

ANN JERKINS-HARRIS



**SCHOOL POLICY ON ACADEMIC PREVENTION AND/OR INTERVENTION SERVICES  
2023-2024**

REVIEWED AND APPROVED BY THE GOVERNING AUTHORITY DECEMBER 18TH, 2021

REVIEWED AND APPROVED BY THE GOVERNING AUTHORITY OCTOBER 21ST, 2023

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## ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE

### AJHAE: POLICY GOVERNING CONDUCT OF ACADEMIC PREVENTION AND/OR INTERVENTION SERVICES

APPROVED BY AJHAE GOVERNING BOARD ON DECEMBER 4<sup>TH</sup>, 2021

APPROVED BY AJHAE GOVERNING BOARD ON OCTOBER 21<sup>ST</sup>, 2023

(A) *The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE* Governing Authority has adopted a policy governing the conduct of academic prevention/ intervention services for all grades in the school. This policy is to be reviewed and updated on an annual basis. The policy includes, but is not limited to all of the following:

(1) Procedures for using diagnostic assessments to measure student progress toward the attainment of academic standards and to identify students who may not attain the academic standards in accordance with section 3301.0715 of the Revised Code;

(2) A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments.

(3) Procedures for the regular collection of student performance data.

(4) Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

(8) The policy will include any prevention / intervention services required under sections 3301.0711 3301.0715, and 3313.608 of the Revised Code.

(C) In accordance with the policy adopted under division (A) of this section, **AJHAE** shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, or science proficiency or achievement test or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

- 1) Academic and/or intervention services to be offered according to diagnostic assessment and/or Individual Educational Plans are, but not limited to:
  - b. Intervention services to students whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade levels;
  - c. A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments.
  - c. Occupational Therapy
  - d. Speech Therapy
  - e. Psychological Testing
  - f. Behavior Therapy
  - g. Tutoring

### **State Mandated Tests:**

- a) **AJHAE** shall administer State-mandated tests (i.g: diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education.
- b) The school may, for medical reason or other good cause, excuse a student from taking a state-mandated test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) calendar days after the last regularly scheduled test administration date.

### **Diagnostic Assessments:**

- 1) Diagnostic assessments shall be administered by the school at least once annually. Any student who transfers to **AJHAE** and was not given a diagnostic assessment from their previous school, will be administered a diagnostic assessment within 30 days after enrolling at the school.
- 2) **AJHAE** assesses its students using the NWEA-MAPS assessment three times during the school year in order to keep track of their academic growth.

### **Academic Intervention Services:**

The School shall provide academic intervention services in pertinent subject areas to students whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade levels, score below the proficient level on the reading, writing, mathematics, social studies or science assessment test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

### **Identified Disabled Students:**

All identified disabled students at **AJHAE** shall be considered for participation in the state mandated testing. The extent of the identified disabled student's participation shall be determined by the IEP team. The IEP developed for a disabled student must specify the manner in which the student will participate in the state achievement assessments.

(0) To ensure that student and other stakeholder needs are understood and addressed, the school shall:

1. Establish and communicate clear, high expectations for academic performance, attendance and conduct for all students regardless of gender, race, ethnicity, religious affiliation, English proficiency, or disability.
2. Diagnose and assess the needs of students and other stakeholders and use assessment results to make informed decisions about curriculum, instruction, assessment, and goals.
3. Monitor and analyze its educational offerings, facilities, services and instructional materials to determine their effectiveness in helping students meet performance objectives.
4. Continually improve programs and policies to better meet student needs by:
  - a. Considering input from stakeholders.

- b. Monitoring and considering the changing needs and expectations of stakeholders.
- c. Regularly conducting stakeholder satisfaction evaluations using objective, reliable methods; and
- d. Comparing the results of stakeholder evaluations to those of benchmark schools.

5. Communicate information about student attendance, conduct, academic performance and progress to parents on a regular basis.

(E). The school shall implement a curriculum and instructional program that is characterized by systematic planning, articulation, and evaluation. The school's curriculum shall be developed with input from and dialogue with parents and other stakeholders.

1. In addition to those subjects required by the Revised Code, **AJHAE** shall provide for study of the following subjects:

- a. Personal safety and assault prevention in grades kindergarten through six.
- b. Foreign languages.
- c. Technology.
- d. Family and consumer sciences

2. Courses of study shall define the key components of a school's curriculum and instruction.

a. A course of study shall be adopted for each subject taught. Each course of study shall:

- i. Comply with the provisions of section 3313.60 of the Revised Code.
- ii. Align with the school's vision, mission, philosophy, educational goals, and strategic plan.
- iii. Specify learning and performance expectations.
- iv. Establish a scope and sequence of knowledge and skills to be learned.
- v. Provide a way to assess student progress and the need for intervention.
- vi. Address the various developmental needs of early childhood, middle childhood, and adolescent through young adult students.
- vii. Use technological tools and emphasize interdisciplinary, real-world, project-based, and technology-oriented learning experiences.
- viii. Be guided by Ohio's state-adopted model curriculum programs, or other curricular models, and objectives assessed by required state proficiency tests.

b. Courses of study shall be reviewed and updated as needed.

c. The school shall provide for an assessment system that aligns with its courses of study which must include:

- i. Regular assessment of student performance.
- ii. A policy governing the provision of academic prevention/intervention services for all grades and all schools.
- iii. Guidelines for using assessment results for instruction, evaluation, intervention, guidance, and grade-promotion decisions.
- iv. Written policies and procedures regarding the participation of students with disabilities;
- v. Ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments.

- vi. Multiple and appropriate assessments that shall be used to measure student progress.
- vii. Assessment practices that, when used to qualify students for graduation, promotion or special programs or services, conform to current professional standards for validity and reliability; and
- viii. Sharing information with parents, students, and the community regarding assessment purposes and results.

(F) The school shall provide every student with opportunities to acquire the knowledge and skills required to meet local course of study objectives.

(G) As an authorized chartered nonpublic school, **AJHAE** shall provide students with the opportunity to acquire knowledge and skills and earn credits toward graduation through a variety of methods that shall include, but not be limited to, advanced study programs.

(H) Student achievement shall be monitored according to established procedures.

1. Student progress reports shall be provided to parents on a regular basis. Parents shall be notified of problems with student achievement, conduct or attendance in a timely manner. Parent-teacher conferences may be one method of providing this information to parents.
2. Student cumulative records shall be maintained, and student records shall be safeguarded according to the Family Educational Rights and Privacy Act (January 2013), 20 USC section 1232 g.
3. Criteria for decisions on student promotion and retention shall be established; and
4. Student admission, placement, and withdrawal shall be processed according to established procedures, includes policies for:
  - a. The admission of students to kindergarten and grade one shall be established; and
  - b. Accepting grade placement and units of credit for students transferring from any school in the state of Ohio and from any out-of-state school approved by a state department of education or the equivalent for schools attended in another country.
5. Diplomas shall be issued to students who complete graduation requirements.

**Faculty and Staff Focus**

A. Credentialed and classified staff shall be recruited, employed, assigned, evaluated and provided professional development in accordance to state and federal law.

1. Each credentialed staff member shall hold the appropriate credentials for his/her assigned position. Copies of credentials appropriate to staff assignments shall be on file in the school's administrative office.
2. The governing board of education shall be responsible for the scope and type of educational services in the school. The school shall employ educational service personnel to enhance the learning opportunities of all students.
3. Every school shall be provided the services of a principal.

4. Credentialed staff shall be evaluated in accordance with law applicable to their positions. Evaluation systems should align with state models and the Ohio educator standards, October 2005 (education.ohio.gov).

5. Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified support staff in evaluation conferences.

6. Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school's vision, mission, and strategic plan.

a. Professional development planning may include the identification of observable and measurable staff learning outcomes, the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs, a focus on closing the gap between student performance and the expectations for student performance, and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation.

b. Professional development for all faculty and staff shall continually be monitored, evaluated, and improved to align with school goals and objectives and to meet the changing needs of students. Professional development for credentialed staff shall be provided.

7. Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning. Time shall be established for teachers to pursue collaborative planning for the development of lesson plans, professional development, and shared learning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.

B. The school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school objectives.

1. The organizational design of the school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations.

2. All staff shall know and demonstrate knowledge of and commitment to the school vision, mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results.

3. The school shall continually evaluate its work environment and improve it to support school and student goals.

4. All licensed educators and other school staff shall engage in professional development that aligns with the Ohio educator standards.

5. Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to school goals.

6. Faculty and staff shall work within a healthy, safe environment and help maintain and improve a healthy, safe environment conducive to student learning and performance excellence.

## **Educational Programs and Support**

A. Educational programs and experiences shall be designed and implemented to provide a general education of high quality for all students. Students shall be provided sufficient time and opportunity to achieve local school performance requirements and objectives measured by required local approved, and state achievement assessments. Instruction shall be focused on the personalized and individualized needs of each student and include intervention that is designed to meet student needs. Instruction and instructional activities shall be:

1. Consistent with educational research and proven practices;
2. Appropriate to student ages, developmental needs, learning styles, abilities, and English proficiency; and;
3. Designed to ease the transition of students from one educational environment to another.

B. **AJHAE**, as a chartered nonpublic schools shall work with its key stakeholders.

1. In addition to its regular budget process, the school shall work with key stakeholders to review the school's allocation of educational resources. This evaluation shall be conducted at least once every three years to ensure that the school's resources are allocated in an effective and equitable manner.
2. Allocation and expenditure of school resources must be aligned with the school's strategic plan and reflect best practices in financial management.

C. Educational Options

1. All educational options shall require:

a. An instructional and performance plan that is based on individual student needs and shall include:

- i. Instructional and performance objectives that align with the school's curriculum requirements;
- ii. An outline that specifies instructional activities, materials, and learning environments; and
- iii. A description of the criteria and methods for assessing student performance.

b. Parental permission for students under age eighteen;

c. Superintendent approval prior to student participation;

d. Involvement of a credentialed teacher in reviewing the instructional plan, which may include providing, supervising, or reviewing instruction or learning experiences, and the evaluation of student performance.

## Using Data to Improve Performance Results

A. To provide a foundation for measuring and improving operational and educational performance, the school shall:

1. Collect and analyze information about key areas of school operations and educational performance and areas of needed improvement identified in its strategic plan.
2. Ensure that information collected is accessible, valid and reliable; and
3. Monitor, evaluate, improve, and update the information to meet changing educational needs.

B. For key operational and educational areas, the school will determine their baseline performance levels, evaluate and compare their performance levels with similar schools, benchmarks and generally accepted best practices.

The school shall use the comparative information, performance index score and other data to promote innovation, improve instruction and learning, improve school performance, and set higher goals for future achievement.

The analysis of performance data, including disaggregated data, may be used to:

1. Determine progress, identify areas for improvement, and develop corrective action plans;
2. Measure year-to-year improvement of various student populations; and
3. Communicate student performance results to staff, parents, and other stakeholders.

C. To ensure continuous improvement of its information system, the school shall regularly evaluate the system to ensure that the information it collects is:

1. Appropriate and collected in a manner that complies with state and federal laws protecting student privacy;
2. Shared with parents, staff, students, and other stakeholders in accordance with state and federal laws protecting student privacy; and
3. Used to improve the school's performance.

D. The school shall evaluate organizational effectiveness by analyzing key measures of its systems, operations and support services and use the data to drive improvement.

E. Annually the school shall conduct a comprehensive review of their educational programs and organizational effectiveness to determine whether they are aligned with Ohio law, all applicable federal laws, and the school's locally defined vision, mission statement, goals, objectives and strategic plans.

1. Educational program reviews shall be conducted periodically and scheduled to generate timely data.
2. **AJHAE** shall incorporate the results of the educational program review within their educational goals, and where applicable, modify their strategic plans accordingly.