

## ADMISSIONS AND OPEN ENROLLMENT POLICY

WHEREAS, the Governing Authority for School adopts the following policy and procedure for admission and enrollment to the school:

### **A). Admissions Procedures**

Admission to our School is open to any student in entering grades 9-12 who reside in the district of the State of Ohio and who is entitled to attend school per ORC Section 3313.64 or 3313.65. The School will follow the Ohio Department of Education's Model Student Acceleration Policy for Advanced Learners. Preference of admission will be given in the following order:

1. Returning students
2. Students who reside in the district where the School is located;
3. Siblings of returning students; and
4. New students (if space is available).

### **Nondiscrimination Statement:**

The School does not discriminate in admissions based on race, religion, national origin, ancestry, marital or parental status, sexual orientation, creed, color, disability, or gender.

**Capacity & Lottery:** The School will not exceed the capacity of the School's programs, classes, grade levels or facilities. When the number of applicants for admission exceeds the School's capacity, admissions will be determined by a lottery of applicants in the categories of preference set forth above.

**B) Open Enrollment:** Enrollment is open to students who reside in any district in the state of Ohio and who is entitled to attend school. Students are eligible to enroll beginning the first day of each respective school year through the last day of the year according the school calendar.

To enroll, parents/guardians must submit the following to the School:

- Completed Registration Form
- Student's birth certificate
- Photo identification of parent/guardian enrolling the student
- Student's current immunization record
- **Proof of Residency** - one of the following in the parent/guardian name, showing a street address:
  - mortgage statement
  - lease agreement
  - utility statement or receipt of utility installation issued within ninety (90) days of the date of enrollment
  - bank statements of the parent or student
  - voter registration card

1. that the school has identified the student as having a substantial deficiency in reading
2. a description of current services provided to the student
3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency
4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion, and
5. that the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language arts assessment, unless the student is exempt as delineated below.

D. For each student identified to be "not on track", the District shall:

1. provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan;

The intervention services shall include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.

2. develop a reading improvement and monitoring plan within sixty (60) days of learning of the reading deficiency;

The District shall involve the student's parent/guardian and classroom teacher in developing the plan.

3. provide a teacher who meets the requirements prescribed by the Ohio Department of Education.

### **Reading Improvement and Monitoring Plan**

The reading improvement and monitoring plan developed for students identified as "not on track" shall include:

- A. identification of the student’s specific reading deficiency;
- B. a description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
- C. opportunities for the student’s parent/guardian to be involved in the instructional services;
- D. a process to monitor the implementation of the student’s instructional services;
- E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student’s reading progress; and
- F. a statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained in third grade.

Such intervention or remediation services shall include intensive, explicit, systematic instruction, and instruction in phonetics pursuant to rules adopted by the State Board of Education.

### **Reporting Requirements**

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio’s Third Grade Reading Guarantee.

After identification of students as being “not on-track”, Reading Intervention Specialists will utilize data provided from NWEA MAP Growth and other assessments to create individualized Reading Improvement and Monitoring Plans for students in Kindergarten through Third Grade. These plans will be created and entered into the DataMap system no later than the second Friday in October.

Once the plans have been recorded, notification will be sent to the EMIS coordinator in order to upload the information. Additionally, the Reading Intervention Specialists will report on the results of testing and plan creation to appropriate district administration.

### **Promotion/Retention**

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who attains a score in the range designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

A. the student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in an English as a second language program; or

B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under State law; or

C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or

D. all of the following apply:

1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.

2. The student has taken the third grade English language arts achievement assessment, as prescribed.

3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.

4. The student previously was retained in any of grades kindergarten to three or

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low- performing readers.

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that s/he is reading at or above grade level, in accordance with the provisions of Policy 5410 – Promotion, Academic Acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building administrator.