

Date Approved: _____

Resolution No.: _____

ALTERNATIVE EDUCATION ACADEMY TRUANCY POLICY

The Board of Directors adopts this policy for the purpose of guiding the School's operator and School staff in addressing and ameliorating student absences. The School will track the attendance of its students in accordance with this policy.

Attendance

A student is considered in attendance when they satisfy either of the following conditions:

- The student participates in at least 90% of the instructional activities offered by the School in that school year; or

The student is on pace for on-time completion of the courses in which the student is enrolled. The School defines on pace for on-time completion to mean the student is earning a grade of "C" or higher in their English language arts class and their mathematics class.

The instructional activities that a particular student is expected to participate in are set forth on Attachment A based on the Instructional Pathway to which the student is assigned. If a student is not considered in attendance, they shall be considered absent for those hours of instructional activities.

Potential Disenrollment

In the event that a student has 30 or more hours of unexcused absences in any semester, the School shall submit a written report to the student's parent, guardian, or custodian. A student shall become subject to certain consequences, including disenrollment from the School, if both of the following conditions are satisfied:

- If after the parent, guardian, or custodian receives written report, as specified above, the student fails to comply with this Truancy Policy within two weeks;

AND

- Intervention strategies (listed below) fail to cause a student's attendance to comply with the Truancy Policy.

Interventions will be applied to best serve the student and the School on a case-by-case basis. Intervention periods should not exceed two weeks. After two weeks, the student will be re-evaluated as to whether they meet the attendance requirements related to their

Instructional Pathway. If the student is not meeting the attendance requirements at that point, he or she may be disenrolled.

If the School disenrolls a student due to this policy, the student shall not be eligible to re-enroll in the School for the remainder of the school year. The School shall provide the student's parent, guardian, or custodian with a list of alternative educational options, and, within 48-hours of the student's disenrollment the School shall notify the student's resident school district in writing of the disenrollment.

Intervention Strategies: The School may implement one or more intervention strategies, including but not limited to, the following:

1. Providing counseling for truant students;
2. Requiring the parent and student to participate in the creation and implementation of an individualized Student Engagement Plan;
3. Requesting or requiring a parent/guardian to attend parental involvement programs;
4. Requesting or requiring a parent/guardian to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles; and/or
6. Taking necessary or required legal actions.

Attendance Officer

The attendance officer or assistant shall investigate possible attendance violations and is authorized under Ohio law to take necessary actions in order to enforce the compulsory education laws, including the ability to serve warrants and enter places where students are employed.

The attendance officer or their assistant shall examine any case of supposed truancy within the School and shall warn the child, if found truant, and their parent or guardian, in writing, of the legal consequences for being truant as outlined below.

Habitual Truancy

“Habitual truants,” are defined as students that are absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. In the event a student meets the threshold for habitual truancy, the School shall implement one or more of the intervention strategies listed above.

Complaints in Juvenile Court for Habitual Truancy

A habitually truant student's continued absence and/or failure to participate and make satisfactory progress after the implementation of one or more of the above intervention strategies may require the attendance officer to file a complaint in juvenile court, naming both the student and the student's parent, guardian, or other person having care of the student and alleging that the student is an unruly child based on habitual truancy. Any such complaint shall be made in accordance with timelines and conditions established by law.

Mandatory Withdrawal

Any student that without a legitimate excuse fails to attend seventy-two (72) consecutive hours will be automatically withdrawn from the school.

Special Education Students

When a student receiving Special Education services through an Individualized Education Plan (IEP) is in violation of this policy, consultation with the School's Special Education Manager shall occur before any interventions are implemented. All follow up actions will be taken in accordance with IDEA.

Reporting

The School shall track and report relevant truancy information to the Department of Education as required by law.

ATTACHMENT A INSTRUCTIONAL PATHWAYS

Each year every student is assigned to one of the Instructional Pathways below based on their prior academic year performance on the Ohio State Assessment in English language arts and the Ohio State Assessment in Mathematics. If a student did not take one or the other of the Ohio State Assessments during the prior academic year, a local diagnostic assessment in that subject area will be used to determine which Instructional Pathway the student will be assigned to. For example, if a student did not take the Ohio State Assessment in Mathematics during the prior academic year, the School will evaluate the student for an Instructional Pathway based on the student's performance on the iReady Math assessment (or similar local diagnostic) administered by the School. Examples of circumstances in which a student did not take Ohio's State Assessments in English language arts and/or Mathematics during the prior academic year include, but are not limited to: students who were in non-testing grades, students who were attending school in another state; and students who were homeschooled.

Intensive Support Pathway

A student is assigned to the Intensive Support Pathway if: (i) the student scored Limited on either of the Ohio State Assessment in English language arts or the Ohio State Assessment in Mathematics in the prior academic year; or (ii) in the case of a student who did not take one or both of the Ohio State Assessments during the prior academic year, the student scored one or more grade levels below on the local diagnostic assessment administered by the School in that subject area. The required weekly instructional activities for students on the Intensive Support Pathway are as follows:

GRADES K-4

- 6.5 hours of synchronous instruction (attendance in large group and small group live sessions) in Math;
- 6.5 hours of synchronous instruction (attendance in large group and small group live sessions) in ELA;
- 30 minutes of iReady My Path for Reading;
- 30 minutes of iReady MyPath for Math;
- 90 minutes of intensive Reading Tutoring (Book Nook);
- 60 minutes of independent study/asynchronous course work in Reading (including completion and submission of course assignments and assessments as assigned);
- 60 minutes of independent study/asynchronous course work in Math (including completion and submission of course assignments and assessments as assigned);
- 7.5 hours of synchronous live sessions and asynchronous work in total, across all other subject areas – Science, Social Studies, Electives

Total hours of instructional activities per week: 25. During weeks that state tests or local diagnostic assessments are being administered the required instructional activities will be

modified accordingly and communicated separately by the student's teacher. Students failing to complete 90% of the required weekly instructional activities shall become subject to certain consequences, including disenrollment from the School.

GRADE 5

- 6 hours of synchronous instruction (attendance in large group and small group live sessions) in Math;
- 6 hours of synchronous instruction (attendance in large group and small group live sessions) in ELA;
- 30 minutes of iReady MyPath for Reading;
- 30 minutes of iReady MyPath for Math;
- 90 minutes of intensive Reading tutoring (Book Nook)
- 60 minutes of independent study/asynchronous course work in Reading (including completion and submission of course assignments and assessments as assigned);
- 60 minutes of independent study/asynchronous course work in Math (including completion and submission of course assignments and assessments as assigned);
- 8.5 hours of synchronous live sessions and asynchronous work in total, across all other subject areas – Science, Social Studies, Electives per week

Total hours of instructional activities per week: 25. During weeks that state tests or local diagnostic assessments are being administered the required instructional activities will be modified accordingly and communicated separately by the student's teacher. Students failing to complete 90% of the required weekly instructional activities shall become subject to certain consequences, including disenrollment from the School.

GRADES 6-8

- 5 hours of synchronous instruction (attendance in large group and small group live sessions) in Math;
- 6 hours of synchronous instruction (attendance in large group and small group live sessions) in ELA;
- 30 minutes of iReady MyPath for Reading;
- 30 minutes of iReady MyPath for Math;
- 90 minutes of intensive Math Tutoring (Book Nook);
- 60 minutes of independent study/asynchronous course work in Reading (including completion and submission of course assignments and assessments as assigned);
- 60 minutes of independent study/asynchronous course work in Math (including completion and submission of course assignments and assessments as assigned);
- 9.5 hours of synchronous live sessions and asynchronous work in total, across all other subject areas – Science, Social Studies, Electives per week

Total hours of instructional activities per week: 25. During weeks that state tests or local diagnostic assessments are being administered the required instructional activities will be modified accordingly and communicated separately by the student's teacher. Students failing to complete 90% of the required weekly instructional activities shall become subject to certain consequences, including disenrollment from the School.

GRADES 9-12

- 4.75 hours of synchronous instruction (attendance in large group and small group live sessions) in Math;
- 5.25 hours of synchronous instruction (attendance in large group and small group live sessions) in ELA;
- 150 minutes of intensive Reading Tutoring (MindPlay) or intensive Math Tutoring (MindPlay), as assigned;
- 150 minutes of independent study/asynchronous course work in Reading (including completion and submission of course assignments and assessments as assigned);
- 150 minutes of independent study/asynchronous course work in Math (including completion and submission of course assignments and assessments as assigned);
- 7.5 hours of synchronous live sessions and asynchronous work in total, across all other subject areas – Science, Social Studies, Electives per week

Total hours of instructional activities per week: 25. During weeks that state tests or local diagnostic assessments are being administered the required instructional activities will be modified accordingly and communicated separately by the student's teacher. Students failing to complete 90% of the required weekly instructional activities shall become subject to certain consequences, including disenrollment from the School.

Traditional Support Pathway

A student is assigned to the Traditional Support Pathway if: (i) the student scored Basic or higher on both the Ohio State Assessment for English language arts and the Ohio State Assessment for Mathematics in the prior academic year; or (ii) in the case of a student who did not take one or both of the Ohio State Assessments during the prior academic year, the student scored on or above grade level on the local diagnostic assessment administered by the School in that subject area. The required weekly instructional activities for students on the Traditional Support Pathway are as follows:

Students must complete 25 hours of any combination of the following as assigned by their class teacher or otherwise required by the School. Students failing to complete 90% of the required weekly instructional activities shall become subject to certain consequences, including disenrollment from the School:

- Synchronous instruction, both large group and small group;
- Supplemental programming (iReady, Book Nook, etc.);
- Completion and submission of course assignments and assessments;
- Completion of local assessments;
- Participation in state mandated assessments;
- Participation in tutoring, Title I services, Special Education intervention sessions, and/or English Learner sessions;
- Communication with school staff