

## Academic Intervention

Patriot Preparatory Academy is committed to a high quality educational program for each of its students. We believe that all students can learn, but not always in the same way or at the same time. Talented and capable PPA teachers are attentive to the needs of all students. Challenging and stimulating learning opportunities are provided regularly as an expected feature of the overall educational program.

Teachers are responsive to the individual learning needs of students on a daily basis and are constantly adjusting their teaching patterns in order to assure student learning. For example, teachers present information in multiple formats, students can select projects which are of interest to them, various presentation formats are available for student projects, group work is included when appropriate, study guides are provided, and a variety of assessment patterns are used.

Despite these efforts, not all students' needs can be identified and accommodated by the classroom teacher alone. PPA has developed a multi-faceted program to accommodate these student learning needs. Programs fall under two categories:

1. Those which operate under the school's regular education guidelines and;
2. Those which operate under state and federal special education guidelines.

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## Regular Education

### Intervention Assistance Decision Making

All discussion and decision making about modifications which are beyond the general instructional discretion of classroom teachers begins and is monitored by building **Intervention Assistance Teams (IAT)**. These teams are integral to each building. Students can be referred by anyone for IAT review. Students are identified who may be struggling academically; need support in managing behavior or a myriad of other issues. Teams convene two to three times monthly. These teams may include administrators, school psychologists, intervention specialists, teachers who are familiar with the student's classroom performance and additional support personnel who can contribute to the professional conversation. Teams review student achievement and make recommendations as to alternative instructional strategies which may be used to ensure student success. Frequent review of progress and continuous discussion are key parts of these teams. Both instructional modification and curriculum adjustments can be made by classroom teachers as a result of IAT planning.

### All Levels Kindergarten – 5<sup>th</sup> Grade

**Reading and Math Intervention** - Children receive individual or small group (two to six children) instruction in reading and math thirty minutes three times a week. This instruction is in addition to that provided in the regular classroom. The Remediation Specialists focus on teaching the children strategies to become independent readers and proficient in foundational mathematical concepts. Children learn to read and solve mathematical problems in a variety of ways using several different learning modes.

**Intervention Plans** - Specific intervention plans are developed for any student not achieving district expectations. Interventions can be delivered by the classroom teacher or other support staff in the building. Interventions can include such things as: pre-teaching of skills and concepts; grouping and re-grouping for specific skills; use of various specialized study materials; using

**High School Mentors** - High school students who are interested in pursuing a career in education, or those wanting to assist young children volunteer as mentors. High school mentors are matched to elementary students to provide weekly academic support. Although this program was developed to provide assistance in academic areas, it also promotes friendships, develops social skills and facilitates access to appropriate role models. This has proven to be a highly motivating intervention from the perspective of both high school and elementary students.

## Middle School

**Interdisciplinary Curriculum** - Teachers develop interdisciplinary curricula in a variety of units. All interdisciplinary units are based out of a “teaming” approach that provides a smaller student to teacher ratio and a more intimate core of students for daily contact. Students are provided with multiple opportunities for decision-making, critical thinking, and problem solving.

**Smaller Class Size and Grouping** – Students in Middle School are grouped according to their Homeroom for all specials classes but are broken into smaller groups for Mathematics, Language Arts, Science and Social Studies. This allows students more individual attention. The smaller groups allow the teachers to provide intervention activities and to challenge the advanced students. The needs of all students are being met.

## High School

**High School Guidance** - All levels of counseling have prevention as their primary focus addressing fundamental issues of self-esteem, peer pressure, decision-making and interpersonal skills which are of concern to young people. Counseling support also supports and encourages college and career planning.

**Academic Tutoring** - The high school provides open opportunity for students to receive assistance in any course of study. Teachers are available twice a week before and after school to tutor struggling students or students with further questions. These schedules are made at the beginning of the year based upon need and student interest. **Intervention Studies** - Prior to the administration of the End of Course Exam, students who have scored a 1 on any End of Course Exam participate in this program. This intervention program reviews and reinforces skills, concepts, and information needed to earn a passing score on the various portions of the End of Course Exam.

**“Extra” Courses** - Extra Classes are available in English and Science and are designed to provide extra support from the instructor. Smaller classes follow the same curricula and use the same text materials as their counterpart classes. Standard prerequisites are needed along with teacher recommendation.

## All Levels Kindergarten – 12<sup>th</sup> Grade

**Conference days** - Three conference days are scheduled during the school year. The first conference occurs at the end of the 1<sup>st</sup> grading period. This is an opportunity for teachers to encourage parents about student success and talk about potential academic concerns. A second and third conference day is scheduled at the end of the 2<sup>nd</sup> and 3<sup>rd</sup> grading period. These conferences are team conferences between parents and teachers, students are encouraged to be present and participate.

**ELL (English Language Learner)** - Individual evaluation and group instruction for students who struggle with English are available. Intervention periods are 30 to 60 minutes long as needed. Inclusion support is used when appropriate to the needs of the student. Students are identified using the OELPA for screening

**Health Services** - Health services include screening of hearing, vision, blood pressure and scoliosis; monitoring of needed immunizations and maintaining records of special health needs. The school nurse participates in consultation and special education evaluations and assists with some areas of the health curriculum. The goal is to provide health related interventions needed so that students can remain in school.

**Intervention Plans** - Individual student intervention plans are routinely developed for students who are not meeting expected standards in the regular education program. A team of educators who has worked with the student in the past and currently meets to review what has worked in the past. They design interventions, designate time lines, and set times to periodically review progress.

## Revision Policy

Students in the 6<sup>th</sup> -12<sup>th</sup> grade will have the opportunity to revise and reassess any assignments deemed necessary by their teacher. There will be scheduled times during the academic day for the students to meet with the teachers and complete their revision work. The student will have the opportunity to revise and reassess as needed until they are “proficient”, 80% or higher. Each student will have two weeks beyond the end of the grading period to revise or reassess their assessments to improve their overall understanding and scores. The scores will be finalized for any assessments that have not been revised by the two week deadline. Students who have not earned a “C-“ minimum in a course for the year will not receive credit for the course and may not be promoted to the next grade.

## 504 Plan or Individual Education Plan

At the completion of the multi-factored evaluation, if the student is determined not to be eligible for special education services under the federal law (IDEA) but is still at risk for failure, additional ways of providing support will be evaluated by the educational team.

A student may receive support through an Intervention Plan if no disability has been identified but the student is likely to experience continued difficulties. Another possible way of providing support could be through a 504 Plan. A student may be eligible for accommodations under Section 504 of the Federal Rehabilitation Act of 1973 if they have an identified medical or physical impairment which substantially limits learning. The 504 Plan consists of classroom accommodations/adaptations that typically take place in the regular education setting. A written plan is developed that is shared and implemented across all educational environments.

Typical accommodations/adaptations may include:

**Pacing** - adjustments to time needed to complete assignments, or use of breaks, for example.

**Environment** - placement in a classroom where learning should take place.

**Presentation of Subject Matter** - these could emphasize auditory or visual presentations, individual or small group instruction, use of manipulatives, study guides or use of visual cues.

**Assignments** - modification of homework, reduction of reading level, change in length or format of assignments, or use of audio taped text materials, for example.

**Reinforcement and Motivations** - use of positive or corrective reinforcers, peer tutoring, or repeated review at times outside of class.

**Testing Adaptations** - oral or taped tests, modified test formats, and adjusted times for testing.

## Special Education Regulations – Individuals with Disabilities Act (IDEA) 2004

Special Education is a broad, formalized, and highly structured educational adaptation program. Funding comes from federal, state and local sources. Federal and state law strictly governs the structure and delivery of all special education programs. These are designed for students who have a specifically documented disability that has a significant and adverse effect on the ability to learn. Eligible students are provided with a free appropriate public education. Intervention in regular education as well as small group and learning center settings is available.

Additional levels and types of support are provided for students with a low-incidence handicap, such as blindness, deafness, or with lower ability (IQ) levels, or with combinations of these handicaps. The district provides for the education of each of its students. The district's program is guided by an approved **PLAN** for the delivery of Special Education Services.

## Plan for the Delivery of Special Education Services

### I. INTERVENTION MODEL

- Intervention Assistance Teams meet a minimum of two times a month to review concerns, develop interventions and monitor progress.
- Using a variety of data gathering strategies through the MFE process, educational teams will work closely with parents to identify those students needing special education intervention.
- Students who are at risk or participating in IAT data gathering activities may receive intervention in cross-categorical groupings based on team recommendation and parent consent.
- Special education service providers in collaboration with general educators will be encouraged to provide intervention in the general education classroom to the greatest extent possible. Intervention will include instructional modifications or curriculum adaptations as necessary to enable the student to participate in the general curriculum.
- A continuum of services will be available to all students including a variety of resource room models and group sizes to effectively meet the needs of all students.
- Caseloads for special education teachers will be provided as set forth in the guidelines stated in the Operating Standards for Ohio's Schools Serving Children with Disabilities.
- The certification / licensure of staff will be consistent with the implementation of this plan. Special education teachers providing the instruction for core subjects in grades 7-12 will be highly qualified in the subject areas of instruction.

### II. PARENT INVOLVEMENT

- PPA has a high rate of parental involvement in the MFE process and in initial and periodic IEP review meetings.

### III. PROFESSIONAL DEVELOPMENT

- Policies and Procedures training will be provided to teachers, related services staff, administrators and parents.
- Technology training provided to all personnel.

### IV. ACCESS TO THE GENERAL CURRICULUM

- Co-teaching teams- comprised of a general education teacher and an intervention or remediation specialist- plan lessons, instruction, and assessment for all students in the general education classroom in the language arts and math with alignment to the grade level standards (grades K-6).
- Educational teams are encouraged to provide intervention in the general education classroom to the greatest degree possible.
- When intervention is provided outside of the general education classroom, instructional materials are based on the District adopted curriculum. This may include curriculum specifically designed for the needs of a specific population of students with disabilities.
- The process of identifying the alignment between the Ohio Academic Content Standards and IEP goals/objectives for each appropriate subject area is being reviewed and re-aligned with the new Common Core Standards for Mathematics and Language Arts.

### V. COLLABORATION

- In the elementary school, general educators and special educators utilize time periods before and after school as well as scheduled planning time to collaborate.
- Intervention and remediation specialist are participants in the grade level and/or subject TBT teams.
- The Middle School and High School Special education teacher meets with general education teachers during the general educator's planning period. High school teachers also collaborate during shared planning periods, before school, after school and during the lunch period whenever possible.

### VI. EVALUATION

The effectiveness of Patriot Preparatory Academy's special education program will be assessed on an annual basis using the following evaluation strategies:

- 1) amount of time special education students are included in the general education classroom
- 2) state assessment results
- 3) percentages of high school special education students participating in ACT/SAT; P-SAT/PLAN; honors courses; sports programs; fine arts programs, clubs, volunteer programs
- 4) percentage of special education students who graduate with a diploma
- 5) evaluation of training participation/opportunities
- 6) parent satisfaction survey

## Special Education Procedures

### Multi-Factored Evaluations

In some situations, after implementing classroom interventions and/or participation in specialized courses or programs, students may still not be realizing the level of success expected. The Intervention Assistance Team (IAT) may recommend that the student participate in a multi-factored evaluation (MFE). This evaluation will assist the team in determining if specialized services through formalized special education programming are necessary in order for the student to be successful.

The referral may be made by parents or school personnel through the Building Principal for IAT action. Referrals outside of the IAT process should be made in writing to the Student Services Administrator. . Requests include specific documentation that

supports the existence of a suspected disability. Once a referral is made, parental consent will be obtained in writing prior to the initiation of the multi-factored evaluation. Prior to requesting consent, the following information will be provided to parents:

1. Parent rights under special education law.
2. What the school district plans to do; could do (options); and/or chooses not to do, and why.
3. A copy of the plan which will guide the evaluation including information about who will complete what types of assessment with the student for determining eligibility for special education services.

The purpose of evaluating the student is to:

1. Obtain a complete picture of the student's abilities as a starting point for planning educational services;
2. Make recommendations about ways to meet the student's educational needs; and
3. Determine eligibility for special education services.

The evaluation of the student must:

1. Be multi-factored, or assess more than one area of the student's functioning;
2. Be multi-disciplinary, or performed by a group of professionals;
3. Be administered in the student's native language or other mode of communication; and
4. Be unbiased, or given in such a way so as not to discriminate against the student, regardless of cultural background, race, or disability.

## Individual Education Plan

When the multi-factored evaluation is complete, the evaluation team, including the parents, reviews the results of the evaluation and determines whether the child meets the criteria for a disability as defined by the Individual with Disabilities Education Act. If the student is eligible for special education services under IDEA, an IEP is developed.

An **Individualized Education Plan (IEP)** is a written plan for a child with a disability that is developed and implemented according to federal and state regulations. This plan includes:

- A description of the student's strengths and needs (present levels of performance);
- Annual goals and short-term instructional objectives;
- Criteria and evaluation procedures linked to the goals;
- Statements of specific special education and related services that will be provided, and the extent to which the student will not be part of the general education curriculum;
- When these services will start (initiation), how long the services will last (anticipated duration) and the amount of services (frequency);
- A transition services statement for students who are 14 years old and a transition plan for students who are 16 years old.

The IEP meeting will be held at a mutually agreed time and place. School districts are required to invite parents to attend this meeting. The school district must document all attempts to contact the student's parents. ***If parents choose not to attend, an IEP meeting may be conducted without them.*** However, services may not be initiated without the written consent of the parent on the first IEP.

The school district is required to invite the following people to attend the IEP meeting as equal, valued members of the decision-making process:

- Parents;
- A special education teacher and a general education teacher;
- A representative of the school district who is able to provide or supervise the provision of special education services;
- The child, when appropriate, but always at the age of 16 or older;
- Additional individuals at the invitation of the parents or the school district;
- A member of the evaluation team or some other person who is knowledgeable about the evaluation procedures used with the child, and who is familiar with the results of the evaluation (for the first IEP and after a re-evaluation).

During an IEP meeting, team members must follow this sequence of steps:

1. Review the results of the evaluation, or the current IEP if the meeting is an annual review;
2. Determine the student's areas of strengths and needs;
3. Write annual goals and short-term instructional objectives in the areas of need and determine how progress will be measured,

including when and by whom;

4. Determine the special education and related services needed to implement each goal and objective;
5. Determine where special education services will be delivered. This is to be an environment which is the least restrictive for the student.

The student's IEP must be reviewed at least annually. However, the student's IEP may be reviewed at any time during the school year at parent request, or at the school district's request. **It is important to understand that the parent's signature on the student's IEP at an annual review is NOT required as a condition for the district to provide the student with a free appropriate public education once written parent consent is obtained for the student's first IEP.**

A continuum of special education services that adhere to both state and federal guidelines is available at Patriot Preparatory Academy. In order for a child to be eligible for these specialized services they must meet the criteria defined by the Ohio Department of Education for one of the **disability categories** listed below as defined in the federal law IDEA:

- 1 Autism
- 2 Cognitive Disability
- 3 Deaf-blindness
- 4 Hearing Impairment
- 5 Multiple Disabilities
- 6 Orthopedic Impairment
- 7 Other Health Impairment
- 8 Preschool Child with a Disability
- 9 Serious Emotional Disturbance
- 10 Specific Learning Disability
- 11 Speech or Language Impairment
- 12 Traumatic Brain Injury
- 13 Visual Impairment Including Blindness

## Delivery of Services

**Elementary Schools (K - 5)** - Intervention is provided in the regular education classroom to the greatest extent possible by special education teachers. At times students are provided intervention in small group settings outside of the regular education classroom, particularly in the areas of language arts and math. When instruction takes place outside of the regular education classroom, the same curriculum is taught, however, modifications in presentation and pacing may occur. For specific students the curriculum content may be adjusted as specified in the child's IEP, possibly resulting in a more functional approach to education.

**Middle School (6 - 8)** - Intervention is provided in the regular education classroom to the greatest extent possible by special education teachers and instructional aides. Intervention in small group settings may take place in core academic classes and during the small group instructional support period as appropriate for specific students. Small group intervention is designed to remediate fundamental concepts so that the students can be successful in the regular classroom.

**High School (9 - 12)** - Intervention is provided in the regular education classroom to the greatest extent possible by special education teachers. Intervention in small group settings may take place in core academic classes and during the small group instructional support period as appropriate for specific students. Small group intervention options are available for students with disabilities who take all of their academic classes through the regular education curriculum. These students are integrated into regular education classes with the exception of up to one period per day with an Intervention Specialist. During this intervention time, students are provided with remediation in the area of their identified disability as documented through their IEP.

## Speech-Language Pathology

Speech-Language Pathology serves students who have concerns with any aspect of the communications process. These are such areas as: articulation, voice, fluency, hearing loss, pragmatics, and phonological awareness. Services are provided in the classroom, in small groups or during one on one therapy sessions as described in the IEP.

## Occupational Therapy/Physical Therapy

The Occupational Therapist and Physical Therapist serve students with deficits in sensorimotor, or neuromuscular, or developmental motor functioning which may prevent or interfere with successful educational performance. The IEP determines an appropriate level of service. Consultation service identifies a specific adaptation or strategy which can be implemented successfully by parents or educational personnel. Direct therapy provides specific therapeutic techniques which remediate,

prevent problems identified through the assessment process, or appropriate adaptations to educational tasks.

## Psychological Services

A part of the requirement for Special Education is to provide a multi-factored evaluation of each student being considered for Special Education services. PPA contracts a licensed school psychologist who is responsible for many aspects of this assessment. The evaluation includes academic assessment, communicative status, motor abilities, general intelligence, social and emotional status, adaptive behavior, health, vision and hearing.

## Vocational

Vocational opportunities are available to high school students through agreements with neighboring school districts. Participation in the vocational option is based on student interest and availability. High school students are individually matched to a work site based on interests and abilities.

## Resources

### State Support Team (SST) 11

The State Support Team Region 11 (including Franklin county) provides services and assistance to school districts, community schools, and families through workshops and other programs. SST Region 11 is located at 2080 Citygate Drive, Columbus, Ohio 43219. Telephone: 614-445-3750, fax: 614-753-4699. The homepage is [www.cositpd.org](http://www.cositpd.org). Click on "Special Education" and scroll down to the "Family Services" section.

## Websites

**Americans with Disability Act**, Bulletin Board, Internet Home Pages of other federal agencies containing ADA info:

<http://www.ada.gov/>

**Children's Health Insurance Program** - state-specific information on eligibility and enrollment: [www.insurekidsnow.gov](http://www.insurekidsnow.gov)

**Council for Exceptional Children (CEC)**: [www.cec.sped.org/hom.html](http://www.cec.sped.org/hom.html)

**Department of Health and Human Services**: [www.os.dhhs.gov](http://www.os.dhhs.gov)

**Family Voices/KASA Club** (Kids As Self Advocates) for teens and young adults with special health care needs:

[www.fvkasa.org](http://www.fvkasa.org)

**Federal Resources for Academic Excellence** - resources available on the web for teachers, students, or parents, from architectural tours to a mutual fund cost calculator: [www.ed.gov/free](http://www.ed.gov/free)

**2004 IDEA Amendments** - news, information and resources on the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) the nation's law that works to improve results for infants, toddlers, children and youth with disabilities:

[www.ed.gov/policy/speced/guid/idea/idea2004.html](http://www.ed.gov/policy/speced/guid/idea/idea2004.html)

**Office of Special Education Programs (OSEP)**: Legislation and policy: [www.ed.gov/about/offices/list/osers/osep/policy.html](http://www.ed.gov/about/offices/list/osers/osep/policy.html)

In Ohio...**Ohio Coalition for the Education of Children with Disabilities (OCECD)**: OCECD is a state wide non profit organization dedicate to advancing the educational interests of children with disabilities: [www.ocecd.org](http://www.ocecd.org)

**The National Information Center for Children and Youth with Disabilities**, Academy for Educational Development, P.O. Box 1492, Washington, DC 20191, 800-695-0285: <http://www.nichey.org>

**The Special Ed Advocate** - a free online newsletter about special education legal issues, cases, tactics and strategy, effective educational methods, and Internet links: [www.wrightslaw.com](http://www.wrightslaw.com)

## Search for Children with Disabilities

School districts across the state of Ohio are participating in an effort to identify, locate, and evaluate all children from birth through 21 years of age who may have disabilities. This is in accordance with the requirements included in the 1997 Amendments to the Individuals with Disabilities Education Act, the Ohio Revised Code, and the Ohio Board of Education.

Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbance, multiple disabilities, cognitive disabilities, other health impairments,

orthopedic impairments, autism, and traumatic brain injury.

Many children with disabilities are not visible because they do not function in the mainstream of the community, such as children who are homeless and children of migrant families. Also, many unidentified children with disabilities are preschoolers. Parents may not be aware their child has a disability or that there are programs and services available at no cost to parents.

Once the district is notified:

- 1) the child's parent(s) are contacted and notified of programs and services available; arrangements are made to collect information in cooperation with the parent(s); information may be obtained from parents and the student, or from other agencies that have information about the student;
- 2) all information collected will be held in strict confidence and released to others only with parent permission or as allowed by law;
- 3) if the child is eligible for programming, an educational plan will be developed in cooperation with the parents and will be provided at no cost to the parents.

Education opens doors for all of Ohio's children. School districts are interested in meeting the needs of children with disabilities. If you have or know of a child who may have a disability, please contact Marty Dwyer, Student Services Administrator, 614-864-5332, X1125.

### **Section 504 Rehabilitation Act**

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which provides that "No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

"Disabled person" means any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working.

For further information about Section 504, please contact the district's Section 504 Coordinator, Marty Dwyer at 614-864-5332 X1125.

## Compliance Officer

The Human Resource Director is the District's Section 504 Compliance/ADA Coordinator (Compliance Officer"). The Compliance Officer is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities Under Section 504 and Title II of the American with Disabilities Act. ("ADA")

A copy of the Section 504 of the Rehabilitation Act of 1973 And the Americans with Disabilities Act, including copies of their implementing regulations, may be obtained from the Compliance Officer. The Compliance Officer can be reached at the school or by calling 614-864-5332.

## Homeless Coordinator

Certain rights and protections contained in the McKinney-Vento Homeless Education Assistance Act are assured to families who find themselves in a homeless situation which is defined by the following living situations:

- in a shelter, motel, vehicle, or campground
- on the street
- in an abandoned building, trailer, or other inadequate accommodations
- doubled up with friends, or relatives because you cannot find or afford housing

For help or assistance at Patriot Preparatory Academy, please call our Homeless Coordinator, Sean Smith at 614-864-5332 or email at [ssmith@patriotprep.com](mailto:ssmith@patriotprep.com)

If you need further assistance, call the National Center for Homeless Education at the toll-free Helpline number: 1-800-308-2145

## Federal Assistance Projects

Patriot Preparatory Academy participates in federal projects in areas of special education (Flow-thru-Part B IDEA), Title I (No Child Left Behind), and Title IIA (Improving Teacher Quality). Each year the District receives funds to provide staff and supplies for the education of the handicapped, for students who need intervention services in the areas of reading and mathematics and to provide professional

If you wish to comment or provide input into how the funds are being used, you may contact the building principal where your child attends to give input or you may reach the program administrator for federal grants, Sharon Smith, by phone at 740-607-3180 or by email [ssmith22@columbus.rr.com](mailto:ssmith22@columbus.rr.com).

## Title I Parents Right to Know

In accordance with the requirements of Federal law, each school receiving Title I funds, the Patriot Preparatory Academy's Superintendent shall make sure that all parents in the school are notified that they may request, and the Board will provide the following information on the student's classroom teachers:

- a. whether the teacher(s) have met the State qualification and licensing criteria for the grade levels or subject areas they are teaching;
- b. whether the teacher(s) are teaching under any emergency or provisional status in which the State requirements have been waived;
- c. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned;
- d. the qualifications of any paraprofessional(s) providing services to their child(ren).

In addition the parents are provided:

- a. information on the level of achievement of their child(ren) on the required State academic assessments;
- b. timely notice if the student is assigned a teacher who is not highly qualified for more than four weeks.

## Nondiscrimination in Education

The Board of Education declares it to be the policy of the Patriot Preparatory Academy to provide an equal opportunity for all students, regardless of race, color, creed, age, religion, gender, ancestry, natural origin, place of residence within the boundaries of the district or social or economic background, to learn through the curriculum offered in this district.

If any person believes that the Patriot Preparatory Academy or any of the District's staff has inadequately applied the principles and/or regulations of (1) Title II, VI, and VII of the Civil Rights Act of 1964, (2) Title IX of the Educational Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Act and (5) The Americans with Disabilities Act, s/he may bring forward a complaint, which shall be referred to as a grievance, to the District's Civil Rights Coordinator, the Human resources Director.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, Department of Education, Washington, D.C. 20201

The District's Coordinator, on request, will provide a Copy of the District's grievance procedure and investigate all complaints in accordance with this procedure.

# *Patriot Preparatory Academy*

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