**Parents Annual Compliance Letter**

The following information has been provided to you previously and has been put together in this document for your convenience and is in compliance with the requirements of the state board of education. This document can also be found on our school's website: wildwoodisgreen.com. If you should have any questions regarding the information included, please feel free to contact the school office.  
**State Prescribed Testing and Compulsory Attendance Statement Notification**  
Wildwood Environmental Academy is a community school established under Chapter 3314. of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.  
**Right to Know**  
As a parent/guardian with a student attending Wildwood Environmental Academy, which receives Title I funds, you have the right to know the qualifications of your child’s classroom teacher. The federal No Child Left Behind (NCLB) Act requires that any local school district receiving Title I funds must provide the following information to parents/guardians who ask about the professional qualifications of their child’s classroom teacher:

* Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
* Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements.
* The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
* Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

All requests must be made in writing and should include the following information:  student’s full name, legal parent/guardian’s full name, address, city, state, zip code and homeroom teacher’s name.  Your request can be sent to the school office.  
**Parental Right to Student Achievement Levels**  
In addition to the above requirements for a school receiving Title I funds, the school must also notify parents of their right to information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required. Please note that a schedule of all state testing is posted on our website and can be requested in the school office.  
**PBIS and Seclusion and Restraint**  
The purpose of this policy is to guide the school’s use of positive behavior intervention and supports, and the limited use of restraint and seclusion. At WEA every effort is made to prevent the need for the use of restraint and/or seclusion. The focus of managing student behavior is on rewarding the positives and supporting the student. Restraint or seclusion is used only when there is an immediate risk of physical harm to the student or others. The following outlines the program that WEA staff members are trained to employ when engaging a student at risk.  
The Nonviolent Crisis Intervention program is a safe, non-harmful behavior management system designed to help human service professionals provide for the best possible Care, Welfare, Safety, and SecuritySM of disruptive, assaultive, and out-of-control individuals-even during their most violent moments. This program was developed by CPI, a training organization devoted to training staff in the safe management of potentially violent individuals. This program taught the staff:

* how to identify the behavior levels that contribute to the development of a crisis and choose an appropriate staff intervention for each level.
* how to identify useful nonverbal techniques which can help to prevent acting-out behavior.
* to use verbal techniques to de-escalate behavior to demonstrate CPI's Principles of Personal Safety
* to provide for the Care, Welfare, Safety, and SecuritySM of all those who are involved in a crisis situation.
* to understand and develop team intervention strategies and techniques.
* to recognize the importance of staff attitudes and professionalism in responding effectively to students.
* to demonstrate physical control and restraint positions to be implemented when physical control is necessary as a last resort due to an individual's dangerous behavior.
* to use the time after a crisis as a step toward preventing future crises.
* to use a model for action after an incident that will bring about necessary closure, debriefing, and re-establishment of a therapeutic relationship with the individuals involved.

Although all staff members were trained in the use of Nonviolent Crisis Intervention the staff works to minimize the need for physical control and restraint positions and only resort to these measures when a student becomes a danger to themselves or others. Nonviolent Crisis Intervention may be used when all verbal means of managing the situation have been exhausted with any student who is disruptive, assaultive or out-of-control and is not responding to reason and presents a danger to himself or others, including staff. Please feel free to contact the school office with any questions or concerns regarding this training and the use of these methods of providing for the Care, Welfare, Safety, and SecuritySM of all those who are involved in a crisis situation.  
**Title I Part A**  
Wildwood Environmental Academy currently offers a Schoolwide Title I Program. Title I is a federal program based upon income levels of families whose children attend our school. The program ensures that students are equipped to meet high standards of academic performance. Schoolwide Title I resources support schools with a high percentage of low-income families, but allow services to be provided to any student in that school. Schoolwide Title I programs use funds to provide such interventions as our leveled reading groups (EPAT) and increased professional development for staff members. If you are interested in attending an annual Title 1 parent meeting, please notify your students teacher who will provide the meeting details.  
**K-1 Screenings**  
In compliance with the state laws, students will be screened for vision and hearing, speech and communications, and medical, developmental or special learning needs.  
Thank you for reviewing the above information. Please feel free to contact the school office if you have any questions.  
  
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