinary change in placement

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

21. Revocation of consent (must be in writing)

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

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



Governing Authority Resolution June 8, 2022

Resolved, the Governing Authorities hereby appoint Nancy Butts as the Schools' EMIS Designee for the 2022-2023 school year.

Signed:

Governing Authority President/Secretary/Presiding Officer



Governing Authority Resolution June 8, 2022

Resolved, the Governing Authorities hereby approve each School's attached Monthly Residency Verifications for April and May 2022.

Signed:

Governing Authority President/Secretary/Presiding Officer



Summit Academy SCHOOLS

MONTHLY RESIDENCY VERIFICATION FORM FOR BOARD APPROVAL

Month and Year:

April 2022

Official School Name:

Summit Local Elem

Each community school is required to perform annual and monthly residency verification checks pursuant to law and the Board's policies. The Board is required to review these forms at each meeting.

ANNUAL PROOF OF RESIDENCY IN FILE

Note date and type of proof submitted to the school.

FIRST STUDENT

Date:

7/19/21

Type:

Ohio Ed Utility

SECOND STUDENT

Date:

8/20/21

Type:

Water Bill - Elyria

MONTHLY VERIFICATION

Note method of verification & details of contact. **NO** names, only confirming statements.

FIRST STUDENT

Date:

4/26/22

Details:

phone call to parent

SECOND STUDENT

Date:

4/26/22

Details:

phone call to parent

ADDRESS VERIFICATION

FIRST STUDENT

Current Address Verified:

☒ Yes ☐ No

Address:

☐ Yes ☒ No

SECOND STUDENT

Current Address Verified:

☒ Yes ☐ No

Address:

☐ Yes ☒ No

Completed By Signature:

Jody Bunsworth

Completed By Printed:

JODY BUNSWORTH

Date:

4/26/22

Director Signature:

Keegan Schwan

Director Printed:

KEEGAN SCHWAN

Date:

4/27/22



MONTHLY RESIDENCY VERIFICATION FORM FOR BOARD APPROVAL

Month and Year: May 2022

Official School Name: Summit Lorain Elem.

Each community school is required to perform annual and monthly residency verification checks pursuant to law and the Board's policies. The Board is required to review these forms at each meeting.

ANNUAL PROOF OF RESIDENCY IN FILE

Note date and type of proof submitted to the school.

FIRST STUDENT
Date: 8/17/21 Type: City of Lorain Utility

SECOND STUDENT
Date: 8/3/21 Type: Ohio Edison Bill

MONTHLY VERIFICATION

*Note method of verification & details of contact. **NO** names, only confirming statements.*

FIRST STUDENT
Date: 5/11/22 Details: face to face to parent

SECOND STUDENT
Date: 5/11/22 Details: phone call to parent

ADDRESS VERIFICATION

FIRST STUDENT
Current Address Verified: ☒ Yes ☐ No New Address: ☐ Yes ☒ No

SECOND STUDENT
Current Address Verified: ☒ Yes ☐ No New Address: ☐ Yes ☒ No

Completed By Signature: Jody Burnworth
Completed By Printed: Jody BURNS WORTH Date: 5/11/22

Director Signature: Key SD
Director Printed: KEEGAN SCHWEN Date: 5/11/22



Summit Academy
SCHOOLS

MONTHLY RESIDENCY VERIFICATION FORM FOR BOARD APPROVAL

Month and Year: APRIL / 2022

Official School Name: SUMMIT ACADEMY SCHOOL - LORAIN

Each community school is required to perform annual and monthly residency verification checks pursuant to law and the Board's policies. The Board is required to review these forms at each meeting.

ANNUAL PROOF OF RESIDENCY IN FILE

Note date and type of proof submitted to the school.

FIRST STUDENT

Date: 8.19.2021 Type: COLUMBIA GAS BILL

SECOND STUDENT

Date: 8.19.2021 Type: COLUMBIA GAS BILL

MONTHLY VERIFICATION

*Note method of verification & details of contact. **NO** names, only confirming statements.*

FIRST STUDENT

Date: 4/1/2022 Details: IN PERSON w/mom

SECOND STUDENT

Date: 4/1/2022 Details: IN PERSON

ADDRESS VERIFICATION

FIRST STUDENT

Current Address Verified: ☒ Yes ☐ No New Address: ☐ Yes ☒ No

SECOND STUDENT

Current Address Verified: ☒ Yes ☐ No New Address: ☐ Yes ☒ No

Completed By Signature: Diane Charlton

Completed By Printed: DIANE CHARLTON Date: 4/1/22

Director Signature: Amy Smialek

Director Printed: Amy Smialek Date: 4-1-22



Summit Academy SCHOOLS

MONTHLY RESIDENCY VERIFICATION FORM FOR BOARD APPROVAL

Month and Year: May 2022

Official School Name: SUMMIT ACADEMY SCHOOL - LORAIN

Each community school is required to perform annual and monthly residency verification checks pursuant to law and the Board's policies. The Board is required to review these forms at each meeting.

ANNUAL PROOF OF RESIDENCY IN FILE

Note date and type of proof submitted to the school.

FIRST STUDENT

Date: 8.19.22 Type: COLUMBIA GAS

SECOND STUDENT

Date: 2/16/22 Type: LEASE AGREEMENT

MONTHLY VERIFICATION

*Note method of verification & details of contact. **NO** names, only confirming statements.*

FIRST STUDENT

Date: 5/2/22 Details: VIA PHONE w/mom

SECOND STUDENT

Date: 5/2/22 Details: VIA PHONE w/mom

ADDRESS VERIFICATION

FIRST STUDENT

Current Address Verified: ☒ Yes ☐ No New Address: ☐ Yes ☒ No

SECOND STUDENT

Current Address Verified: ☒ Yes ☐ No New Address: ☐ Yes ☒ No

Completed By Signature: Diane Charlton
Completed By Printed: DIANE CHARLTON Date: 5/2/22

Director Signature: Amy Smialek
Director Printed: Amy Smialek Date: 5-2-22

Summit Academy

Lorain Schools

Board Meeting June 8, 2022

Financial Highlights LORELE

	<u>March</u>	<u>April</u>
1. Medicaid Reimbursements	\$4,697.81	\$3,354.51
2. Federal Lunch/Breakfast	\$0.00	\$8,150.00
3. Federal Grants	\$77,312.37	\$112,682.28
4. State Grants	\$900.00	\$2,500.00

State Foundation Payment Comparison

SCHOOL	FOUNDATION (INC. BASIC, SPED, & DPIA)			FACILITIES			STUDENT WELLNESS		
	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE
LORELE	1,008,478.64	1,057,219.26	48,740.62	16,707.20	36,408.66	19,701.46	36,000.00	27,596.43	(8,403.57)

RETIREMENTS			NET			FTE			FUNDING PER STUDENT		
FY21	FY22	VARIANCE	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE
(127,368.00)	(147,540.00)	20,172.00	933,817.84	973,684.35	39,866.51	70.61	73.48	2.87	13,225.01	13,251.01	26.00

DETAILED PURCHASED SERVICES

PURCHASED SERVICES	FY22 Budget	FYTD	Variance	% of Budget
(Non-Employees)	212,166	268,811	56,645	127%
Management Company Fees	350,116	177,800	-172,316	51%
Federal Funded Salaries & Benefits	0	267,356	267,356	0%
Sponsorship Fees	25,318	26,650	1,332	105%
Utilities (Electric, Gas, Telephone, Internet, etc)	54,578	41,448	-13,129	76%
Equipment Lease (Copiers, Computers, Vehicles, etc.)	6,780	5,566	-1,214	82%
Rent / Lease (Building / Facility)	87,972	82,370	-5,602	94%
Repairs and Maintenance	66,089	65,177	-912	99%
Totals	803,019	935,179	132,160	116%



Summit Academy SCHOOLS

050	FY2022 BUDGET	FYTD	% of BUDGET
REVENUES: OPERATIONAL			
State Foundation and Casino Payments (3110, 3190, 3211)	\$1,071,045	\$1,195,876	112%
Food Services (Fund 006) (LUNCHROOM)	\$64,003	\$79,300	124%
Grants (Federal, State, Local)	\$229,461	\$521,158	227%
Other Operating Revenue (1410, 18xx, student fees, etc.)	\$39,421	\$32,064	81%
TOTAL OPERATIONAL REVENUE	\$1,403,930	\$1,828,397	130%
EXPENDITURES: OPERATIONAL			
Personnel Services (Salaries & Wages)	\$394,225	\$565,766	144%
Fringe Benefits	\$164,649	\$152,079	92%
Purchased Services	\$803,019	\$935,179	116%
Materials, Supplies & Textbooks	\$42,305	\$37,982	90%
Capital Outlay (Equip. buses, etc.)	\$169,000	\$16,922	10%
All Other Objects	\$18,676	\$18,525	99%
TOTAL OPERATIONAL EXPENDITURES	\$1,591,873	\$1,726,454	108%
TOTAL EXCESS OR (SHORTFALL)	(\$187,943)	\$101,943	-54%
REVENUE PER STUDENT	\$19,688	\$25,354	
EXPENSE PER STUDENT	\$22,323	\$23,940	
TOTAL EXCESS OR (SHORTFALL) PER STUDENT	(\$2,636)	\$1,414	

Summit Academy

Lorain Schools

Board Meeting June 8, 2022

Financial Highlights LORMID

	<u>March</u>	<u>April</u>
1. Medicaid Reimbursements	\$3,713.90	\$2,422.72
2. Federal Lunch/Breakfast	\$0.00	\$3,771.03
3. Federal Grants	\$76,543.23	\$61,803.17
4. State Grants	\$900.00	\$2,500.00

State Foundation Payment Comparison

SCHOOL	FOUNDATION (INC. BASIC, SPED, & DPIA)			FACILITIES			STUDENT WELLNESS		
	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE
LORMID	1,283,650.60	1,300,005.53	16,354.93	18,763.36	40,687.56	21,924.20	36,000.00	30,839.68	(5,160.32)

RETIREMENTS			NET			FTE			FUNDING PER STUDENT		
FY21	FY22	VARIANCE	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE	FY21	FY22	VARIANCE
(164,292.00)	(156,921.00)	(7,371.00)	1,174,121.96	1,214,611.77	40,489.81	79.30	82.12	2.82	14,806.08	14,790.69	(15.38)

DETAILED PURCHASED SERVICES

PURCHASED SERVICES	FY22 Budget	FYTD	Variance	% of Budget
(Non-Employees)	146,888	212,085	65,197	144%
Management Company Fees	471,800	200,490	-271,310	42%
Federal Funded Salaries & Benefits	0	213,525	213,525	0%
Sponsorship Fees	32,852	29,109	-3,743	89%
Utilities (Electric, Gas, Telephone, Internet, etc)	66,050	59,045	-7,005	89%
Equipment Lease (Copiers, Computers, Vehicles, etc.)	6,936	5,697	-1,239	82%
Repairs and Maintenance	86,615	75,036	-11,579	87%
Totals	811,141	794,987	-16,154	98%



Summit Academy SCHOOLS

240	FY2022 BUDGET	FYTD	% of BUDGET
REVENUES: OPERATIONAL			
State Foundation and Casino Payments (3110, 3190, 3211)	\$1,357,296	\$1,233,723	91%
Food Services (Fund 006) (LUNCHROOM)	\$47,068	\$34,796	74%
Grants (Federal, State, Local)	\$319,639	\$556,825	174%
Other Operating Revenue (1410, 18xx, student fees, etc.)	\$44,607	\$40,759	91%
TOTAL OPERATIONAL REVENUE	\$1,768,610	\$1,866,102	106%
EXPENDITURES: OPERATIONAL			
Personnel Services (Salaries & Wages)	\$501,963	\$579,405	115%
Fringe Benefits	\$194,599	\$154,928	80%
Purchased Services	\$811,141	\$794,987	98%
Materials, Supplies & Textbooks	\$83,450	\$61,671	74%
Capital Outlay (Equip. buses, etc.)	\$6,483	\$10,178	157%
All Other Objects	\$20,010	\$21,344	107%
TOTAL OPERATIONAL EXPENDITURES	\$1,617,647	\$1,622,513	100%
TOTAL EXCESS OR (SHORTFALL)	\$150,963	\$243,589	161%
REVENUE PER STUDENT	\$21,919	\$22,951	
EXPENSE PER STUDENT	\$20,048	\$19,955	
TOTAL EXCESS OR (SHORTFALL) PER STUDENT	\$1,871	\$2,996	



Monthly Financial Report
School: Community School for Alternative Learners - Lorain
Fiscal Year 2022 Month March

050	FY2022 BUDGET	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	FYTD	% of BUDGET
ENROLLMENT:															
Total Student FTE (CS Funding Reports)	71.31	70.61	70.61	70.61	70.88	72.57	73.30	72.73	73.29	73.28				71.99	101%
REVENUES: OPERATIONAL															
State Foundation and Casino Payments (3110, 3190, 3211)	\$1,071,045	\$84,399	\$91,622	\$201,163	\$80,469	\$75,608	\$81,204	\$302,485	\$118,948	\$97,131	\$0	\$0	\$0	\$1,133,029	106%
Food Services (Fund 006) (LUNCHROOM)	\$64,003	\$9,024	\$8,204	\$12,562	\$0	\$20,673	\$8,451	\$0	\$12,235	\$0	\$0	\$0	\$0	\$71,150	111%
Grants (Federal, State, Local)	\$229,461	\$24,411	\$0	\$0	\$198,313	\$900	\$93,653	\$7,266	\$3,220	\$78,212	\$0	\$0	\$0	\$405,975	177%
Other Operating Revenue (1410,18xx, student fees, etc.)	\$39,421	\$1,392	\$4,844	\$3,153	\$2,763	\$3,873	\$3,070	\$3,245	\$3,125	\$3,268	\$0	\$0	\$0	\$28,733	73%
TOTAL OPERATIONAL REVENUE	\$1,403,930	\$119,226	\$104,670	\$216,879	\$281,546	\$101,054	\$186,378	\$312,995	\$137,528	\$178,611	\$0	\$0	\$0	\$1,638,887	117%
EXPENDITURES: OPERATIONAL															
Personnel Services (Salaries & Wages)	\$394,225	\$43,445	\$56,730	\$77,878	\$57,215	\$74,521	\$74,425	\$76,191	\$48,485	\$59,987	\$0	\$0	\$0	\$568,877	144%
Fringe Benefits	\$164,649	\$13,814	\$16,809	\$16,123	\$14,928	\$18,567	\$21,206	\$23,160	\$13,252	\$16,046	\$0	\$0	\$0	\$153,905	93%
Purchased Services - (Non-Employees)	\$212,166	\$12,314	\$14,968	\$25,083	\$25,289	\$39,363	\$16,265	\$36,324	\$40,758	\$26,576	\$0	\$0	\$0	\$236,941	112%
Purchased Services - Management Company Fees	\$350,116	\$18,331	\$27,555	\$17,499	\$18,051	\$17,667	\$14,438	\$17,701	\$12,981	\$16,425	\$0	\$0	\$0	\$160,648	46%
Purchased Services - Federal Funded Salaries & Benefits	\$0	\$25,097	\$12,216	\$22,773	\$21,676	\$21,676	\$400	\$0	\$35,941	\$22,129	\$0	\$0	\$0	\$161,908	0%
Purchased Services - Treasurer's Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0%
Purchased Services - Sponsorship Fees	\$25,318	\$2,101	\$2,101	\$2,090	\$1,761	\$1,868	\$1,905	\$7,532	\$3,036	\$2,386	\$0	\$0	\$0	\$24,780	98%
Utilities (Electric, Gas, Telephone, Internet, etc)	\$54,578	\$3,381	\$3,498	\$8,008	\$3,065	\$1,131	\$2,721	\$2,512	\$3,650	\$13,137	\$0	\$0	\$0	\$41,104	75%
Equipment Lease (Copiers, Computers, Vehicles, etc.)	\$6,780	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$0	\$0	\$0	\$5,009	74%
Rent / Lease (Building / Facility)	\$87,972	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$0	\$0	\$0	\$74,133	84%
Repairs and Maintenance	\$66,089	\$5,796	\$5,891	\$5,497	\$6,073	\$5,856	\$5,877	\$6,054	\$9,253	\$8,905	\$0	\$0	\$0	\$59,202	90%
Materials, Supplies & Textbooks	\$42,305	\$0	\$8,165	\$13,379	\$5,938	\$735	\$1,107	\$2,438	\$3,862	\$2,134	\$0	\$0	\$0	\$37,759	89%
Capital Outlay (Equip. buses, etc.)	\$169,000	\$0	\$0	\$8,650	\$0	\$0	\$8	\$4,684	\$3,265	\$315	\$0	\$0	\$0	\$16,922	10%
All Other Objects	\$18,676	\$2,948	\$6,208	\$124	\$287	\$2,384	\$570	\$1,738	\$3,627	\$317	\$0	\$0	\$0	\$18,202	97%
TOTAL OPERATIONAL EXPENDITURES	\$1,591,873	\$136,020	\$162,936	\$205,897	\$163,077	\$192,563	\$147,716	\$187,126	\$186,906	\$177,151	\$0	\$0	\$0	\$1,559,392	98%
TOTAL EXCESS OR (SHORTFALL)	(\$187,943)	(\$16,794)	(\$58,266)	\$10,982	\$118,469	(\$91,509)	\$38,662	\$125,869	(\$49,378)	\$1,460	\$0	\$0	\$0	\$79,495	-42%
REVENUE PER STUDENT	\$19,688	\$1,689	\$1,482	\$3,072	\$3,972	\$1,392	\$2,543	\$4,304	\$1,876	\$2,437				\$22,767	
EXPENSE PER STUDENT	\$22,323	\$1,926	\$2,308	\$2,916	\$2,301	\$2,653	\$2,015	\$2,573	\$2,550	\$2,417				\$21,662	
TOTAL EXCESS OR (SHORTFALL) PER STUDENT	(\$2,636)	(\$238)	(\$825)	\$156	\$1,671	(\$1,261)	\$527	\$1,731	(\$674)	\$20				\$1,104	

based on current enrollment

CASH															
Cash Balance - Beginning of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Credits		\$ 106,931	\$ 93,621	\$ 204,584	\$ 269,590	\$ 88,759	\$ 174,181	\$ 300,792	\$ 125,233	\$ 166,307	\$ -	\$ -	\$ -	\$ -	
Debits		\$ (106,931)	\$ (93,621)	\$ (204,584)	\$ (269,590)	\$ (88,759)	\$ (174,181)	\$ (300,792)	\$ (125,233)	\$ (166,307)	\$ -	\$ -	\$ -	\$ -	
Cash Balance - End of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

BANK RECONCILIATION COMPLETED? (YES/NO)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes				
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FEDERAL FUNDS							
Fund	Budgeted Revenue	YTD Revenue	% of Budget	Fund	Budgeted Revenue	YTD Revenue	% of Budget
CRF FY2021	\$ -	\$ 191.66	0%	SQIG FY2021	\$ -	\$ -	0%
ECSE FY2022	\$ 380.45	\$ -	0%	SQIG FY2022	\$ -	\$ -	0%
ECSE FY2021	\$ -	\$ 286.15	0%	STATE CONNECTIVITY GT	\$ 1,800.00	\$ 1,800.00	100%
ESSER II FY22	\$ -	\$ 113,679.88	0%	STRIVING READERS FY2022	\$ -	\$ -	0%
ESSER FY2021	\$ -	\$ 69,384.24	0%	STRIVING READERS FY2021	\$ -	\$ -	0%
ARP ESSER FY2022	\$ -	\$ -	0%	TITLE I FY2021	\$ -	\$ 18,502.22	0%
EXP OP GRANT	\$ 1,804.42	\$ -	0%	TITLE I NEGLECTED FY2021	\$ -	\$ -	0%
IDEA B FY2022	\$ 48,576.20	\$ 21,188.92	44%	TITLE I NEGLECTED FY2022	\$ -	\$ -	0%
IDEA B FY2021	\$ -	\$ 22,458.13	0%	TITLE I FY2022	\$ 88,713.04	\$ 43,615.37	49%
MISC. STATE GRANTS FY22	\$ 2,500.00	\$ -	0%	TITLE IIA FY2022	\$ 6,488.84	\$ -	0%
MISC. STATE GRANTS FY21	\$ -	\$ -	0%	TITLE IIA FY2021	\$ -	\$ -	0%
NC SSI FY2021	\$ -	\$ -	0%	NC SSI FY2022	\$ -	\$ -	0%
ARP ESSER FY22	\$ -	\$ 2,966.93	0%	TITLE IV PART A	\$ -	\$ -	0%
SIG FY2022	\$ 24,125.00	\$ -	0%	TITLE IV FY2021	\$ -	\$ 11,032.54	0%
IDEA B RESTORATION	\$ -	\$ 1,955.48	0%	ECSE RESTORATION FY2021	\$ -	\$ 539.99	0%
EDNC FY21	\$ -	\$ -	0%	SIG FY2021	\$ -	\$ 98,373.85	0%
OSWI GRANT	\$ -	\$ -	0%	TITLE IIA FY2020	\$ -	\$ -	0%

Total YTD Grant Revenue	\$ 405,975.36
	\$ -



Monthly Financial Report
School: Community School for Alternative Learners - Lorain
Fiscal Year 2022 Month April

050	FY2022 BUDGET	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	FYTD	% of BUDGET
ENROLLMENT:															
Total Student FTE (CS Funding Reports)	71.31	70.61	70.61	70.61	70.88	72.57	73.30	72.73	73.29	73.28	73.28			72.12	101%
REVENUES: OPERATIONAL															
State Foundation and Casino Payments (3110, 3190, 3211)	\$1,071,045	\$84,399	\$91,622	\$201,163	\$80,469	\$75,608	\$81,204	\$302,485	\$118,948	\$97,131	\$62,847	\$0	\$0	\$1,195,876	112%
Food Services (Fund 006) (LUNCHROOM)	\$64,003	\$9,024	\$8,204	\$12,562	\$0	\$20,673	\$8,451	\$0	\$12,235	\$0	\$8,150	\$0	\$0	\$79,300	124%
Grants (Federal, State, Local)	\$229,461	\$24,411	\$0	\$0	\$198,313	\$900	\$93,653	\$7,266	\$3,220	\$78,212	\$115,182	\$0	\$0	\$521,158	227%
Other Operating Revenue (1410,18xx, student fees, etc.)	\$39,421	\$1,392	\$4,844	\$3,153	\$2,763	\$3,873	\$3,070	\$3,245	\$3,125	\$3,268	\$3,331	\$0	\$0	\$32,064	81%
TOTAL OPERATIONAL REVENUE	\$1,403,930	\$119,226	\$104,670	\$216,879	\$281,546	\$101,054	\$186,378	\$312,995	\$137,528	\$178,611	\$189,510	\$0	\$0	\$1,828,397	130%
EXPENDITURES: OPERATIONAL															
Personnel Services (Salaries & Wages)	\$394,225	\$43,445	\$56,730	\$77,878	\$57,215	\$74,521	\$74,425	\$76,191	\$48,485	\$59,987	(\$3,111)	\$0	\$0	\$565,766	144%
Fringe Benefits	\$164,649	\$13,814	\$16,809	\$16,123	\$14,928	\$18,567	\$21,206	\$23,160	\$13,252	\$16,046	(\$1,827)	\$0	\$0	\$152,079	92%
Purchased Services - (Non-Employees)	\$212,166	\$12,314	\$14,968	\$25,083	\$25,289	\$39,363	\$16,265	\$36,324	\$40,758	\$26,576	\$31,870	\$0	\$0	\$268,811	127%
Purchased Services - Management Company Fees	\$350,116	\$18,331	\$27,555	\$17,499	\$18,051	\$17,667	\$14,438	\$17,701	\$12,981	\$16,425	\$17,152	\$0	\$0	\$177,800	51%
Purchased Services - Federal Funded Salaries & Benefits	\$0	\$25,097	\$12,216	\$22,773	\$21,676	\$21,676	\$400	\$0	\$35,941	\$22,129	\$105,448	\$0	\$0	\$267,356	0%
Purchased Services - Treasurer's Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0%
Purchased Services - Sponsorship Fees	\$25,318	\$2,101	\$2,101	\$2,090	\$1,761	\$1,868	\$1,905	\$7,532	\$3,036	\$2,386	\$1,870	\$0	\$0	\$26,650	105%
Utilities (Electric, Gas, Telephone, Internet, etc)	\$54,578	\$3,381	\$3,498	\$8,008	\$3,065	\$1,131	\$2,721	\$2,512	\$3,650	\$13,137	\$344	\$0	\$0	\$41,448	76%
Equipment Lease (Copiers, Computers, Vehicles, etc.)	\$6,780	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$557	\$0	\$0	\$5,566	82%
Rent / Lease (Building / Facility)	\$87,972	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$8,237	\$0	\$0	\$82,370	94%
Repairs and Maintenance	\$66,089	\$5,796	\$5,891	\$5,497	\$6,073	\$5,856	\$5,877	\$6,054	\$9,253	\$8,905	\$5,974	\$0	\$0	\$65,177	99%
Materials, Supplies & Textbooks	\$42,305	(\$0)	\$8,165	\$13,379	\$5,938	\$735	\$1,107	\$2,438	\$3,862	\$2,134	\$223	\$0	\$0	\$37,982	90%
Capital Outlay (Equip. buses, etc.)	\$169,000	\$0	\$0	\$8,650	\$0	\$0	\$8	\$4,684	\$3,265	\$315	\$0	\$0	\$0	\$16,922	10%
All Other Objects	\$18,676	\$2,948	\$6,208	\$124	\$287	\$2,384	\$570	\$1,738	\$3,627	\$317	\$323	\$0	\$0	\$18,525	99%
TOTAL OPERATIONAL EXPENDITURES	\$1,591,873	\$136,020	\$162,936	\$205,897	\$163,077	\$192,563	\$147,716	\$187,126	\$186,906	\$177,151	\$167,062	\$0	\$0	\$1,726,454	108%
TOTAL EXCESS OR (SHORTFALL)	(\$187,943)	(\$16,794)	(\$58,266)	\$10,982	\$118,469	(\$91,509)	\$38,662	\$125,869	(\$49,378)	\$1,460	\$22,448	\$0	\$0	\$101,943	-54%
REVENUE PER STUDENT	\$19,688	\$1,689	\$1,482	\$3,072	\$3,972	\$1,392	\$2,543	\$4,304	\$1,876	\$2,437	\$2,586			\$25,354	
EXPENSE PER STUDENT	\$22,323	\$1,926	\$2,308	\$2,916	\$2,301	\$2,653	\$2,015	\$2,573	\$2,550	\$2,417	\$2,280			\$23,940	
TOTAL EXCESS OR (SHORTFALL) PER STUDENT	(\$2,636)	(\$238)	(\$825)	\$156	\$1,671	(\$1,261)	\$527	\$1,731	(\$674)	\$20	\$306			\$1,414	

based on current enrollment

CASH															
Cash Balance - Beginning of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Credits		\$ 106,931	\$ 93,621	\$ 204,584	\$ 269,590	\$ 88,759	\$ 174,181	\$ 300,792	\$ 125,233	\$ 166,307	\$ 189,510	\$ -	\$ -	\$ -	\$ -
Debits		\$ (106,931)	\$ (93,621)	\$ (204,584)	\$ (269,590)	\$ (88,759)	\$ (174,181)	\$ (300,792)	\$ (125,233)	\$ (166,307)	\$ (189,510)	\$ -	\$ -	\$ -	\$ -
Cash Balance - End of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

BANK RECONCILIATION COMPLETED? (YES/NO)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			
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FEDERAL FUNDS							
Fund	Budgeted Revenue	YTD Revenue	% of Budget	Fund	Budgeted Revenue	YTD Revenue	% of Budget
CRF FY2021	\$ -	\$ 191.66	0%	SQIG FY2021	\$ -	\$ -	0%
ECSE FY2022	\$ 380.45	\$ -	0%	SQIG FY2022	\$ -	\$ -	0%
ECSE FY2021	\$ -	\$ 286.15	0%	STATE CONNECTIVITY GT	\$ 1,800.00	\$ 1,800.00	100%
ESSER II FY22	\$ -	\$ 162,519.52	0%	STRIVING READERS FY2022	\$ -	\$ -	0%
ESSER FY2021	\$ -	\$ 69,384.24	0%	STRIVING READERS FY2021	\$ -	\$ -	0%
ARP ESSER FY22	\$ -	\$ 8,122.21	0%	TITLE I FY2021	\$ -	\$ 18,502.22	0%
EXP OP GRANT	\$ 1,804.42	\$ -	0%	TITLE I NEGLECTED FY2021	\$ -	\$ -	0%
IDEA B FY2022	\$ 48,576.20	\$ 28,333.16	58%	TITLE I NEGLECTED FY2022	\$ -	\$ -	0%
IDEA B FY2021	\$ -	\$ 22,458.13	0%	TITLE I FY2022	\$ 88,713.04	\$ 88,456.09	100%
MISC. STATE GRANTS FY22	\$ 2,500.00	\$ 2,500.00	100%	TITLE IIA FY2022	\$ 6,488.84	\$ 6,702.40	103%
MISC. STATE GRANTS FY21	\$ -	\$ -	0%	TITLE IIA FY2021	\$ -	\$ -	0%
NC SSI FY2021	\$ -	\$ -	0%	NC SSI FY2022	\$ -	\$ -	0%
SIG FY2022	\$ 24,125.00	\$ -	0%	TITLE IV PART A	\$ -	\$ -	0%
IDEA B RESTORATION	\$ -	\$ 1,955.48	0%	TITLE IV FY2021	\$ -	\$ 11,032.54	0%
EDNC FY21	\$ -	\$ -	0%	ECSE RESTORATION FY2021	\$ -	\$ 539.99	0%
OSWI GRANT	\$ -	\$ -	0%	SIG FY2021	\$ -	\$ 98,373.85	0%
ESSER FY2022	\$ -	\$ -	0%	TITLE IIA FY2020	\$ -	\$ -	0%

Total YTD Grant Revenue	\$ 521,157.64
	\$ -



Monthly Financial Report
School: Summit Academy - Lorain
Fiscal Year 2022 Month March

240	FY2022 BUDGET	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	FYTD	% of BUDGET
ENROLLMENT:															
Total Student FTE (CS Funding Reports)	80.69	79.30	79.30	79.30	82.10	82.09	82.72	82.07	81.97	82.13				81.22	101%
REVENUES: OPERATIONAL															
State Foundation and Casino Payments (3110, 3190, 3211)	\$1,357,296	\$106,794	\$110,845	\$161,977	\$120,904	\$95,857	\$101,542	\$203,536	\$133,881	\$117,442	\$0	\$0	\$0	\$1,152,779	85%
Food Services (Fund 006) (LUNCHROOM)	\$47,068	\$2,565	\$2,359	\$791	\$4,994	\$6,763	\$5,793	\$0	\$7,760	\$0	\$0	\$0	\$0	\$31,025	66%
Grants (Federal, State, Local)	\$319,639	\$18,445	\$0	\$0	\$280,237	\$900	\$50,298	\$31,854	\$33,344	\$77,443	\$0	\$0	\$0	\$492,522	154%
Other Operating Revenue (1410,18xx, student fees, etc.)	\$44,607	\$1,564	\$6,001	\$3,454	\$3,900	\$3,522	\$3,412	\$6,577	\$5,563	\$3,386	\$0	\$0	\$0	\$37,379	84%
TOTAL OPERATIONAL REVENUE	\$1,768,610	\$129,368	\$119,205	\$166,222	\$410,035	\$107,042	\$161,045	\$241,967	\$180,549	\$198,271	\$0	\$0	\$0	\$1,713,704	97%
EXPENDITURES: OPERATIONAL															
Personnel Services (Salaries & Wages)	\$501,963	\$76,659	\$65,797	\$63,810	\$55,348	\$71,475	\$41,853	\$70,691	\$52,006	\$54,755	\$0	\$0	\$0	\$552,394	110%
Fringe Benefits	\$194,599	\$20,279	\$19,969	\$19,980	\$14,088	\$16,423	\$13,077	\$20,331	\$11,901	\$13,038	\$0	\$0	\$0	\$149,087	77%
Purchased Services - (Non-Employees)	\$146,888	\$3,462	\$5,586	\$27,443	\$22,163	\$21,098	\$41,824	\$27,007	\$32,590	\$13,889	\$0	\$0	\$0	\$195,061	133%
Purchased Services - Management Company Fees	\$471,800	\$20,587	\$30,946	\$19,652	\$20,908	\$19,985	\$16,293	\$19,974	\$14,536	\$18,391	\$0	\$0	\$0	\$181,273	38%
Purchased Services - Federal Funded Salaries & Benefits	\$0	\$13,135	\$10,840	\$20,891	\$24,834	\$24,813	\$5,776	\$0	\$31,896	\$23,207	\$0	\$0	\$0	\$155,391	0%
Purchased Services - Treasurer's Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0%
Purchased Services - Sponsorship Fees	\$32,852	\$2,666	\$2,666	\$2,622	\$2,573	\$2,375	\$2,467	\$5,068	\$3,415	\$2,928	\$0	\$0	\$0	\$26,783	82%
Utilities (Electric, Gas, Telephone, Internet, etc)	\$66,050	\$4,274	\$4,499	\$3,757	\$8,260	\$4,318	\$6,276	\$6,850	\$7,473	\$7,513	\$0	\$0	\$0	\$53,220	81%
Equipment Lease (Copiers, Computers, Vehicles, etc.)	\$6,936	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$0	\$0	\$0	\$5,127	74%
Rent / Lease (Building / Facility)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0%
Repairs and Maintenance	\$86,615	\$6,691	\$7,786	\$6,307	\$6,743	\$6,663	\$6,839	\$7,122	\$6,773	\$6,703	\$0	\$0	\$0	\$61,625	71%
Materials, Supplies & Textbooks	\$83,450	\$0	\$3,190	\$14,457	\$	6,207.62	(\$23)	\$2,304	\$23,135	\$4,456	\$288	\$0	\$0	\$54,015	65%
Capital Outlay (Equip. buses, etc.)	\$6,483	\$0	\$0	\$0	\$295	\$2,010	\$12	\$4,464	\$3,265	\$2,483	\$0	\$0	\$0	\$12,528	193%
All Other Objects	\$20,010	\$3,366	\$8,855	\$141	\$205	\$1,927	\$529	\$1,646	\$3,790	\$328	\$0	\$0	\$0	\$20,786	104%
TOTAL OPERATIONAL EXPENDITURES	\$1,617,647	\$151,687	\$160,703	\$179,631	\$162,195	\$171,636	\$137,818	\$186,857	\$172,671	\$144,091	\$0	\$0	\$0	\$1,467,290	91%
TOTAL EXCESS OR (SHORTFALL)	\$150,963	(\$22,319)	(\$41,498)	(\$13,409)	\$247,840	(\$64,594)	\$23,227	\$55,110	\$7,877	\$54,180	\$0	\$0	\$0	\$246,414	163%
REVENUE PER STUDENT	\$21,919	\$1,631	\$1,503	\$2,096	\$4,994	\$1,304	\$1,947	\$2,948	\$2,203	\$2,414				\$21,100	
EXPENSE PER STUDENT	\$20,048	\$1,913	\$2,027	\$2,265	\$1,976	\$2,091	\$1,666	\$2,277	\$2,107	\$1,754				\$18,066	
TOTAL EXCESS OR (SHORTFALL) PER STUDENT	\$1,871	(\$281)	(\$523)	(\$169)	\$3,019	(\$787)	\$281	\$671	\$96	\$660				\$3,034	

based on current enrollment

CASH															
Cash Balance - Beginning of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Credits		\$ 114,920	\$ 103,074	\$ 151,774	\$ 395,587	\$ 92,594	\$ 146,597	\$ 227,519	\$ 169,392	\$ 187,114	\$ -	\$ -	\$ -	\$ -	
Debits		\$ (114,920)	\$ (103,074)	\$ (151,774)	\$ (395,587)	\$ (92,594)	\$ (146,597)	\$ (227,519)	\$ (169,392)	\$ (187,114)	\$ -	\$ -	\$ -	\$ -	
Cash Balance - End of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

BANK RECONCILIATION COMPLETED? (YES/NO)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes				
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FEDERAL FUNDS							
Fund	Budgeted Revenue	YTD Revenue	% of Budget	Fund	Budgeted Revenue	YTD Revenue	% of Budget
CRF FY2021	\$ -	\$ 313.36	0%	SQIG FY2021	\$ -	\$ 53,614.88	0%
ECSE FY2022	\$ -	\$ -	0%	SQIG FY2022	\$ 49,985.50	\$ 48,269.34	97%
ECSE FY2021	\$ -	\$ -	0%	STATE CONNECTIVITY GT	\$ 1,800.00	\$ 1,800.00	100%
ESSER II FY22	\$ -	\$ 80,664.14	-	STRIVING READERS FY2022	\$ -	\$ -	0%
ESSER FY2021	\$ -	\$ 36,661.08	0%	STRIVING READERS FY2021	\$ -	\$ -	0%
ARP ESSER FY2022	\$ -	\$ -	0%	TITLE I FY2021	\$ -	\$ 22,111.56	0%
EXP OP GRANT	\$ 2,131.65	\$ -	0%	TITLE I NEGLECTED FY2021	\$ -	\$ -	0%
IDEA B FY2022	\$ 72,063.68	\$ 21,819.40	30%	TITLE I NEGLECTED FY2022	\$ -	\$ -	0%
IDEA B FY2021	\$ -	\$ 17,588.36	0%	TITLE I FY2022	\$ 98,330.44	\$ 26,680.30	27%
MISC. STATE GRANTS FY22	\$ 2,500.00	\$ -	0%	TITLE IIA FY2022	\$ 7,447.18	\$ 362.95	5%
MISC. STATE GRANTS FY21	\$ -	\$ -	0%	TITLE IIA FY2021	\$ -	\$ 844.75	0%
NC SSI FY2021	\$ -	\$ -	0%	NC SSI FY2022	\$ -	\$ -	0%
ARP ESSER FY22	\$ -	\$ 13,650.57	0%	TITLE IV PART A	\$ -	\$ 5,041.34	0%
SIG FY2022	\$ 29,625.00	\$ -	0%	TITLE IV FY2021	\$ -	\$ 7,119.26	0%
IDEA B RESTORATION	\$ -	\$ 814.19	0%	ECSE RESTORATION FY2021	\$ -	\$ -	0%
EDNC FY21	\$ -	\$ 1,500.00	0%	SIG FY2021	\$ -	\$ 153,666.20	0%
OSWI GRANT	\$ -	\$ -	0%	TITLE IIA FY2020	\$ -	\$ -	0%

Total YTD Grant Revenue	\$ 492,521.68
	\$ -



Monthly Financial Report
School: Summit Academy - Lorain
Fiscal Year 2022 Month April

240	FY2022 BUDGET	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	FYTD	% of BUDGET
ENROLLMENT:															
Total Student FTE (CS Funding Reports)	80.69	79.30	79.30	79.30	82.10	82.09	82.72	82.07	81.97	82.13	82.10			81.31	101%
REVENUES: OPERATIONAL															
State Foundation and Casino Payments (3110, 3190, 3211)	\$1,357,296	\$106,794	\$110,845	\$161,977	\$120,904	\$95,857	\$101,542	\$203,536	\$133,881	\$117,442	\$80,944	\$0	\$0	\$1,233,723	91%
Food Services (Fund 006) (LUNCHROOM)	\$47,068	\$2,565	\$2,359	\$791	\$4,994	\$6,763	\$5,793	\$0	\$7,760	\$0	\$3,771	\$0	\$0	\$34,796	74%
Grants (Federal, State, Local)	\$319,639	\$18,445	\$0	\$0	\$280,237	\$900	\$50,298	\$31,854	\$33,344	\$77,443	\$64,303	\$0	\$0	\$556,825	174%
Other Operating Revenue (1410,18xx, student fees, etc.)	\$44,607	\$1,564	\$6,001	\$3,454	\$3,900	\$3,522	\$3,412	\$6,577	\$5,563	\$3,386	\$3,380	\$0	\$0	\$40,759	91%
TOTAL OPERATIONAL REVENUE	\$1,768,610	\$129,368	\$119,205	\$166,222	\$410,035	\$107,042	\$161,045	\$241,967	\$180,549	\$198,271	\$152,398	\$0	\$0	\$1,866,102	106%
EXPENDITURES: OPERATIONAL															
Personnel Services (Salaries & Wages)	\$501,963	\$76,659	\$65,797	\$63,810	\$55,348	\$71,475	\$41,853	\$70,691	\$52,006	\$54,755	\$27,011	\$0	\$0	\$579,405	115%
Fringe Benefits	\$194,599	\$20,279	\$19,969	\$19,980	\$14,088	\$16,423	\$13,077	\$20,331	\$11,901	\$13,038	\$5,842	\$0	\$0	\$154,928	80%
Purchased Services - (Non-Employees)	\$146,888	\$3,462	\$5,586	\$27,443	\$22,163	\$21,098	\$41,824	\$27,007	\$32,590	\$13,889	\$17,024	\$0	\$0	\$212,085	144%
Purchased Services - Management Company Fees	\$471,800	\$20,587	\$30,946	\$19,652	\$20,908	\$19,985	\$16,293	\$19,974	\$14,536	\$18,391	\$19,217	\$0	\$0	\$200,490	42%
Purchased Services - Federal Funded Salaries & Benefits	\$0	\$13,135	\$10,840	\$20,891	\$24,834	\$24,813	\$5,776	\$0	\$31,896	\$23,207	\$58,134	\$0	\$0	\$213,525	0%
Purchased Services - Treasurer's Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0%
Purchased Services - Sponsorship Fees	\$32,852	\$2,666	\$2,666	\$2,622	\$2,573	\$2,375	\$2,467	\$5,068	\$3,415	\$2,928	\$2,326	\$0	\$0	\$29,109	89%
Utilities (Electric, Gas, Telephone, Internet, etc)	\$66,050	\$4,274	\$4,499	\$3,757	\$8,260	\$4,318	\$6,276	\$6,850	\$7,473	\$7,513	\$5,825	\$0	\$0	\$59,045	89%
Equipment Lease (Copiers, Computers, Vehicles, etc.)	\$6,936	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$0	\$0	\$5,697	82%
Rent / Lease (Building / Facility)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0%
Repairs and Maintenance	\$86,615	\$6,691	\$7,786	\$6,307	\$6,743	\$6,663	\$6,839	\$7,122	\$6,773	\$6,703	\$13,411	\$0	\$0	\$75,036	87%
Materials, Supplies & Textbooks	\$83,450	\$0	\$3,190	\$14,457	\$6,207	(\$23)	\$2,304	\$23,135	\$4,456	\$288	\$7,656	\$0	\$0	\$61,671	74%
Capital Outlay (Equip. buses, etc.)	\$6,483	\$0	\$0	\$0	\$295	\$2,010	\$12	\$4,464	\$3,265	\$2,483	(\$2,350)	\$0	\$0	\$10,178	157%
All Other Objects	\$20,010	\$3,366	\$8,855	\$141	\$205	\$1,927	\$529	\$1,646	\$3,790	\$328	\$558	\$0	\$0	\$21,344	107%
TOTAL OPERATIONAL EXPENDITURES	\$1,617,647	\$151,687	\$160,703	\$179,631	\$162,195	\$171,636	\$137,818	\$186,857	\$172,671	\$144,091	\$155,224	\$0	\$0	\$1,622,513	100%
TOTAL EXCESS OR (SHORTFALL)	\$150,963	(\$22,319)	(\$41,498)	(\$13,409)	\$247,840	(\$64,594)	\$23,227	\$55,110	\$7,877	\$54,180	(\$2,826)	\$0	\$0	\$243,589	161%
REVENUE PER STUDENT	\$21,919	\$1,631	\$1,503	\$2,096	\$4,994	\$1,304	\$1,947	\$2,948	\$2,203	\$2,414	\$1,856			\$22,951	
EXPENSE PER STUDENT	\$20,048	\$1,913	\$2,027	\$2,265	\$1,976	\$2,091	\$1,666	\$2,277	\$2,107	\$1,754	\$1,891			\$19,955	
TOTAL EXCESS OR (SHORTFALL) PER STUDENT	\$1,871	(\$281)	(\$523)	(\$169)	\$3,019	(\$787)	\$281	\$671	\$96	\$660	(\$34)			\$2,996	

based on current enrollment

CASH															
Cash Balance - Beginning of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Credits		\$ 114,920	\$ 103,074	\$ 151,774	\$ 395,587	\$ 92,594	\$ 146,597	\$ 227,519	\$ 169,392	\$ 187,114	\$ 152,398	\$ -	\$ -	\$ -	\$ -
Debits		\$ (114,920)	\$ (103,074)	\$ (151,774)	\$ (395,587)	\$ (92,594)	\$ (146,597)	\$ (227,519)	\$ (169,392)	\$ (187,114)	\$ (152,398)	\$ -	\$ -	\$ -	\$ -
Cash Balance - End of Month		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

BANK RECONCILIATION COMPLETED? (YES/NO)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			
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FEDERAL FUNDS							
Fund	Budgeted Revenue	YTD Revenue	% of Budget	Fund	Budgeted Revenue	YTD Revenue	% of Budget
CRF FY2021	\$ -	\$ 313.36	0%	SQIG FY2021	\$ -	\$ 53,614.88	0%
ECSE FY2022	\$ -	\$ -	0%	SQIG FY2022	\$ 49,985.50	\$ 57,948.21	116%
ECSE FY2021	\$ -	\$ -	0%	STATE CONNECTIVITY GT	\$ 1,800.00	\$ 1,800.00	100%
ESSER II FY22	\$ -	\$ 100,077.35	0%	STRIVING READERS FY2022	\$ -	\$ -	0%
ESSER FY2021	\$ -	\$ 36,661.08	0%	STRIVING READERS FY2021	\$ -	\$ -	0%
ARP ESSER FY22	\$ -	\$ 16,980.91	0%	TITLE I FY2021	\$ -	\$ 22,111.56	0%
EXP OP GRANT	\$ 2,131.65	\$ -	0%	TITLE I NEGLECTED FY2021	\$ -	\$ -	0%
IDEA B FY2022	\$ 72,063.68	\$ 37,257.25	52%	TITLE I NEGLECTED FY2022	\$ -	\$ -	0%
IDEA B FY2021	\$ -	\$ 17,588.36	0%	TITLE I FY2022	\$ 98,330.44	\$ 35,340.06	36%
MISC. STATE GRANTS FY22	\$ 2,500.00	\$ 2,500.00	100%	TITLE IIA FY2022	\$ 7,447.18	\$ 362.95	5%
MISC. STATE GRANTS FY21	\$ -	\$ -	0%	TITLE IIA FY2021	\$ -	\$ 844.75	0%
NC SSI FY2021	\$ -	\$ -	0%	NC SSI FY2022	\$ -	\$ -	0%
SIG FY2022	\$ 29,625.00	\$ -	0%	TITLE IV PART A	\$ -	\$ 6,728.62	0%
IDEA B RESTORATION	\$ -	\$ 814.19	0%	TITLE IV FY2021	\$ -	\$ 7,119.26	0%
EDNC FY21	\$ -	\$ 1,500.00	0%	ECSE RESTORATION FY2021	\$ -	\$ -	0%
OSWI GRANT	\$ -	\$ -	0%	SIG FY2021	\$ -	\$ 153,666.20	0%
ESSER FY2022	\$ -	\$ 3,595.86	0%	TITLE IIA FY2020	\$ -	\$ -	0%

Total YTD Grant Revenue	\$ 556,824.85
	\$ -

CHECK NUMBER	CHECK DATE	NAME	BUDGET UNIT	ACCOUNT	DESCRIPTION	TRANSACTION AMOUNT	OPU
63403	03/10/22	ST. FRANCES CABRINI	0010000270005000	429	FY22 SNOW REMOVAL	\$ 2,825.00	050
63403	03/10/22	ST. FRANCES CABRINI	0010000270005000	451	ELECTRIC	\$ 3,071.38	050
63403	03/10/22	ST. FRANCES CABRINI	0010000270005000	453	GAS	\$ 3,104.78	050
63403	03/10/22	ST. FRANCES CABRINI	0010000270005000	452	WATER	\$ 287.26	050
63403	03/10/22	ST. FRANCES CABRINI	0010000270005000	422	TRASH	\$ 102.83	050
63405	03/10/22	STAPLES ADVANTAGE	0010000110005000	512	AUG-MAY OFFICE SUPP	\$ 211.88	050
63418	03/10/22	INNOVATION FOOD SER	0060000312005000	462	LORELE NSLP AND SBP	\$ 6,402.75	050
63423	03/10/22	BLUE TECHNOLOGIES	0010000296005000	429	FY22 COPIER CLICK C	\$ 304.72	050
63426	03/10/22	MARK ONE MEDICAL LT	5073022276005000	514	DISINFECTING WIPES	\$ 83.64	050
63426	03/10/22	MARK ONE MEDICAL LT	5073022276005000	514	DISPOSABLE MASKS (C	\$ 330.00	050
63443	03/10/22	HEALTHCARE BILLING	0010000250005000	419	LORELE	\$ 40.44	050
63460	03/10/22	VERIZON WIRELESS	0010000296005000	441	FY22 VERIZON - CELL	\$ 60.00	050
63515	03/18/22	MAD SCIENCE OF NORT	0010000110005000	511	MAD SCIECNE IN-SCHO	\$ 406.00	050
63537	03/18/22	PITNEY BOWES RESERV	0010000250005000	443	STAMPS_FEB	\$ 4.77	050
63540	03/18/22	CHARTER COMMUNICATI	0010000296005000	441	FY 22 LORELE PHONE	\$ 179.26	050
63555	03/25/22	SCHOOL SPECIALTY	0090000110005000	511	206270 CONSTRUCTION	\$ 112.64	050
63560	03/25/22	LEXIA LEARNING SYST	0010000110005000	511	QUOTE #: Q-494724-1	\$ 600.00	050
63560	03/25/22	LEXIA LEARNING SYST	5902022220005000	510	QUOTE #: Q-494724-1	\$ 316.00	050
63560	03/25/22	LEXIA LEARNING SYST	5902022220005000	412	QUOTE #: Q-494724-1	\$ 3,045.71	050
63596	03/25/22	INVO HEALTHCARE ASS	0010000218105000	413	OT SVCS	\$ 2,237.81	050
63596	03/25/22	INVO HEALTHCARE ASS	0010000218105000	413	OT SVCS	\$ 7,157.20	050
63596	03/25/22	INVO HEALTHCARE ASS	0010000215105000	413	SPEECH SVCS	\$ 7,064.65	050
63638	04/01/22	ST. FRANCES CABRINI	0010000270005000	839	FY22 BLDG LEASE LOR	\$ 8,237.00	050
63638	04/01/22	ST. FRANCES CABRINI	0010000270005000	451	ELECTRIC	\$ 1,430.02	050
63638	04/01/22	ST. FRANCES CABRINI	0010000270005000	453	GAS	\$ 4,526.52	050
63638	04/01/22	ST. FRANCES CABRINI	0010000270005000	452	WATER	\$ 365.60	050
63638	04/01/22	ST. FRANCES CABRINI	0010000270005000	422	TRASH	\$ 102.83	050
V1474	03/07/22	TREASURER OF STATE	0010000250005000	843	FINANCIAL AUDITS	\$ 307.50	050
V1476	03/09/22	DAVID M HOSKIN	0010000250005000	433	2/16 HOME-SAM-LORMI	\$ 27.78	050
V1477	03/09/22	MARK ALAN MICHAEL	0010000241005000	433	2/16 HOTEL-SAM-LORM	\$ 26.62	050
V1477	03/09/22	MARK ALAN MICHAEL	0010000241005000	439	2/16 TURNPIKE TOLL	\$ 1.25	050
V1480	03/09/22	TDG FACILITIES SERV	0010000270005000	423	FY22 CONTRACT	\$ 5,569.77	050
V1483	03/11/22	AMAZON.COM	0010000276005000	644	WALKIE TALKIE BATTE	\$ 315.00	050
V1485	03/11/22	HP FINANCIAL SERVIC	0010000296005000	426	(ADM \$100.27 - SCH	\$ 100.09	050
V1487	03/15/22	ESC OF LAKE ERIE WE	0010000250005000	415	FY22 SPONSOR FEES	\$ 2,386.29	050
V1490	03/18/22	DE LAGE LANDEN	0010000296005000	426	FY22 COPIER LEASES	\$ 456.50	050
V1496	03/22/22	PITNEY BOWES (METER	0010000250005000	443	POSTAGE METERS (53.	\$ 53.01	050
V1501	03/25/22	HALEY ANN HACKETT	0010000123005000	431	2/1 HOME-PAIELE-LOR	\$ 50.31	050
V1508	03/25/22	REBECA L TYNER	0010000241105000	431	2/7 HOME-LORMID-LOR	\$ 28.08	050
V1508	03/25/22	REBECA L TYNER	0010000241105000	439	2/8 TURNPIKE TOLLS	\$ 2.75	050

V1511	03/31/22	HNB MASTERCARD	0010000260005000	446	ZOOPRINTING - WAREL	\$	54.27	050
V1511	03/31/22	HNB MASTERCARD	0010000296005000	433	TURNPIKE EZPASS -	\$	1.75	050
V1511	03/31/22	HNB MASTERCARD	5073022218005000	517	APPLE STORE FOR EDU	\$	14.15	050
V1511	03/31/22	HNB MASTERCARD	5073022220005000	412	LAURA VERDOORN	\$	39.58	050
V1511	03/31/22	HNB MASTERCARD	5073022220005000	412	DEB SKUL	\$	19.79	050
V1511	03/31/22	HNB MASTERCARD	5722022200005000	419	2/17/2022 MARCOS PI	\$	399.50	050
V1511	03/31/22	HNB MASTERCARD	5722022200005000	560	NESTLE PURE LIFE WA	\$	8.56	050
V1511	03/31/22	HNB MASTERCARD	5722022200005000	560	SPRITE (35PK) 2/17	\$	25.36	050
V1511	03/31/22	HNB MASTERCARD	5722022200005000	560	COCA-COLA (35PK) 2/	\$	25.36	050
V1520	04/05/22	RENEE SIMMONS OPALI	0010000123005000	431	2/14 HOME-LORELE-HO	\$	30.42	050

CHECK NUMBER	CHECK DATE	VENDOR/PAYER NUMBER	NAME	BUDGET UNIT	ACCOUNT	DESCRIPTION	TRANSACTION AMOUNT	OPU
63702	04/08/22	13328	STAPLES ADVANTAGE	0010000110005000	512	AUG-MAY OFFICE SUPP	\$ 366.79	050
63722	04/08/22	11018	BLUE TECHNOLOGIES	0010000296005000	429	FY22 COPIER CLICK C	\$ 335.19	050
63748	04/08/22	11637	PITNEY BOWES RESERV	0010000250005000	443	MAR2022_POSTAGE REF	\$ 45.09	050
63759	04/08/22	11590	VERIZON WIRELESS	0010000296005000	441	FY22 VERIZON - CELL	\$ 60.00	050
63718	04/08/22	13002	INNOVATION FOOD SER	0060000312005000	462	LORELE NSLP AND SBP	\$ 9,390.70	050
V1524	04/12/22	7474	AMY L COLE	0010000241205000	433	2/16 HOME-SAM-LORMI	\$ 36.27	050
V1524	04/12/22	7474	AMY L COLE	0010000241205000	439	2/16 TURNPIKE TOLLS	\$ 2.75	050
V1530	04/12/22	14942	TDG FACILITIES SERV	0010000270005000	423	FY22 CONTRACT	\$ 5,569.77	050
63801	04/14/22	11128	ASIAN WORLD OF MART	0010000119005000	511	MARTIAL ARTS EQUIPM	\$ 245.00	050
63801	04/14/22	11128	ASIAN WORLD OF MART	0010000119005000	511	SHIPPING CREDIT	\$ (44.70)	050
63804	04/14/22	15073	OHIO MOBILE SHREDDI	0010000241505000	422	SHREDDING SERVICES	\$ 69.51	050
63817	04/14/22	11301	HEALTHCARE BILLING	0010000250005000	419	LORELE	\$ 305.36	050
V1536	04/14/22	7507	REBECA L TYNER	0010000241105000	439	3/22 HOME-LORELE-HO	\$ 5.50	050
V1536	04/14/22	7507	REBECA L TYNER	0010000241105000	431	3/22 HOME-LORELE-HO	\$ 52.65	050
V1536	04/14/22	7507	REBECA L TYNER	0010000241105000	439	3/10 HOME-LORELE-HO	\$ 2.75	050
V1536	04/14/22	7507	REBECA L TYNER	0010000241105000	431	3/10 HOME-LORELE-HO	\$ 26.03	050
V1536	04/14/22	7507	REBECA L TYNER	0010000241105000	439	3/15 HOME-LORELE-HO	\$ 5.50	050
V1536	04/14/22	7507	REBECA L TYNER	0010000241105000	431	3/15 HOME-LORELE-HO	\$ 52.65	050
63778	04/14/22	15213	CHARLES NEWQUIST	5902022220005000	412	04/11/2022 PD	\$ 2,500.00	050
V1539	04/16/22	10274	ESC OF LAKE ERIE WE	0010000250005000	415	FY22 SPONSOR FEES	\$ 1,870.36	050
V1541	04/16/22	15058	HP FINANCIAL SERVIC	0010000296005000	426	(ADM \$100.27 - SCH	\$ 100.10	050
V1543	04/16/22	13534	DE LAGE LANDEN	0010000296005000	426	FY22 COPIER LEASES	\$ 456.50	050
V1546	04/21/22	10203	AMAZON.COM	0010000110005000	511	WHITEBOARD / EASEL	\$ 66.73	050
63876	04/22/22	11290	INVO HEALTHCARE ASS	0010000215105000	413	SPEECH SVCS	\$ 8,869.38	050
63876	04/22/22	11290	INVO HEALTHCARE ASS	0010000218105000	413	OT SVCS	\$ 2,414.13	050
63876	04/22/22	11290	INVO HEALTHCARE ASS	0010000218105000	413	OT SVCS	\$ 7,959.30	050
63894	04/22/22	11577	CHARTER COMMUNICATI	0010000296005000	441	FY 22 LORELE PHONE	\$ 177.93	050
63858	04/22/22	11653	EMBASSY SUITES COLU	5902022220005000	412	HOTEL STAY FOR 30 G	\$ 137.50	050
63858	04/22/22	11653	EMBASSY SUITES COLU	5902022220005000	412	ROOM RENTALS	\$ 41.17	050
V1564	04/27/22	14808	HNB MASTERCARD	0010000110005000	889	LORELE STAFF APPREC	\$ 322.98	050
V1564	04/27/22	14808	HNB MASTERCARD	0010000260005000	446	ZOOPRINTING - WAREL	\$ 61.17	050
V1564	04/27/22	14808	HNB MASTERCARD	5073022220005000	412	VERDOORN HOTEL/PARK	\$ 17.53	050
V1564	04/27/22	14808	HNB MASTERCARD	5073022220005000	412	SKUL HOTEL/PARKING	\$ 17.53	050
63909	04/29/22	10090	ST. FRANCES CABRINI	0010000270005000	839	FY22 BLDG LEASE LOR	\$ 8,237.00	050
63935	04/29/22	15136	FUN EXPRESS	0010000110005000	511	FAMILY NIGHT / MAY	\$ 39.62	050
63945	04/29/22	15354	SPECTRUM CONSULTING	0010000110005000	511	SPECTRUM VOCATIONAL	\$ 595.00	050
V1566	04/29/22	1016	LAURA A VERDOORN	5073022220005000	412	LAURA VERDOORN HOTE	\$ 1.58	050
V1566	04/29/22	1016	LAURA A VERDOORN	5073022220005000	412	DEB SKUL HOTEL	\$ 1.58	050
V1572	05/04/22	3827	RENEE SIMMONS OPALI	0010000123005000	431	3/16 HOME-LORELE-HO	\$ 30.42	050

CHECK NUMBER	CHECK DATE	NAME	BUDGET UNIT	ACCOUNT	DESCRIPTION	TRANSACTION AMOUNT	OPU
63418	03/10/22	INNOVATION FOOD SER	0060000312024000	462	LORMID NSLP AND SBP	\$ 5,361.00	240
63423	03/10/22	BLUE TECHNOLOGIES	0010000296024000	429	FY22 COPIER CLICK C	\$ 348.58	240
63443	03/10/22	HEALTHCARE BILLING	0010000250024000	419	LORMID	\$ 40.75	240
63460	03/10/22	VERIZON WIRELESS	0010000296024000	441	FY22 VERIZON - CELL	\$ 60.00	240
63468	03/10/22	CITY OF LORAIN- UTI	0010000270024000	452	WATER SERVICES	\$ 297.88	240
63484	03/18/22	B&C COMMUNICATIONS	4992021276024000	644	QTY 7 - SL300 WALKI	\$ 2,278.50	240
63484	03/18/22	B&C COMMUNICATIONS	4992021276024000	644	QTY 1 - CHARGING ST	\$ 204.00	240
63512	03/18/22	ULMER & BERNE LLP	0010000241224000	418	INVOICE NO. 2334636	\$ 840.00	240
63526	03/18/22	COLUMBIA GAS	0010000270024000	453	GAS SERVICES	\$ 414.31	240
63537	03/18/22	PITNEY BOWES RESERV	0010000250024000	443	STAMPS_FEB	\$ 105.23	240
63547	03/18/22	CENTURYLINK	0010000296024000	441	FY 22 LORM/S ALARM	\$ 108.74	240
63556	03/25/22	STAPLES ADVANTAGE	0010000110024000	512	AUG-MAY OFFICE SUPP	\$ 273.80	240
63596	03/25/22	INVO HEALTHCARE ASS	0010000215124000	413	SPEECH SVCS	\$ 3,439.78	240
63596	03/25/22	INVO HEALTHCARE ASS	0010000218124000	413	OT SVCS	\$ 1,449.95	240
63596	03/25/22	INVO HEALTHCARE ASS	0010000215124000	413	SPEECH SVCS	\$ 2,575.98	240
63610	03/25/22	OHIO EDISON	0010000270024000	451	ELECTRIC SERVICES	\$ 6,195.56	240
63685	04/01/22	CHARTER COMMUNICATI	0010000296024000	441	FY 22 LORM/S PHONE	\$ 224.07	240
V1474	03/07/22	TREASURER OF STATE	0010000250024000	843	FINANCIAL AUDITS	\$ 328.00	240
V1476	03/09/22	DAVID M HOSKIN	0010000250024000	433	2/16 HOME-SAM-LORMI	\$ 27.79	240
V1477	03/09/22	MARK ALAN MICHAEL	0010000241024000	433	2/16 HOTEL-SAM-LORM	\$ 26.62	240
V1477	03/09/22	MARK ALAN MICHAEL	0010000241024000	439	2/16 TURNPIKE TOLL	\$ 1.25	240
V1480	03/09/22	TDG FACILITIES SERV	0010000270024000	423	FY22 CONTRACT	\$ 6,354.25	240
V1485	03/11/22	HP FINANCIAL SERVIC	0010000296024000	426	(ADM \$100.27 - SCH	\$ 100.09	240
V1487	03/15/22	ESC OF LAKE ERIE WE	0010000250024000	415	FY22 SPONSOR FEES	\$ 2,927.63	240
V1490	03/18/22	DE LAGE LANDEN	0010000296024000	426	FY22 COPIER LEASES	\$ 469.60	240
V1496	03/22/22	PITNEY BOWES (METER	0010000250024000	443	POSTAGE METERS (53.	\$ 53.01	240
V1501	03/25/22	HALEY ANN HACKETT	0010000123024000	431	2/10 HOME-LORMID-PA	\$ 4.97	240
V1503	03/25/22	DAVID T MCGOOKEY	0010000241124000	431	2/7 HOME-LORMID-HOM	\$ 28.66	240
V1508	03/25/22	REBECA L TYNER	0010000241124000	431	2/7 HOME-LORMID-LOR	\$ 28.08	240
V1508	03/25/22	REBECA L TYNER	0010000241124000	439	2/8 TURNPIKE TOLLS	\$ 2.75	240
V1511	03/31/22	HNB MASTERCARD	0010000260024000	446	ZOOPRINTING - WAREL	\$ 54.28	240
V1511	03/31/22	HNB MASTERCARD	0010000296024000	433	TURNPIKE EZPASS -	\$ 1.75	240
V1511	03/31/22	HNB MASTERCARD	5073022218024000	517	APPLE STORE FOR EDU	\$ 14.15	240
V1511	03/31/22	HNB MASTERCARD	5073022220024000	412	LAURA VERDOORN	\$ 39.59	240
V1511	03/31/22	HNB MASTERCARD	5073022220024000	412	DEB SKUL	\$ 19.79	240

CHECK NUMBER	CHECK DATE	VENDOR/PAYER NUMBER	NAME	BUDGET UNIT	ACCOUNT	DESCRIPTION	TRANSACTION AMOUNT	OPU
63701	04/08/22	10377	JOSTEN'S	0010000110024000	519	LORSCH (1) CAP & GO	\$ 314.75	240
63702	04/08/22	13328	STAPLES ADVANTAGE	0010000110024000	512	AUG-MAY OFFICE SUPP	\$ 299.48	240
63722	04/08/22	11018	BLUE TECHNOLOGIES	0010000296024000	429	FY22 COPIER CLICK C	\$ 471.79	240
63748	04/08/22	11637	PITNEY BOWES RESERV	0010000250024000	443	MAR2022_POSTAGE REF	\$ 216.88	240
63759	04/08/22	11590	VERIZON WIRELESS	0010000296024000	441	FY22 VERIZON - CELL	\$ 60.00	240
63764	04/08/22	11455	CITY OF LORAIN- UTI	0010000270024000	452	WATER SERVICES	\$ 285.64	240
63718	04/08/22	13002	INNOVATION FOOD SER	0060000312024000	462	LORMID NSLP AND SBP	\$ 7,862.80	240
V1524	04/12/22	7474	AMY L COLE	0010000241224000	433	2/16 HOME-SAM-LORMI	\$ 36.27	240
V1524	04/12/22	7474	AMY L COLE	0010000241224000	439	2/16 TURNPIKE TOLLS	\$ 2.75	240
V1530	04/12/22	14942	TDG FACILITIES SERV	0010000270024000	423	FY22 CONTRACT	\$ 6,354.24	240
V1530	04/12/22	14942	TDG FACILITIES SERV	0010000270024000	429	FY21/22 SNOW PLOWIN	\$ 1,012.20	240
V1530	04/12/22	14942	TDG FACILITIES SERV	0010000270024000	429	INSTALL NEW COMMUNI	\$ 5,481.00	240
63804	04/14/22	15073	OHIO MOBILE SHREDDI	0010000241524000	422	SHREDDING SERVICES	\$ 91.66	240
63817	04/14/22	11301	HEALTHCARE BILLING	0010000250024000	419	LORMID	\$ 241.40	240
V1536	04/14/22	7507	REBECA L TYNER	0010000241124000	439	3/18 HOME-LORMID-HO	\$ 5.50	240
V1536	04/14/22	7507	REBECA L TYNER	0010000241124000	431	3/18 HOME-LORMID-HO	\$ 56.74	240
63799	04/14/22	12936	BLUUM OF TEXAS	5072022113024000	517	LORMID_7 CHROMEBOOK	\$ 1,245.86	240
V1539	04/16/22	10274	ESC OF LAKE ERIE WE	0010000250024000	415	FY22 SPONSOR FEES	\$ 2,326.45	240
V1541	04/16/22	15058	HP FINANCIAL SERVIC	0010000296024000	426	(ADM \$100.27 - SCH	\$ 100.10	240
V1543	04/16/22	13534	DE LAGE LANDEN	0010000296024000	426	FY22 COPIER LEASES	\$ 469.61	240
V1545	04/20/22	10082	TREASURER OF STATE	0010000250024000	843	FINANCIAL AUDITS	\$ 246.00	240
V1546	04/21/22	10203	AMAZON.COM	0010000276024000	514	INSTANT COLD PACKS	\$ 39.98	240
63846	04/22/22	13328	STAPLES ADVANTAGE	0010000276024000	514	24448164 HAND SANIT	\$ 51.33	240
63858	04/22/22	11653	EMBASSY SUITES COLU	0010000110024000	432	FOOD SERVICE FOR 3/	\$ 83.04	240
63876	04/22/22	11290	INVO HEALTHCARE ASS	0010000215124000	413	SPEECH SVCS	\$ 2,236.63	240
63876	04/22/22	11290	INVO HEALTHCARE ASS	0010000215124000	413	SPEECH SVCS	\$ 4,180.18	240
63876	04/22/22	11290	INVO HEALTHCARE ASS	0010000218124000	413	OT SVCS	\$ 2,066.95	240
63883	04/22/22	11630	COLUMBIA GAS	0010000270024000	453	GAS SERVICES	\$ 339.36	240
63897	04/22/22	11446	CENTURYLINK	0010000296024000	441	FY 22 LORM/S ALARM	\$ 108.38	240
63847	04/22/22	14758	THRIVELY	5726022110024000	511	SUBSCRIPTION TO THR	\$ 2,000.00	240
63858	04/22/22	11653	EMBASSY SUITES COLU	5902022220024000	412	HOTEL STAY FOR 30 G	\$ 137.50	240
63858	04/22/22	11653	EMBASSY SUITES COLU	5902022220024000	412	ROOM RENTALS	\$ 41.17	240
V1564	04/27/22	14808	HNB MASTERCARD	0010000250024000	443	STAMP REFILL ROLLS	\$ 32.29	240
V1564	04/27/22	14808	HNB MASTERCARD	0010000260024000	446	ZOOPRINTING - WAREL	\$ 61.18	240
V1564	04/27/22	14808	HNB MASTERCARD	0090000110024000	899	PBIS_DUNKIN DONUTS	\$ 100.41	240
V1564	04/27/22	14808	HNB MASTERCARD	5073022220024000	412	VERDOORN HOTEL/PARK	\$ 17.53	240
V1564	04/27/22	14808	HNB MASTERCARD	5073022220024000	412	SKUL HOTEL/PARKING	\$ 17.53	240
63914	04/29/22	10377	JOSTEN'S	0010000110024000	519	LORSCH (1) DIPLOMA	\$ 42.97	240
63959	04/29/22	11494	OHIO EDISON	0010000270024000	451	ELECTRIC SERVICES	\$ 4,721.28	240
63940	04/29/22	15089	MARK ONE MEDICAL LT	5072022276024000	514	ALCOHOL WIPES_3 CAS	\$ 266.76	240
V1566	04/29/22	1016	LAURA A VERDOORN	5073022220024000	412	DEB SKUL HOTEL	\$ 1.58	240
V1566	04/29/22	1016	LAURA A VERDOORN	5073022220024000	412	LAURA VERDOORN HOTE	\$ 1.58	240
V1572	05/04/22	3827	RENEE SIMMONS OPALI	0010000123024000	431	4/8 HOME-LORMID-HOM	\$ 34.52	240
V1574	05/04/22	6744	KIMBERLY ANN WANOSK	0010000110024000	889	LORMID STAFF APPREC	\$ 211.45	240

SUMMIT ACADEMY MANAGEMENT

2791 Mogadore Road | Akron, Ohio 44312



Summit Academy
SCHOOLS
Learning Without Limits

Federal Programs

The Federal Programs department has been busy with Comprehensive Continuous Improvement Plan (CCIP) revisions. Our plans and the budgets that are associated with them can be changed during the year. This is the first revision and is in response to the Ohio Department of Education loading carryover funds into the application. This is money that was unspent last year. While we always try to spend all of our funds the year that they are awarded, there are some circumstances that can occur to prevent that. The pandemic and teacher shortage made hiring and training difficult last year and caused us to have money carry over to this fiscal year.

The Federal Programs Team is entering into our busiest time of year as we are simultaneously planning for the 2022 – 2023 school year and closing out the current year. We have been working with the Curriculum Team in meeting with all schools to complete One Plans for next year. The idea behind the One Plan is that eventually all plans that are required by the Ohio Department of Education will be entered through its online portal. The tool is not that far developed but is replacing several plans including the Comprehensive Continuous Improvement Plan that has been the backbone of federal spending for years. Right now, we are in a transition phase in which we are using both tools. There are two aspects to these tasks. The first is the planning of what goals and strategies each school will commit to and the second is matching the funds that we receive to these goals and strategies. We won't know the actual amounts of all federal allocations until well into the summer but are putting budgets together based on our best estimates.

A big job that will be undertaken this year is to re-budget all the ESSER II and ARP ESSER money. You may remember that we had three separate funding streams that we were awarded in response to the pandemic. We have been spending each of these three this year. The first fund was ESSER I and it will end as of September 30 of this year. We are finalizing all spending of this fund. ESSER II lasts one year longer and ARP ESSER lasts two years longer. It is these two funds that have to be adjusted to account for changing needs.

IT

- **Middletown School Move**

- The Middletown Secondary school is going to be moving into a new building. This new location is in the Yankee Road First Church of God. 3029 Yankee Rd., Middletown.

IT is currently working on obtaining bids to run new network cabling

throughout the building and getting internet access to this new building. Summit Academy is planning on having this new location fully functional at the beginning of the 2022-2023 school year.

- **Laptop Refresh**

- We are in the process of refreshing our laptop fleet. Utilizing Emergency Connectivity Act funds, we have been able to replace 293 laptops, which is almost 45% of our laptop fleet. IT is currently in the process of imaging and deploying the new laptops.

- **New Ticketing System**

- Late last year the helpdesk began using a new ticketing system. This system allows us to more efficiently create, track, and close our IT tasks. This allows us to track how much time we are spending on tickets and allows us to identify and track recurring issues. This ticketing system also has a self-service portal which can be accessed at <https://helpdesk.summitacademies.org>.

- **New Inventory/Asset Tracking**

- Utilizing our new ticketing system, we are going to re-work our inventory and asset management. This will give us greater insight into where our assets are and how they are being utilized. We will also have greatly improved reporting capabilities as a result of using the new inventory platform.

Since this is tied into our ticketing system, staff will be able to open tickets and associate them with the specific asset that they are experiencing issues with.

- **Wireless network refresh**

- Due to supply chain issues, we have been unable to obtain new wireless access points to replace the aging ones that are at some of our schools. They have been on order since last August, however, we have yet to receive any. Unfortunately, the vendor is unable to provide an ETA for the new access points. Once we receive the new access points IT will work with the school director to schedule their installation.
- The following schools are slated to receive the new access points once they arrive:
 - Cincinnati Transitional
 - Cincinnati Community
 - Columbus
 - Dayton Community
 - Dayton Transitional
 - Middletown
 - Painesville
 - Toledo
 - Warren Middle

- Warren Elementary
 - Youngstown Secondary
- **Phishing/Security awareness testing**
 - We are performing Phishing testing to ensure that our staff is mindful of the many security threats present in today's environment.

One of the primary ways bad actors are able to infiltrate other's networks is through the end-user. If they are able to trick someone into clicking on a malicious link or downloading a malicious file, they could then gain a foothold into our network.

This will take form in unannounced phishing campaigns orchestrated by IT and directed toward our staff. If a staff member clicks on the phishing email, they will be informed of that fact, and offered security training.

This is part of our security initiative to ensure that we keep our environment safe from outside threats.

- **Network Backbone Project**
 - We are continuing our project to run fiber optic cable between the switch closets of the schools that have multiple. This will ensure connectivity between switch closets is fast and reliable and will prepare us for 10G network speeds in the future. The following schools will have this work completed by 4/22/2022. All other schools have been completed.
 - Warren Middle
 - Warren Secondary
 - Toledo
 - Akron Middle/Secondary
 - Lorain Secondary
 - Dayton Community
- **Network Segmentation/Network Policy**
 - We are in the planning stage of segmenting the networks at our schools. What this means is that things like phones, HVAC controls, IoT devices, etc., will not be on the same network segment as each other. They will still be accessible over the network, but we will configure that access to only what is needed for things to work properly.

This will greatly increase our security stance with regard to the network. For example, can isolate a device controlling an HVAC unit to only have access to the internet and the server that it needs to talk to in order to function. If that HVAC unit gets compromised, then it will not have access to any of our workstations, or servers thus minimizing what the attacker can threaten.

This will also reduce some of the chatter on the network which would in turn make for a better experience when using the network. For example, currently our phones are on the same network segment as everything else in a building (Cameras, Chromebook, Windows PC's, etc.) and is competing with those devices for network resources, which can degrade the call quality. One moved to their own network segment, that competition is reduced to just the phones, which would improve call quality.

This will also allow us to have better insight as to what is on our network and set up rules for what types of devices are allowed on our network. A good example is non Summit issued, or "personal" devices that some people attach to our network. Those devices do not have our security policies on them, and we do not know what is running on them, if they have antivirus, etc. Devices such as these could endanger our network and data by introducing malware into the environment, and by harvesting login credentials, among other things. As we have no control over these devices, an active attack could go unnoticed.

For these devices, we will have the ability to place them on a network segment that gives the some access to the network, such as allowing them to access the internet but not allowing them to access our servers or data. This will greatly increase our security stance from a network point of view.

Martial Arts

After more than 20 years of service, Shihan Joe Bove retired from Summit Academy. Shihan Bove served as Director of Therapeutic Martial Arts for most of that time. Sensei Chuck Rickard assumed the position of interim Director in March. Sensei Rickard has been with Summit Academy since 2000 and has served in multiple positions in the Martial Arts department including teaching, administration, and writing curriculum.

The Therapeutic Martial Arts instructors are finishing up the first full year of face-to-face instruction with our students since March of 2020. The instructors have played an important role in re-acclimating our students back into full-time academic life. They are finishing by preparing our students for the first round of in-person board breaking and rank promotion ceremonies in two years.

Safety

As safety will forever be a top-tier priority for our staff and students, several new pieces of technology are being examined to enhance our school building's resilience. The School Gate Guardian system will serve as the first point of security/safety for staff, students, and visitors to our building. In addition to creating passes and logging building access, it will also serve as a sex offender registry checkpoint. The policy and procedures are being finalized and we look forward to this system being up and running for the 2022-2023 school year. As this system will be connected to the internet, the security of all information is of critical importance before this system can be implemented. Vaping sensors are also going to be installed in key locations in multiple buildings selected for a pilot program. These sensors will be able to register cigarette and "tobacco" smoke as well as vapors from cartridges that are infiltrating school systems nationwide. Our security and fire systems are also receiving an upgrade to migrate from landlines to cellular communications, many of them with 5G capabilities.

Special Education

The special education department is focusing on the following:

1) Statewide Tasks:

- a. Based on the results of the latest Special Education Profiles, the Executive Director of Special Education has collaboratively completed and uploaded all required Self-Review Summary Reports and Improvement Plans. All have been approved.
 - i. Trainings are being coordinated as required with the local State Support Teams.
 - ii. Trainings are being provided by the Executive Director of Special Education based on requirements in the Improvement Plans, to include a review of current procedures.
 - iii. Proof of completed activities from the Improvement Plans is due September 30, 2022.
 - iv. A total of ten of our schools will have an Improvement Plan targeting disproportionality and six will have an Improvement Plan addressing the number of students taking the Alternate Assessment for Students with Significant Cognitive Disabilities. Three schools will participate in the Ohio Longitudinal Transition Study survey and two will participate in a Parent Survey.
 - v. The Executive Director of Special Education attended required training on the Ohio Longitudinal Transition Study and has already sent guidance to the schools.
- b. Workloads have been analyzed for the 2021-2022 school year for IEP Coordinators and Behavior Specialists. This will inform how to use support staff and resources for the upcoming school year.

2) Trainings

- a. Special education-specific and clinical trainings have continued to be provided at a minimum of once monthly.
 - b. Spring training includes: "Trauma-Informed Care/Restorative Practices" (1.5 CEUs offered); "Ethics" (3.0 CEUs offered); "The Why and How of Clinical Supervision (3.0 CEUs offered); "Legal and Ethical Issues in Special Education: Quarterly Update"; and "Year-End Tasks".
 - c. Additional individualized training continues to be provided, as well.
 - d. The training calendar for Summer Trainings, as well as for the 2022-2023 school year has been distributed to schools.
- 3) Purchase Orders
- a. These have been submitted for all schools
- 4) Contracted Services
- a. Contracts have been awarded to vendors based on the results of the Request for Proposal. The current contracts expire on June 30, 2022.

School Support Team (SST)

The SST continues to provide ongoing support and guidance to our schools throughout the state. School instructional hours continue to be monitored to assure the required 920 hours have been met. Blended Learning Plans are being utilized for schools that are low on instructional hours.

The SST, along with HR, have met with each principal to finalize their staffing plans for the 2022-23 school year. We are also reviewing enrollment numbers to set goals for FY23.

The SST is providing support and guidance to principals for the Ohio Principal Evaluation System. The final summative rating for principals will be completed during the month of June.

The SST is also working with the Principal Advisory Committee to complete professional development plans for the months of June and August.

Student Staff Information System (SSIS)

State Testing is finishing up for the Spring season in early May. PEBT lunch data loads will continue for June to include qualifying students from the month of May.



Governing Authority Resolution June 8, 2022

Whereas, the School's sponsor has asked the Governing Authorities to approve the attached contract modifications; and,

Whereas, Amy Goodson, Esq., has reviewed the modifications on behalf of the Governing Authorities; Therefore, Be it

Resolved, the Governing Authorities approve the attached sponsor contract modification for each school.

Signed:

Governing Authority President/Secretary/Presiding Officer

MODIFICATION NO. 7
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Summit Academy School – Lorain (“Governing Authority” or “School”)

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

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

NOW THEREFORE, the parties modify the Contract as follows:

- 1. Article IV, Section 4.1.** In the first sentence of the section add “3319.238” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- 2. Article VI, Section 6.11.** In the third sentence insert “the requirements prescribed in R.C. 3313.6027 and” after the phrase “successfully complete.” The rest of Section 6.11 remains as originally written in the Contract.

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

**Educational Service Center of
Lake Erie West**

By: _____
(Signature)

Its: Superintendent

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

Date: _____

**Governing Authority of
Summit Academy School - Lorain**

By: _____
(Signature)

Its: President

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

Date: _____

**MODIFICATION NO. 5
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN**

**Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND**

**Summit Academy Community School for Alternative Learners – Lorain (“Governing
Authority” or “School”)**

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2018; and

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

NOW THEREFORE, the parties modify the Contract as follows:

1. **Article IV, Section 4.1.** In the first sentence of the section add “3319.238” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
2. **Article VI, Section 6.11.** In the third sentence insert “the requirements prescribed in R.C. 3313.6027 and” after the phrase “successfully complete.” The rest of Section 6.11 remains as originally written in the Contract.

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

**Educational Service Center of
Lake Erie West**

**Governing Authority of
Summit Academy Community School for
Alternative Learners - Lorain**

By: _____
(Signature)

By: _____
(Signature)

Its: Superintendent

Its: President

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

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

Date: _____

Date: _____



Governing Authority Resolution June 8, 2022

Resolved, the Governing Authorities acknowledge that the Schools' fiscal officer presented the Schools' plans for the use of Federal IDEA Part B and ARP IDEA Part B funds for the 2022-2023 school year during the Governing Authorities' public meeting on the date listed above, that the public was notified prior to the meeting, and that the public was provided the opportunity to hear and comment on the Schools' plan during the meeting.

Signed:

Governing Authority President/Secretary/Presiding Officer



Board Meeting Public Notice- Parent/Community Participation for Special Education Federal Funding

Parents/community members are invited to participate in planning for use of federal funds to aide special education needs.

IDEA-B funds: Addresses needs of students with disabilities (SWD). We direct funds to staff that provide instruction/support specific to the needs of our students. 15% of funds are used to support Comprehensive Early Intervening Services to provide additional academic/behavioral support for general education

Special Education Staff – Special Education Certified Teacher

- 1.0 FTE Intervention Specialist
- .19 FTE Comprehensive Early Intervention Service Plan Coordinator services

Supplies for Protocols/testing and therapeutic materials are the focus for SWD needs.

ECSE (Early Childhood Special Education) funds: Targeted for Children with disabilities ages 3-5. Our focus is for primary grade supplies designed to increase age appropriate growth and development.

ARP IDEA-B funds: This is a new COVID fund that allows items eligible under IDEA-B. We have completed an analysis of needs that have arisen in our population of students with disabilities and determined the best use of these funds is to acquire more supplies for our related service providers to use and meet the following needs:

-Gross and fine motor skill deficits resulting from a lack of in-person instruction and repeated supervised practice of these skills

-Sensory needs that have surfaced due to being in a school environment that is much more stimulating than the students have become used to in a home environment

-Social/Emotional needs that are part and parcel of being in a larger social setting, than many students were able to experience during the earlier phases of the pandemic

-Pragmatic language needs have become more apparent, particularly with our younger children as they adjust to new routines and environments; children in primary grades have been particularly affected as the pandemic impacted critical early years of formal education

-Communication deficits have become more apparent as students are interacting with many new people.



Board Meeting Public Notice- Parent/Community Participation for Special Education Federal Funding

Parents/community members are invited to participate in planning for use of federal funds to aide special education needs.

IDEA-B funds: Addresses the needs of students with disabilities (SWD). We direct funds to staff that provide instruction/support specific to the needs of our students. 15% of funds are used to support Comprehensive Early Intervening Services to provide additional academic/behavioral support for general education students. **Special Education Staff – Special Education Certified Teacher**

- 2.0 FTE Intervention Specialist and .61 FTE Intervention Specialist positions
- .24 FTE Comprehensive Early Intervention Service Plan Coordinator services

Supplies for Protocols/testing and therapeutic materials are the focus for SWD needs.

ARP IDEA-B funds: This is a new COVID fund that allows items eligible under IDEA-B. We have completed an analysis of needs that have arisen in our population of students with disabilities and determined the best use of these funds is to acquire more supplies for our related service providers to use and meet the following needs:

-Gross and fine motor skill deficits resulting from a lack of in-person instruction and repeated supervised practice of these skills

-Sensory needs that have surfaced due to being in a school environment that is much more stimulating than the students have become used to in a home environment

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-Pragmatic language needs have become more apparent, particularly with our younger children as they adjust to new routines and environments; children in primary grades have been particularly affected as the pandemic impacted critical early years of formal education

-Communication deficits have become more apparent as students are interacting with many new people.



Governing Authority Meeting Public Notice

Date: June 8, 2022
Time: 5:30PM
Location: Virtual

The Governing Authority of Summit Academy School for Alternative Learners – Lorain and Summit Academy School - Lorain has scheduled a regular meeting to be held at the above listed date and time.

As part of the meeting, the School's fiscal officer or designee will present how the School plans to use Federal IDEA Part B, and ARP IDEA Part B funds during the 2022-2023 school year. A public forum will follow the presentation with an opportunity for public comment.

The meeting is open to the public and will be held virtually. It may be accessed via the information below:

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

[+1 234-901-0306,,568048346#](#) United States, Akron

Phone Conference ID: 568 048 346#

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