Family Handbook
2020-21

Cleveland College Preparatory School

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MISSION

To prepare students for a college preparatory high school that will ensure success and graduation from a four year college.

VISION

To create a culture of high expectations for behavior and academics through rigorous, research based curricula and a focus on achievement. It is our goal that students will graduate from eighth grade, attend a college prep high school and ultimately gain acceptance and graduate from a four year college. It is our expectation that 100% of graduates will positively affect change in their local communities while making a contribution to the global society.

The faculty and staff are dedicated to providing the school's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by discipline, caring, order, and respect.

The school family handbook has been created to guide the efforts of teachers, staff, parents, and students in creating a safe, orderly, environment and to reinforce the primary mission of the school: rigorous academic learning. The Handbook, which states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a guideline for all vested parties.

3 PILLARS

Staff, students, and parents will work together to help each student reach his or her full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following five character virtues: 3 Pillars in school, the workplace, and society at large.

RESPONSIBILITY: To take ownership of one's decisions and learn to comprehend the consequences of those actions. Personal accountability is central to responsibility. In teaching responsibility, faculty and staff will emphasize the importance of studying as a means of achieving educational goals, staying attentive in class, walking quietly in the halls, raising hands as opposed to yelling at adults for attention, and thinking about life long goals.

RELENTLESSNESS: To demonstrate understanding when it comes to overcoming barriers in school, at home, and in society at large. Hard work and constancy will be emphasized, and special attention will be paid to those students who demonstrate the ability to study hard and overcome deficits or deficiencies in learning. As students get older, they will develop the judgment to decide when to apply relentlessness in other areas in life.

RESPECT: To demonstrate an understanding and value for oneself, education as a means to great life, and all other persons. Teachers and faculty will help students learn what it means to care for oneself, their academics, and all other human life. In all grades, emphasis will be placed on the following:

- No tolerance for violence of any kind
- No tolerance for discrimination of any kind
- No tolerance for vulgar or obscene language
- Cordiality when speaking to adults and fellow students (thank you; yes ma'am, no sir, etc.)
- Personal hygiene
- Valuing school materials, supplies, and meals

Showing respect helps to support healthy relationships and obedience to the right authorities. When everyone demonstrates respect for themselves and others, a safe, clean, and disciplined environment is the result. This definition of respect is fully in line with the mission.

RESPONSIBILITIES OF THE FACULTY, ADMINISTRATION, AND STAFF

Each employee has an important role to play in creating a safe, disciplined, and clean environment that is conducive to high academic success and that keeps with the mission of our school. If, at any time, any of us are unsure of an action or decision, then we must remember to always ask ourselves: Does it keep with the mission of the school? The various roles and responsibilities that accompany each staff member are outlined in the following narrative. All members will demonstrate and model 3 Pillars in everyday activities with our students. All employees will understand that we are here to solely educate and to socialize student behavior. This means we must be examples of the citizens we want our students to become: all employees will model

RELENTLESSNESS, RESPECT, AND RESPONSIBILITY for all students.

CLASSROOM TEACHERS

The classroom teacher (teacher, co-teacher, assistant teacher) is the center of classroom learning. They are also very responsible for modeling all appropriate behaviors that are aligned with the schools mission. The teachers will constantly emphasize the classroom rules and 3 Pillars. Teachers must understand that they interact with the students more than anyone in the school and it is their responsibility to help students realize that if they follow these rules and adapt these keys to their lives, then they will be successful students, they will graduate, and they will attend a four year college or university. In this way, teachers will focus on teaching and encourage appropriate conduct and building a strong moral fiber, rather than just trying to control behavior.

The following principles will be implemented by all teachers to augment classroom learning:

- At the beginning of each school year, students will be taught how to behave responsibly in all classroom activities. Students will be taught the school and classroom rules, and these rules will be reinforced all year.
- Teachers and administration will collectively reinforce positive behaviors
- When a student causes a disruption in the programmed learning environment by breaking one of the rules, then the redirection and/or consequence will immediately follow. Teachers will be given a detailed set of rules governing student misbehavior. And the Dean(s) and/or Principal(s) will determine appropriate consequence(s).

These principles will serve as useful guides. However, each teacher, student, and situation will be unique and will be handled individually. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work closely with the Head of School, Principal(s) and Dean(s) to ensure the success of each student.

PRINCIPALS/HEAD OF SCHOOL, DEANS OF STUDENT LEARNING AND INSTRUCTION, DEANS OF STUDENT LIFE AND MANAGEMENT, AND DEANS OF CURRICULUM AND INSTRUCTION.

The role of the Principal/Head of School and Deans with regard to behavior is to guide staff and students in their efforts to ensure and optimize student success. This is the core ideology underlining the mission. These school leaders will have a thorough working knowledge of the school rules, curriculum and the 3 Pillars and will assist staff in implementing classroom and school wide management procedures.

The will Principal/Head of School and Deans assist staff in responding to severe misbehavior, such as insubordination, disrespectful acts, or negative attitudes in class – as well as any chronic or recurring problems. In all cases, the Principal/Head of School and Deans will initiate parent conferences, make parent phone calls, conduct student disciplinary write – ups, impose out of school suspensions, and/or other severe consequences. The Principal/Head of School and Deans may also contact the appropriate authorities, depending on the nature of the infraction.

In addition, the Principal/Head of School and Deans, in coordination will assist classroom teachers with the implementation of their classroom management plans, if needed.

The Principal/Head of School and Deans, with assistance from selected personnel, shall also be responsible for the following:

- Review and assess student achievement in all areas of the curriculum on a weekly basis. This includes all short cycle assessment results, progress of students in Saturday School and Tutoring classes, and informal assessment results

- All other behavioral and emotional aspects of student life as it pertains to their overall success.

STAFF

The support staff will consist of all staff that is employed with duties other than direct instruction or chief administration.

At all times, all employees of will enforce classroom and school rules and also the 3 Pillars that underline the mission of the school. This will ensure the opportunity for success for each student.

BOARD OF DIRECTORS (SCHOOL BOARD)

The Board of Directors is organized to operate the schools: Kindergarten through 12th grade programming that prepares students to succeed in middle school and high school, achieve high test scores, and graduate with an acceptance letter to a four year college or university. All actions, policies, and decisions implemented will be in compliance will all state and federal laws. Moreover, these decisions will always be aligned with the mission of the school.

SCHOOL POLICIES AND PROCEDURES

Schools must set boundaries that will ensure all students experience a safe, orderly and productive environment. Our goal is to prepare students to thrive in a rapidly changing world. Succeeding academically, developing the skills and traits that will serve them throughout life and getting involved in a variety of extra-curricular activities are traditional benchmarks. The ability of a school to help students meet and exceed these benchmarks is influenced greatly by both individual and school-wide discipline. Every staff person in the school is an equal and contributing partner in the important area of student management. All adults have the obligation to report any inappropriate behavior to administration.
The underlining purpose of the discipline policy is to identify the type of behavior that will be acceptable, to set forth the response to unacceptable behavior, to assign responsibility for any action taken, and to keep open the communication between the parent, student, and the school.

Good conduct is a goal for all students. However, if a child is unable to accept the responsibility for good behavior, the staff and administration must assist the student's growth.

The school holds the following:

- All students have a right to a school that is safe, orderly, and drug and violence free.
- All students have a right to learn in an environment with clear disciplinary codes, and with fair and consistently enforced consequences for misbehavior.

CODE OF CONDUCT

The Code of Conduct is the behavioral mainframe by which the school carries on its day-to-day operations. The code reflects academic standards and the right for every student to learn in a non-threatening environment. The code further reflects the school's desire to protect each individual's right to deal with violations of safety issues through consequences. The school sees the implementation of such a code as a necessary element of providing a positive school experience for everyone.

The Code of Conduct that appears on the following pages governs the most serious and obvious types of student misconduct. The prohibited acts listed in the code are not to be construed as all-inclusive. Nor is the list to be seen as a limitation upon the authority of school officials to deal appropriately with violations of school rules and regulations or with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

The Code of Conduct establishes reasonable boundaries for students and provides clear understanding of consequences for breaking the rules. It is expected that students, like the rest of us, will make mistakes. It is our hope that students learn from their mistakes. By reading the code, we also expect students to understand the school's expectations and avoid the transgression in the first place.

Programming is divided into four sections:

1. **Early Learning** (Kindergarten through 2nd grades)
2. **Junior High Readiness** (3rd through 5th grades)
3. **Junior High School** (6th through 8th grades)
4. **High School** (9TH through 12th grades)

EARLY LEARNING

Grades Kindergarten through Second Grade will give young learners a solid foundation for success in reading, writing, mathematics and the social sciences. The curriculum is designed to teach students how to read and problem solve so that reading and critical thinking becomes automatic processes. The behavior management system was designed to encourage character building and social development. The behavior system will gradually change throughout the primary years so that developmentally appropriate consequences and rewards can be given to the children. The overarching goal of the behavior system is to support and sustain good choice making by all students. The following policies were adopted to ensure successful completion of Kindergarten through second grades. Please review the following sections on Homework, Required At-Home Reading, and Behavior Management System. Please understand, these rules may be modified and updated, as needed. All updates will be immediately communicated to the families.

HOMEWORK FOLDER

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children; it boosts overall academic performance and teaches students responsibility. Young children have to understand that their school work is important; they get that message when families make homework a priority. More importantly, making homework a priority, gives children increased opportunities to learn. He school wants children to continue learning beyond the school day; homework is a powerful way to extend learning.

HOMEWORK FOLDER LOGISTICS

There will be 30-60 minutes (K = 30 min., 1st = 45 min. and 2nd = 60 min.) of intentional and purposeful homework to complete each evening. There will be no homework over the weekend. Typically, there will be homework in all five subjects (Reading, Writing, Math, Social Studies, and Science). Homework will be a review / extension of that days' material. No new material will be introduced as homework. Parents can and should choose the pace and order in which the homework is completed.

Other Materials in the Homework Folder

- Student Behavior Log
- Nightly Book Log
- Any school-home letters / reminders from teachers or administrators

PARENT RESPONSIBILITY

- Find a quiet place to complete the homework; free of distraction, noise and commotion
- Provide the necessary tools to be successful; pencil, eraser…etc.
- Work alongside their son/daughter as he/she completes the homework tasks
- Check work for completeness and quality
- Write notes back and forth with the teacher sharing your observations
- Sign all homework assignments

TEACHER RESPONSIBILITY

- Provide nightly homework assignments that are intentional and meaningful
- Collect homework folders each morning
- Work with students who are struggling with concepts the parents have specifically identified during homework time

HOMEWORK COMPLETENESS POLICY

In order to ensure the effectiveness of the homework assignments given, all families must adhere to the following policy.

Every homework assignment must be completed by the student (with a family member), signed, and returned to school in the homework folder every day.

1. 1ST AND 2ND HOMEWORK MISSES = phone call from the classroom teacher and a letter is sent home via homework folder.
2. 3RD HOMEWORK MISS = phone call from a Principal/Head of School and Deans, certified letter mailed home, and an in school parent meeting is scheduled between the family, Principal/Head of School and Deans, and the classroom teacher. The student is placed on Homework Probation for remainder of the Semester.
3. 4TH HOMEWORK MISS = the student is suspended from school for one day;
4. 5TH HOMEWORK MISS = the student is recommended for expulsion from the school.

At the end of the Semester, all students on Homework Probation will be released from probationary status. The policy starts fresh at the beginning of the new Semester.

REQUIRED AT HOME READING

Readers should have daily opportunities to be in front of text. At the Kindergarten through Second grade levels, this occurs in two ways: 1) when an experienced reader reads aloud to the student and 2) when the young reader reads aloud to an experienced reader. By increasing the amount of time spent in front of text, children will *crack the code* of reading and develop as an independent reader; one who fully understands what he/she reads.

PARENT RESPONSIBILITY

- Find a quiet, well-lit place to read; free of distraction, noise and commotion
- Read alongside their son/daughter as the reading occurs (at least 20 minutes nightly); reading the same book a few times throughout the week is a best-practice
- Ask questions as the child is reading
- Log who read the book with the child, the book title and time spent reading each evening in the nightly book log located in the homework folder

- Sign the nightly book log

TEACHER RESPONSIBILITY

- Check and monitor the nightly book log for completeness
- Encourage students to read outside of their comfort zone by reading a variety of genres

Over the course of the school year, by reading to your son or daughter for twenty minutes nightly, will build nearly 3,000 minutes of ADDITIONAL reading outside of the regular school day! The long term effects of this initiative will tremendously impact your son/daughter as an independent reader.

READING AT HOME

Parent Tips!

As your child is reading aloud or as you are reading to your child, the two of you should sit side-by-side so he/she can see the words and pictures. Read the book with enthusiasm. Model how you put your finger under each word as you read the story. You should stop to talk about the illustrations and explain how pictures often add information to the story. Great questions to ask AS the reading is happening are:

- Can you predict what might happen next?
- What is happening in the picture?
- What is going on here?
- What do we know so far about the story?
- Where is the story taking place?
- What do we know about the character?
- How might the story end?

The goal behind questioning is to keep the questions open; this encourages discussion. Try your best to avoid questions that will elicit a yes/no answer. Since reading is an active process, you will want to ask questions as the student is reading; do not save all of the questions for the end.

Children who are in early stages of reading need support from people who matter to them, like a parent or a family member. Please be patient with your child and praise him/her for the letters, sounds, and words that he/she is trying to read. Most importantly, do not get upset or frustrated if your son/daughter cannot remember the letters, sounds, and words he/she is reading. Try to make learning to read a fun experience without the pressure of getting everything right all the time. If your child is not yet ready to read words, following along with you as you read is also a good practice. Reading together daily can help your child develop the desire to read!

Practice Retelling the Story

Have you child recall the title and the author. Then have him/her "read the pictures" to retell the story or to describe what is happening on each page. If interested, he/she can point to and guess or read the words to retell the story.

Purposeful Drawing

After reading the story, discuss the beginning, middle and end of the book. Take a piece of paper and divide it into 3 parts. Label each section with the titles beginning, middle and end. Have your son/daughter draw a picture that tells what happens at each phase of the book. Encourage him/her to label the picture after he/she is finished. At the beginning of Kindergarten, some children may only be able to label the objects in the picture with the initial sound; do not be alarmed by this.

CLASSROOM RULES AND BEHAVIOR MANAGEMENT SYSTEM

Goal: To implement an effective, structured predictable system of behavioral standards and generate a positive school culture to enhance student performance.

CLASSROOM AND COMMON AREA RULES

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.
3. I will raise my hand to speak and wait to be called on.
4. I will respect my classmates, my materials and all adults.
5. I will work quietly, stay on-task and always do my personal best.

BEHAVIOR MANAGEMENT SYSTEM

Teachers will use a multi-tiered, color-coded card system to reward and modify student behaviors. Each morning every student will begin on *green*; thus, promoting a positive beginning to the day ahead. Students who remain focused and on-task will stay on *green*. Any student who needs re-direction for off-task behaviors or who breaks a rule listed above will progress through a five step, developmentally-appropriate set of consequences. Progression through the different steps will constitute a card being changed to a different color; each color has a different consequence (see below).

Since the purpose of the card system is to *modify* behaviors, students will have the opportunity to correct their behavior through the consequence. As the students' behavior changes and/or is corrected, so will the color his/her behavior card, back to *green*. For example, a student whose card is on *blue* can be changed back to *green*; after he/she shows that his/her behavior has been modified and corrected. Students who end the day on *green* will be given a sticker to place on his/her individual behavior chart and a stamp on the hand. The stamp is a visual reminder to student and the parent that he/she ended the day focused and on-task. Student behavior is communicated to the parents through a behavior log that is sent home each evening; signatures are required.

COLOR-CODED CARD SYSTEM

GREEN: On task, focused and having a great day!

Verbal Warning and Redirection (First Offense; no card turned)

YELLOW: Slow down and think (Third Offense)

ORANGE: Think Chair for 5 minutes; note sent home to parent (Sixth Offense)

BLUE: Think Chair for 10 minutes with a specific task assigned by teacher (task is related to behavior correction); note sent home and parent phone call (Ninth Offense)

RED: Removal from class to Dean's office; phone call home from Dean (Twelfth Offense)

NAME													

REWARD SYSTEM

Every 10 stickers (ending the day on green), students can choose a reward. Rewards range from choosing a prize from the Treasure Chest, bringing their favorite picture to school, or eating lunch with the teacher. Teachers will create an extensive list of rewards for their classrooms that will be communicated to students and parents throughout the year.

JUNIOR HIGH READINESS – THIRD AND FOURTH GRADE

Grades Third and Fourth will provide depth and breadth to the foundation that was built in the primary grades. Students will have numerous learning opportunities to practice and apply the foundation skills that are necessary for reading, writing, math and the social sciences. The discipline system was designed to encourage responsibility and ownership of one's actions and choices. The following policies mimic, in certain aspects, the code of conduct used at high performing, college-prep intermediate and middle schools. Please review the following sections. These rules may be modified and updated as needed. All updates will be immediately communicated to the families.

HOMEWORK

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children; it boosts overall academic performance and teaches students responsibility. Children have to understand that their school work is important; they get that message when families make homework a priority. More importantly, making homework a priority, gives children increased opportunities to learn. The school wants children to continue learning beyond the school day; homework is a powerful way to extend learning.

HOMEWORK LOGISTICS

There will be 90 - 105 minutes (3rd = 90 min. and 4th = 105 min.) of intentional and purposeful homework to complete each evening, including weekends. Typically, there will be homework in all five subjects (Reading, Writing, Math, Social Studies, and Science). Homework will be a review / extension of that days' material. No new material will be introduced as homework. Parents can and should choose the pace and order in which the homework is completed.

Other Materials sent home daily:

- Student Behavior Log
- Nightly Book Log
- Any school-home letters / reminders from teachers or administrators

PARENT RESPONSIBILITY

- Find a quiet place to complete the homework; free of distraction, noise and commotion
- Provide the necessary tools to be successful; pencil, eraser…etc.
- Work alongside their son/daughter as he/she completes the homework tasks
- Check work for completeness and quality
- Write notes back and forth with the teacher sharing your observations
- Sign all homework assignments

TEACHER RESPONSIBILITY

- Provide nightly homework assignments that are intentional and meaningful
- Collect homework each morning
- Work with students who are struggling with concepts the parents have specifically identified during homework time

HOMEWORK COMPLETENESS POLICY

In order to ensure the effectiveness of the homework assignments given, all families must adhere to the following policy.

Every homework assignment must be completed by the student (with a family member), signed, and returned to school in the homework folder every day.

STUDENTS IN THIRD AND FOURTH GRADE THAT DO NOT HAVE THEIR HOMEWORK COMPLETE WITH QUALITY WORK AND A PARENT SIGNATURE WILL BE ISSUED AN AUTOMATIC AFTERSCHOOL DETENTION.

REQUIRED AT HOME READING

Readers should have daily opportunities to be in front of text. At the Third and Fourth Grade levels, this occurs in two ways: 1) when the reader reads aloud to an experienced reader and 2) when the reader reads independently and engages in dialogue with an experienced reader about the text. By increasing the amount of time spent in front of text, children will develop as an independent reader; one who fully understands what he/she reads.

PARENT RESPONSIBILITY

- Find a quiet, well-lit place to read; free of distraction, noise and commotion
- Ensure the nightly book log is complete
- Sign the nightly book log

TEACHER RESPONSIBILITY

- Check and monitor the nightly book log for completeness
- Encourage students to read outside of their comfort zone by reading a variety of genres

Over the course of the school year, this will build nearly 3,000 minutes of ADDITIONAL reading outside of the regular school day! The long term effects of this initiative will tremendously impact your son/daughter as an independent reader.

READING AT HOME

Parent Tips!

If your child is reading aloud or as you are reading to your child, you should stop to talk about the text. Great questions to ask AS the reading is happening are:

- Can you predict what might happen next?
- What is going on here?

- What do we know so far about the story?
- Where is the story taking place?
- What do we know about the character?
- How might the story end?

If your child is reading independently, great questions to ask are:

- What happened in the text?
- How do the characters interact with one another?
- What is the main idea of the story? How do you know?
- What do you predict will happen next? How do you know?
- Were your predictions correct? Why or why not?

REQUIRED AFTER SCHOOL TUTORING (MANDATORY)

Students may be required to stay after school for tutoring with a classroom teacher.

1. Families will be contacted by the Head of School and/or Principal(s) regarding tutoring
2. The student's teacher will inform the family which day the tutoring will take place;
3. After school tutoring is from 4pm – 5pm.

SATURDAY SCHOOL/SATURDAY ACADEMY POLICY

Throughout the school year, students who are having difficulties in Reading, Mathematics, or both, may be asked to attend a Saturday School Program in accordance with the academic calendar. School Program is MANDATORY for students who have been selected to attend. Written notice will be sent home with the student and a reminder phone call may be made in order to remind parents and guardians to get their child to school on Saturday morning. Ultimately, it is the parent or guardian's responsibility to get the child to school. If your child is not in school on Saturday, then the following disciplinary actions may be taken.

It is imperative that you make sure your child is in school on designated Saturday School sessions. If you are unsure, for any reason, then please call the Head of School and/or Principal(s) for clarification. Not knowing or forgetting is not a sufficient excuse for your child's absenteeism.

CLASSROOM RULES AND BEHAVIOR MANAGEMENT SYSTEM

Goal: To implement an effective, structured predictable system of behavioral standards and generate a positive school culture to enhance student performance.

CLASSROOM AND COMMON AREA RULES

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.
3. I will raise my hand to speak and wait to be called on.
4. I will respect my classmates, my materials and all adults.
5. I will work quietly, stay on-task and always do my personal best.

BEHAVIOR MANAGEMENT SYSTEM

Teachers will use a multi-tiered, color-coded card system to reward and modify student behaviors. Each morning every student will begin on *green*; thus, promoting a positive beginning to the day ahead. Students who remain focused and on-task will stay on *green.* Any student who needs re-direction for off-task behaviors or who breaks a rule listed above will progress through a five step, developmentally-appropriate set of consequences. Progression through the different steps will constitute a card being changed to a different color; each color has a different consequence (see below).

Since the purpose of the card system is to *modify* behaviors, students will have the opportunity to correct their behavior through the consequence. As the students' behavior changes and/or is corrected, so will the color his/her behavior card, back to *green*. For example, a student whose card is on *blue* can be changed back to *green*; after he/she shows that his/her behavior has been modified and corrected. Students who end the day on *green* will be given a sticker to place on his/her individual behavior chart and a stamp on the hand. The stamp is a visual reminder to student and the parent that he/she ended the day focused and on-task. Student behavior is communicated to the parents through a behavior log that is sent home each evening; signatures are required.

COLOR-CODED CARD SYSTEM

GREEN:	On task, focused and having a great day!
	Verbal Warning and Redirection (First/Second Offense; no card turned)
YELLOW:	Slow down and think (Third Offense)
ORANGE:	Think Chair for 5 minutes; note sent home to parent (Sixth Offense)
BLUE:	Think Chair for 10 minutes with a specific task assigned by teacher (task is related to behavior correction); note sent home and parent phone call (Eighth Offense)
RED:	Removal from class to Dean's office; phone call home from Dean (Tenth Offense)

REWARD SYSTEM

Every 10 stickers (ending the day on green), students can choose a reward. Rewards range from choosing a prize from the Treasure Chest, bringing their favorite picture to school, or eating lunch with the teacher. Teachers will

create an extensive list of rewards for their classrooms that will be communicated to students and parents throughout the year.

NAME											

JUNIOR HIGH READINESS –FIFTH GRADE

Fifth Grade will provide depth and breadth to the foundation that was built in the primary and intermediate grades. Students will have numerous learning opportunities to practice and apply the foundation skills that are necessary for reading, writing, math and the social sciences. The discipline system was designed to encourage responsibility and ownership of one's actions and choices. The following policies mimic, in certain aspects, the code of conduct used at high performing, college-prep intermediate and middle schools. Please review the following sections. These rules may be modified and updated as needed. All updates will be immediately communicated to the families.

HOMEWORK

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children; it boosts overall academic performance and teaches students responsibility. Children have to understand that their school work is important; they get that message when families make homework a priority. More importantly, making homework a priority, gives children increased opportunities to learn. The school wants children to continue learning beyond the school day; homework is a powerful way to extend learning.

HOMEWORK LOGISTICS

There will be 120 minutes of intentional and purposeful homework to complete each evening, including weekends. Typically, there will be homework in all five subjects (Reading, Writing, Math, Social Studies, and Science). Homework will be a review / extension of that days' material. No new material will be introduced as homework. Parents can and should choose the pace and order in which the homework is completed.

Other Materials sent home daily:

- Nightly Book Log
- Any school-home letters / reminders from teachers or administrators

PARENT RESPONSIBILITY

- Find a quiet place to complete the homework; free of distraction, noise and commotion
- Provide the necessary tools to be successful; pencil, eraser…etc.
- Work alongside their son/daughter as he/she completes the homework tasks
- Check work for completeness and quality
- Sign all homework assignments

TEACHER RESPONSIBILITY

- Provide nightly homework assignments that are intentional and meaningful
- Collect homework each morning
- Work with students who are struggling with concepts the parents have specifically identified during homework time

HOMEWORK COMPLETENESS POLICY

In order to ensure the effectiveness of the homework assignments given, all families must adhere to the following policy.

Every homework assignment in each subject area must be completed by the student, signed, and returned to school in the homework folder every day.

STUDENTS IN FIFTH GRADE THAT DO NOT HAVE THEIR HOMEWORK COMPLETE WITH QUALITY WORK AND A PARENT SIGNATURE WILL BE ISSUED AN AUTOMATIC AFTERSCHOOL DETENTION.

REQUIRED AT HOME READING

Readers should have daily opportunities to be in front of text. At the Fifth Grade level, this occurs when the reader reads independently and engages in dialogue with an experienced reader about the text. By increasing the amount of time spent in front of text, children will develop as an independent reader; one who fully understands what he/she reads.

PARENT RESPONSIBILITY

- Find a quiet, well-lit place to read; free of distraction, noise and commotion
- Ensure the nightly book log is complete

- Sign the nightly book log

TEACHER RESPONSIBILITY

- Check and monitor the nightly book log for completeness
- Encourage students to read outside of their comfort zone by reading a variety of genres

Over the course of the school year, this will build nearly 3,000 minutes of ADDITIONAL reading outside of the regular school day! The long term effects of this initiative will tremendously impact your son/daughter as an independent reader.

READING AT HOME

Parent Tips!

Great questions to ask are:

- What happened in the text?
- How do the characters interact with one another?
- What is the main idea of the story? How do you know?
- What do you predict will happen next? How do you know?
- Were your predictions correct? Why or why not?

REQUIRED AFTER SCHOOL TUTORING (MANDATORY)

Students may be required to stay after school for tutoring with a classroom teacher.

1. Families will be contacted by the Head of School and/or Principal(s) regarding tutoring;
2. The student's teacher will inform the family which day the tutoring will take place;
3. After school tutoring is from 4pm – 5pm.

SATURDAY SCHOOL/SATURDAY ACADEMY POLICY

Throughout the school year, students who are having difficulties in Reading, Mathematics, or both, may be asked to attend a Saturday School Program in accordance with the academic calendar. School Program is MANDATORY for students who have been selected to attend. Written notice will be sent home with the student and a reminder phone call may be made in order to remind parents and guardians to get their child to school on Saturday morning. Ultimately, it is the parent or guardian's responsibility to get the child to school. If your child is not in school on Saturday, then the following disciplinary actions may be taken.

It is imperative that you make sure your child is in school on designated Saturday School sessions. If you are unsure, for any reason, then please call the Head of School and/or Principal(s) for clarification. Not knowing or forgetting is not a sufficient excuse for your child's absenteeism.

CLASSROOM RULES AND BEHAVIOR MANAGEMENT SYSTEM

Goal: To implement an effective, structured predictable system of behavioral standards and generate a positive school culture to enhance student performance.

CLASSROOM AND COMMON AREA RULES

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.
3. I will raise my hand to speak and wait to be called on.
4. I will respect my classmates, my materials and all adults.
5. I will work quietly, stay on-task and always do my personal best.

BEHAVIOR MANAGEMENT SYSTEM

Teachers will use a demerit system to track student behaviors. Each morning every student will begin with zero demerits. Any student who engages in one or more of the infractions listed below or who breaks a rule listed above will progress through a series of five demerits. If five demerits are earned in one day, a student will receive an automatic after school detention. If a student receives five demerits in one day, it will be communicated to parents from a Dean or Principal.

Demerit Log **Date:** _____

Homeroom: Enter Homeroom Name Here **Responsible Student:** _____

Student Name	HR	Reading	Math	Study Island	Penmanship	SSR	Lunch	Special	Science/SS	C.A.R.	L.A.	Math Review	SSR	Dismissal	AM RR	PM RR	DEMERITS
Student Name																	
Student Name																	1. Off Task
Student Name																	2. Not Prepared
Student Name																	3. Talking
Student Name																	4. Posture
Student Name																	5. Refusal to Do Work
Student Name																	6. Disruptive
Student Name																	7. Out of Area
Student Name																	8. Dishonesty
Student Name																	9. Disrespectful
Student Name																	
Student Name																	
Student Name																	
Student Name																	
Student Name																	Note:
Student Name																	*Circle 5th demerit
																	and issue detention
																	*Highlight student
																	& send to Dean if
																	6th demerit is earned
																	*Turn into Dean's
																	mailbox daily by 4pm

Above is an example of a Demerit Log that may be modified according to individual building schedules.

**The demerit system is implemented as a line of authority between the teacher and students. It is designed to re-direct any conduct that does not exude college preparatory behavior. The Dean, at any given time, may exercise the authority to increase the quickness, severity and/or aggressiveness of the consequence, in accordance with the student handbook.

In addition to demerits, students may also receive merits for outstanding scholarly behaviors. Accumulation of merits will result in reward and recognition to promote scholarly behavior.

JUNIOR HIGH SCHOOL

Grades Sixth through Eighth will provide depth and breadth to the foundation that was built in the intermediate grades. Students will have numerous learning opportunities to practice and apply the foundation skills that are necessary for reading, writing, math and the social sciences. The discipline system was designed to encourage responsibility and ownership of one's actions and choices. The following policies mimic, in certain aspects, the code of conduct used at high performing, college-prep middle schools. Please review the following sections. These rules may be modified and updated as needed. All updates will be immediately communicated to the families.

HOMEWORK

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children; it boosts overall academic performance and teaches students responsibility. Children have to understand that their school work is important; they get that message when families make homework a priority. More importantly, making homework a priority, gives children increased opportunities to learn. The school wants children to continue learning beyond the school day; homework is a powerful way to extend learning.

HOMEWORK LOGISTICS

There will be 120 – 150 minutes of intentional and purposeful homework to complete each evening, including weekends. Typically, there will be homework in all five subjects (Reading, Writing, Math, Social Studies, and Science). Challenge work will also be included in the weekly homework assignments to nudge students beyond their comfort zone and to increase the level of academic rigor. Homework will always be a review / extension of that days' material. No new material will be introduced as homework. Parents can and should choose the pace and order in which the homework is completed.

Other Materials sent home daily:

- Nightly Book Log
- Any school-home letters / reminders from teachers or administrators

PARENT RESPONSIBILITY

- Find a quiet place to complete the homework; free of distraction, noise and commotion
- Provide the necessary tools to be successful; pencil, eraser…etc.
- Work alongside their son/daughter as he/she completes the homework tasks
- Check work for completeness and quality

- Sign all homework assignments

TEACHER RESPONSIBILITY

- Provide nightly homework assignments that are intentional and meaningful
- Collect homework each
- Work with students who are struggling with concepts the parents have specifically identified during homework time

HOMEWORK COMPLETENESS POLICY

In order to ensure the effectiveness of the homework assignments given, all families must adhere to the following policy.

Every homework assignment in each subject area must be completed by the student, signed, and returned to school in the homework folder every day.

STUDENTS IN SIXTH THROUGH EIGHTH GRADES THAT DO NOT HAVE THEIR HOMEWORK COMPLETE WITH QUALITY WORK AND A PARENT SIGNATURE WILL BE ISSUED AN AUTOMATIC AFTERSCHOOL DETENTION.

REQUIRED AT HOME READING

Readers should have daily opportunities to be in front of text. At the Sixth through Eighth Grade levels, this occurs when the reader reads independently and engages in dialogue with an experienced reader about the text. By increasing the amount of time spent in front of text, children will develop as an independent reader; one who fully understands what he/she reads.

PARENT RESPONSIBILITY

- Find a quiet, well-lit place to read; free of distraction, noise and commotion
- Ensure the nightly book log is complete
- Sign the nightly book log

TEACHER RESPONSIBILITY

- Check and monitor the nightly book log for completeness
- Encourage students to read outside of their comfort zone by reading a variety of genres

Over the course of the school year, this will build nearly 3,000 minutes of ADDITIONAL reading outside of the regular school day! The long term effects of this initiative will tremendously impact your son/daughter as an independent reader.

READING AT HOME

Parent Tips!

Great questions to ask are:

- What happened in the text?
- How do the characters interact with one another?
- What is the main idea of the story? How do you know?
- What do you predict will happen next? How do you know?
- Were your predictions correct? Why or why not?

REQUIRED AFTER SCHOOL TUTORING (MANDATORY)

Students may be required to stay after school for tutoring with a classroom teacher.

1. Families will be contacted by the Head of School and/or Principals regarding tutoring;
2. The student's teacher will inform the family which day the tutoring will take place;
3. After school tutoring is from 4pm – 5pm.

SATURDAY SCHOOL/SATURDAY ACADEMY POLICY

Throughout the school year, students who are having difficulties in Reading, Mathematics, or both, may be asked to attend a Saturday School Program in accordance with the academic calendar. School Program is MANDATORY for students who have been selected to attend. Written notice will be sent home with the student and a reminder phone call may be made in order to remind parents and guardians to get their child to school on Saturday morning. Ultimately, it is the parent or guardian's responsibility to get the child to school. If your child is not in school on Saturday, then the following disciplinary actions may be taken.

It is imperative that you make sure your child is in school on designated Saturday School sessions. If you are unsure, for any reason, then please call the Head of School and/or Principal(s) for clarification. Not knowing or forgetting is not a sufficient excuse for your child's absenteeism.

CLASSROOM RULES AND BEHAVIOR MANAGEMENT SYSTEM

Goal: To implement an effective, structured predictable system of behavioral standards and generate a positive school culture to enhance student performance.

CLASSROOM AND COMMON AREA RULES

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.

3. I will raise my hand to speak and wait to be called on.

4. I will respect my classmates, my materials and all adults.

5. I will work quietly, stay on-task and always do my personal best.

BEHAVIOR MANAGEMENT SYSTEM

Teachers will use a demerit system to track student behaviors. Each morning every student will begin with zero demerits. Any student who engages in one or more of the infractions listed below or who breaks a rule listed above will progress through a series of three demerits. If three demerits are earned in one day, a student will receive an automatic after school detention. If a student receives three demerits in one day, it will be communicated to parents from a Dean or Principal. A student who receives three or more demerits during one class will be removed from that class with a referral to the Dean. A student that earns 6 or more demerits in one day will be removed from the classroom environment for the day with a referral to the Dean and a possible recommendation for a one-day suspension.

In addition to demerits, students may also receive merits for outstanding scholarly behaviors. Accumulation of merits will result in reward and recognition to promote scholarly behavior.

Below is an example of a Demerit Log that may be modified according to individual building schedules.

Demerit Log **Date:** _____

Homeroom: Enter Homeroom Name Here **Responsible Student:** _____

Student Name	HR	Block 1	Block 2	Block 3	Lunch	Block 4	Block 5	Block 6	Dismissal	AM RR	PM RR	DEMERITS
Student Name												
Student Name												1. Off Task
Student Name												2. Not Prepared
Student Name												3. Talking
Student Name												4. Posture
Student Name												5. Refusal to Do Work
Student Name												6. Disruptive
Student Name												7. Out of Area
Student Name												8. Dishonesty
Student Name												9. Disrespectful
Student Name												
Student Name												
Student Name												
Student Name												
Student Name												Note:
Student Name												
												*Circle 3rd demerit
												and issue detention
												*Highlight student
												& send to Dean if
												6th demerit is earned
												*Turn into Dean's
												mailbox daily by 4pm

**The demerit system is implemented as a line of authority between the teacher and students. It is designed to re-direct any conduct that does not exude college preparatory behavior. The Dean, at any given time, may exercise the authority to increase the quickness, severity and/or aggressiveness of the consequence, in accordance with the student handbook.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. The school is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. The school may charge a fee for copies.

- Parents or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- The school must have written permission from the parent or eligible student in order to release any information from a student's education record. The school must have written permission from the parent or eligible student to release any information that identifies the student. However, FERPA allows the school to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

The school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of the school.

CLASSROOM CONSEQUENCES/PRE-SUSPENSION

Teaching and learning can only occur in an orderly environment. Within the classroom, teachers will provide direction, set limits, and promote self-discipline. They will be diligent in their role to create a learning environment that is neither overly permissive nor oppressive. Within that context, they will make every effort to motivate

students to learn, to redirect them when their attention or behavior falters, and to continue with instruction. This includes demerits, behavior checks, and after school detention. However, if a student demonstrates unwillingness to participate in this learning environment, he/she may be removed from the regular class setting.

CATEGORY I:
STUDENT BEHAVIORS THAT REQUIRE A ONE-DAY SUSPENSION

The following behaviors, in general, will result in a one-day suspension. Although teachers determine the consequences for misbehavior in class, the Principals and Deans will determine the appropriate consequences for repetitive behaviors in this category based on each student's discipline record.

UNRULY CONDUCT

All students must obey all adults in the school: administrator, teacher, educational assistants, secretaries, custodians, lunchroom helper, security guards, and others. Students must do what these adults ask of them. Students must not talk back to an adult. If a student does not obey the instructions and/or directions a teacher gives, his/her conduct will be considered unruly. If a teacher says to open a particular book, to write an assignment, to work with another student, to work in a group, to take a test, or to do any other class-related activity and a student refuses to do so, this is considered being unruly.

THIS POLICY IS APPLICABLE TO ALL APPROVED TRANSPORTATION SERVICES (INCLUDING THE RTA).

BEING OUT OF UNIFORM

Students must wear a uniform to school every day except when given written permission that it is a "non-uniform day."

DISORDERLY CONDUCT

Students must not break classroom or school rules. They may not keep teachers from teaching and students from learning. Students who cause a disruption in the classroom by talking, making noises, throwing objects, or otherwise distracting one or more of their classmates are engaging in disorderly conduct. If the teacher is prevented from starting an activity or lesson or has to stop what he/she is doing to try to stop the distractive behavior, then the behavior is considered disorderly. Leaving the classroom without permission and inappropriate displays of affection are also considered to be disorderly conduct.

FAILURE TO COOPERATE

Students must not refuse to cooperate with school administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules. Students must not make false statements or give false evidence. Students must not refuse to testify or otherwise cooperate with school personnel in any disciplinary proceeding.

SMOKING

Students must not smoke, have or use any kind of tobacco at school, on school grounds, or at any school-related

activities.

FALSIFICATION OF RECORDS

Students must not use the name of another person or falsify times, dates, grades, addresses, or other data on school forms or records, nor shall they provide false, misleading or inaccurate statements or information to School staff or on school forms or records, including forging of guardian signatures..

SCHOLASTIC DISHONESTY

Students must not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or the actual giving or receiving of unfair advantage on any form of academic work. Students must not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work. A student must not unlawfully duplicate, reproduce, retain, or use copyrighted material.

TRESPASSING

Students may not be on school property or in a school building except to participate in the educational process and/or the specific enrolled activity of the school. Nor may students loiter in building hallways, classroom, bathrooms, etc. Students who are suspended or expelled may not return to school without the Head of School and/or Principal(s)'specific, written permission. Students who do return to school without permission will be suspended or expelled depending upon the circumstances and the grade level.

GAMBLING

Students must not play games of cards, chance, or dice for money or other items unless these games are played as part of a special school activity.

ELECTRONIC/COMMUNICATION DEVICES

Students may bring radios, headsets, CD players, handhelds, cellular phones, mp3 players, IPODs, or other electronic communication devices for receiving and/or transmitting messages to school; however they are NEVER allowed in class during instruction. Not only will this behavior lead to the appropriate consequences, the items will be confiscated and held until a parent comes to school and retrieves the items. Students **must** give all electronic/ communication devices to appropriate personnel upon entering the school.

FAILURE TO SERVE AN ISSSUED AFTERSCHOOL DETENTION IN A TIMELY MANNER

In accordance with the Code of Conduct, students are expected to serve detentions that are issued and confirmed by the Deans and/or Principals. In the event that a student does not serve an afterschool detention in a timely manner as determined by the Dean and/or Principal, a student may be issued a one-day suspension. Parents and families are responsible for making transportation arrangements to ensure after school detentions are served in a timely manner as agreed upon with the Dean and/or Principal.

CATEGORY II:
STUDENT BEHAVIORS THAT LEAD TO MULTIPLE DAYS OF SUSPENSION

The following behaviors will, with no warning required, lead to immediate suspension. The length of the suspension will be determined by the Dean(s) and/or Principal(s) and will be based on the student's discipline record and the seriousness of the offense(s). It should be noted that automatic suspensions are not given unless an emergency removal is warranted. The Dean(s) and/or Principal(s) will investigate major breaches of student code of

conduct on a case-by-case basis, and make decisions accordingly. Repetitive violations will lead to a recommendation for expulsion, as well as violations deemed physically or mentally harmful or those requiring emergency removal at the discretion of the Dean(s) and/or Principal(s).

FIGHTING

NO PHYSICAL CONTACT. Students must not fight. They must not push, shove, or hit another with any part of their body or with any object. This offense may be grounds for expulsion.

PROFANITY OR OBSCENITY

Students must not use inappropriate words or make obscene signs. Student must not draw or show sexually explicit pictures to anyone at school. Students must not bring sexually related items (i.e. condoms) to school. Students must never curse or swear.

BEING REPEATEDLY OUT OF UNIFORM

Students, who are out of uniform, may be suspended for one school day.

STEALING

Students must not take anything that does not belong to them. Students must not have in their possession anything that has been stolen.

VIOLENT DISORDERLY CONDUCT

Students must not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear passive resistance, etc.) cause the disruption, disturbance, or obstruction of any school function, activity or event, nor shall they engage in any such conduct if such disruption or obstruction is reasonably likely to result. Students may not urge other students to engage in such conduct for the purpose of causing such disruption or obstruction. This offense may be grounds for expulsion.

GANG ACTIVITY

Gang activity is defined as "any assembly of individuals who gather together, whose purpose, the school reasonably believes is to commit anti-social behavior or to violate school policy." Students must not wear or display any clothing, jewelry, colors, or insignia that may be reasonably perceived by a teacher or administrator as evidence of membership in or affiliation with a gang or otherwise symbolizes support of a gang. Students must not use any words, phrases, written symbol or gesture, which intentionally identifies them as a member of gang or otherwise symbolizes support of a gang. Students must not try to recruit others for gangs.

DEFACEMENT OF PROPERTY

Students must not mark on, damage, break, or destroy school property or anything that belongs to someone else. Actions such as writing in school textbooks or library books; writing on desks or walls; carving into woodwork, desk, or tables; and spray-painting surfaces are actions of defacement. Students who destroy or vandalize school property will be required to pay for losses or damages. This offense may be grounds for expulsion.

DESTRUCTION OF PROPERTY

Students must not damage, break, or destroy school property or anything that belongs to someone else. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are all acts of property destruction. This offense may be grounds for expulsion.

SEXUAL MISCONDUCT
Students must not act or use any body parts or those of another in an unacceptable way. Unacceptable will be defined using a "reasonable person" standard.

HARASSMENT
Harassment of any type, including hazing and discriminatory harassment, is prohibited. Students must not engage in unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, marital status, or disability (e.g. sexual or racial comments, threat or insults, unwanted touching, etc.). See also "Sexual Harassment"

LOOK-ALIKE WEAPONS
Students must not possess, handle, or transmit any object or instrument that is a "look-alike" weapon or instrument (e.g. rubber knife, toy gun, etc.).

CATEGORY III:
STUDENT BEHAVIORS THAT LEAD TO MANDATORY SUSPENSION WITH PROBABLE RECOMMENDATION FOR EXPULSION

Students who engage in any of the behaviors in this category will be suspended for ten (10) school days with a recommendation for expulsion by the Dean(s), Principal(s) and/or Head of School to The Board of Directors (School Board).

ALCOHOL AND DRUGS
Students must not bring alcohol or drugs to school. They must not manufacture, sell, handle, possess, use, deliver, transmit or be under any influence (legal intoxication is NOT required) of any alcoholic beverage, intoxicant, or drug. Students must not inhale any chemical substance for the purpose of becoming intoxicated or under the influence. Students are permitted to bring prescribed medication to school with the permission of parent(s) and the authorization of a physician. They must not sell or give a prescribed medication to anyone at school. All prescribed medication must be submitted to the Business Office before the student goes to class. All prescribed medication must have a physician's note accompanying for dispensing and recording purposes.

PHYSICAL ASSAULT
Students must not physically attack another person. Physical assault is defined as "intentionally causing or attempting to cause harm to another through force or violence."

DANGEROUS WEAPONS
You must not possess, handle, transmit, or use as a dangerous weapon any instrument capable of harming another person. Dangerous weapons include, but are not limited to:

A **FIREARM** is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive,

incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

A **KNIFE** is defined as any cutting instrument consisting of at least one sharp blade.

DEFENSIVE WEAPONS: Chemical Mace, pepper gas, or like substances; stun gun; brass knuckles; blackjack.

ITEMS NOT DESIGNED AS A WEAPON, BUT COULD BE PERCEIVED AS A WEAPON, such as: razors, box cutters, hammers, baseball bats, metal combs of any length with a sharpened handle are strictly prohibited from school grounds.

This is not all inclusive and can be amended by the Principal(s) and/or Head of School with acceptance by the Governing Authority (School Board).

FALSE FIRE ALARMS OR BOMB REPORTS
Students must not break or pull the fire alarm at any time unless there is an emergency. They must not make bomb threats.

SEXUAL ASSAULT
Students must not sexually assault or attack another person.

ROBBERY
Students must not force or threaten someone to give them something that does not belong to them.

BULLYING, HAZING OR EXTORTION
Students must not make a person do anything they do not wish to do by using a threat of mental or physical force. Students must not engage in the act of securing or attempting to secure money or other items of value from an unwilling person. Students must not, by violence and/or intimidation or force, force another person to perform an unwilling act.

STARTING A FIRE
Students must not start a fire at school; they must not take part in any activity of burning property.

FIREWORKS AND EXPLOSIVES
Students must not handle, possess, or transmit any substance or prepared chemical that can explode or is capable of inflicting bodily injury or is reasonably likely to cause physical discomfort to another person. Students may not bring any fireworks or firecrackers to school.

BREAKING AND ENTERING
Students must not force their way into any school building.

PROGRESSION OF CONSEQUENCES
Successive or repeated acts of misconduct may result in additional suspensions or expulsion.

EXPULSION

In general, students who have had multiple suspensions and have shown little or no behavioral change toward more positive participation will be expelled. In addition, students who break a rule in Category III will be sent home for up to eighty (80) school days. However, if a firearm or knife were involved, then the expulsion may or shall (as prescribed by law) last up to one year. If there are fewer days left in the school year than the expulsion, the student will serve the remaining days of expulsion at the beginning of the next school year. If expelled, students may not come to school or any related school activities during the expulsion period, nor will they be permitted to enroll in the local school district. The Principal(s) and/or Head of School will approve all expulsions. Parents/Guardians are informed in writing of the school's intent to expel. Students and parent(s)/guardian(s) have the right to appeal this decision to the School Board or their designee.

REMOVAL (EMERGENCY REMOVAL PENDING A HEARING)

If students break the rules and cause danger or threat of danger to any person or property, the Dean(s) and/or Principal(s) will have them removed from school without warning. A hearing will take place within seventy-two (72) hours after the removal. The student, as well as anyone involved with the removal, can be present at the hearing.

CORPORAL PUNISHMENT POLICY

No school employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person, with or without an object, or unreasonable physical force that causes bodily harm. EXCEPTION: School employees may use reasonable force to restrain a student when necessary to prevent the child from injuring himself/herself, others or property, or to prevent bodily harm or death to another.

MANDATORY WITHDRAWAL

Students who have missed 105 consecutive hours of learning opportunities for any reason are subject to withdrawal from the school. Re-Enrollment may only take place with the signature of the Principal(s) and/or Head of School.

GENERAL POLICY OF PARENT INVOLVEMENT

Parent/Family/Caregiver Engagement Policy & Plan

PART I. GENERAL EXPECTATIONS

The School agrees to implement the following statutory requirements:

1. The School will put into operation programs, activities and procedures for the involvement of parents/guardians/foster caregivers ("parent" and "parents") in all of its programs, which will be planned and

operated with meaningful consultation with parents of participating children consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) and corresponding sections of Ohio Revised Code.

2. The School will work with to ensure that the required school-level parent involvement policies meet the requirements of section 1118(b) and include school-parent compacts that are consistent with section 1118(d) of the ESEA as well as requirements of Ohio Revised Code.

3. The School will incorporate this parent involvement plan into its plan developed under section 1112 of the ESEA and as required by Ohio Revised Code.

4. The School will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and reports required under section 1111 in an understandable, uniform format in a language parents understand, with alternative formats upon request.

5. The School will include any parent comments when submitting the plan for Title I, Part A to the Ohio Department of Education if the plan, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children.

6. The School will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parent involvement is spent and ensure that not less than 95 percent of the one percent goes directly to the School.

7. The School will be governed by the following statutory definition of parent involvement, and will carry out programs, activities and procedures in accordance with this definition: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

a.) that parents play an integral role in assisting their child's learning;

b.) that parents are encouraged to be actively involved in their child's education at school;

c.) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; Parent Involvement Guidance; and

d.) the carrying out of other activities, such as those described in section 1118 of the ESEA.

8. The School will inform parents and parent organizations of the purpose and existence of the Ohio Parent Information and Resource Center.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED PARENT INVOLVEMENT PLAN COMPONENTS

1. The School will take the following actions to involve parents in the joint development of its parent involvement plan under section 1112 of the ESEA:

- Ensure the parent involvement plan is easily accessible to parents
- Review the current parent involvement plan at parent meetings, including Title I meetings
- Encourage parents to provide feedback
- Use parent feedback to design strategies
- Update plan annually

2. The School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Include parents on School Improvement Planning team
- Provide information for better understanding of legal requirements, Ohio's academic standards, etc.
- Ask parents for input on the School's plans and processes through newsletters, website etc.
- Distribute parent surveys and assessments on the School improvement plans

3. The School will provide the following coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and performance:

- Collaboration with parents and guardians on matters related to parent involvement in programs supported by Title I funds
- Inclusion of appropriate roles for community based organizations and businesses in parent involvement activities
- Online grading system, Progress Book
- Adoption of model approaches to improving parent involvement at the school level
- Designating other support for parent and teacher development and training

4. The School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent involvement plan to identify the barriers to greater parent participation and to use the findings to design strategies for more effective parent involvement:

- Distribute parent surveys and questionnaires through its website
- Consider comments from interviews and conversations with parents and families
- Use results to revise parent involvement plan and design school improvement parental involvement policies

6. The School will build the School's and parents' capacity for strong parent involvement in order to ensure effective involvement of parents and the community to improve student academic achievement. The following strategies will be used:

A. The School will provide assistance to parents of children served by the School, as appropriate, in understanding topics such as Ohio's academic content standards, Ohio's student academic achievement standards, state, local, and alternate academic assessments, requirements of Title I, Part A programs, how parents monitor their child's progress, and how parents work with educators as School will:

- Provide a calendar with the School's activities (meetings, conferences, etc.) to help families in planning
- Distribute information to parents that contains easy-to-understand information on legal requirements
- Relay state assessment results through newspapers, television, newsletters, parent letters, etc.
- Inform parents of resources.

B. The School will provide materials and training to help parents work with their children to improve their children's academic achievement through:

- Strategies for assisting children at home demonstrated at parent and family meetings
- Federal and state booklets and pamphlets
- Newsletters with resources about child development, child rearing practices, and academic strategies
- School website resource links

C. The School will develop and implement a professional development plan to enhance the skills of teachers, pupil services personnel, principal, and other staff in how to reach out to parents, communicate and work with parents as equal partners, find value in the contributions of parents, implement and coordinate parent programs, and build ties between parents and the School by providing:

- Training for all staff on the importance of parent involvement

D. The School will take the following actions to ensure that information related to the school and parental involvement programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format in a language the parents can understand with alternative formats upon request:

- Distribute documents in parents' native languages
- Provide simplified explanations of federal and state laws and requirements
- Use alternate means for distribution such as newsletters, handouts, website, announcements, meetings, etc

F. The School will provide other reasonable support for parental involvement activities under Section 1118 and corresponding Ohio Revised Code as parents may request.

FUND RAISING ACTIVITIES AND PROJECTS

All fund raising activities conducted at or on behalf of the School must be approved in advance of the proposed activity by the Head of School or his/her designee. Copies of the forms and rules and regulations are available from the Treasurer. There is a potential personal liability associated with maintaining proper and accurate records, safeguarding and depositing funds and assuming responsibility for conducting and overseeing a fund raising project. Staff members are advised to carefully follow all rules, regulations and policies governing fund raising activities.

PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the students being served. Accordingly, the School establishes this parent involvement policy, which will be reviewed and approved annually by the Board and distributed to parents of children receiving Title I services. The School may:

A. involve parents in the development of the School's Title I plans and in the process of school review and improvement, if necessary;

B. provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;

C. build the schools' and parents' capacity for strong parental involvement;

D. coordinate and integrate parent involvement strategies with parent involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents and Teachers, and Home Instruction for Preschool Youngsters;

E. in consultation with parents, annually evaluate the content and effectiveness of the parent involvement policy in improving the academic quality of schools, including:

1. Identifying barriers to greater parent participation;

2. Designing strategies for more effective parental involvement; and,

3. Revising the parental involvement policy if necessary;

F. involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities will be allocated;

G. provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;

H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;

I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;

J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

K. communicate information concerning school performance profiles and their child's individual performance to parents;

L. assist parents in helping their children in achieving the objectives of the program, by such means as: ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;

M. provide timely responses to parental questions, concerns, and recommendations;

N. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;

O. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

THE SCHOOL WILL:

A. Convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parental involvement plan.

B. Meet with parents of children receiving Title I services at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.

C. Assure that parents are involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities.

D. Provide parents of participating students with:

1. timely information about the Title I program and the school's parent involvement policy;

2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels expected;

3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children,

and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.

E. The Family Contract will be given to parents prior to school opening. It describes how the parents, Staff and students will share the responsibility for improving student achievement.

F. Parents of children receiving Title I services must be notified about school parent involvement policies in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.

G. School parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the School, parents and the community for improving students achievement, the School will:

A. assist parents of children served under Title I in understanding the State's academic content and assessment standards, and in understanding how to monitor their child's progress and how to work with educators to improve their child's achievement;

B. provide materials and training to help parents work with their children to improve achievement;

C. educate teachers, pupil services personnel, and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;

D. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal programs;

E. provide such reasonable support for parent involvement activities as parents may request.

In order to build the School's capacity for parent involvement, the School may also:

A. involve parents in the development of training for teachers and administrators to improve the effectiveness of such training;

B. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;

C. train parents to enhance the involvement of other parents;

D. adopt and implement model approaches to improving parental involvement;

E. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;

F. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

20 U.S.C. §6318 et seq.; 34 C.F.R. Part 200 et seq.

TITLE I – PARENT'S RIGHT TO KNOW

In accordance with the requirement of Federal law, for each school receiving Title I funds, the School shall make sure that all parents of students 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 and subject areas they are teaching

B. whether the teacher(s) is 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 paraprofessionals providing services to their child(ren)

In addition, the parents shall be 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 to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

20 U.S.C. 6311

34 C.F.R. Part 200 et seq.

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HOMELESSNESS POLICY

Definitions:

A. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);

- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- Awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Children displaced from their housing during naturally occurring disasters:
- When children and their families are displaced from their housing as a result of a natural disaster, there is often a period of instability in which various private organizations and local, State, and Federal agencies provide assistance. The School should determine such children's eligibility for McKinney-Vento services on a case-by-case basis. In making this determination, they should take into consideration the services that are available through these other sources.
- Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs administered by the School District.

If a child or youth's living situation does not clearly fall into the situations described above, the School should consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Incarcerated children and youth and children and youth in foster care are not considered homeless.

B. Unaccompanied Youth

The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing and children and youth denied housing by their families, and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available.

C. School of Origin

The school of origin is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

II. School Liaisons For Homeless Children

The School liaison serves as one of the primary contacts between homeless families and Staff, School personnel, shelter workers, and other service providers. The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

The homeless liaison will assist, to the extent feasible, the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

Homeless students will be provided services comparable to other students in the District including:

A. transportation services;

B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;

C. programs in vocational and technical education;

D. programs for gifted and talented students;

E. school nutrition programs; and

F. before - and after-school programs;

G and referrals to health, mental health, dental, and other appropriate services.

School liaisons must ensure that:

• Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;

• Homeless students enroll in, and have full and equal opportunity to succeed in the School;

• Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;

• Enrollment disputes are mediated in accordance with the requirements of this policy; and

• Public notice of the educational rights of homeless students is disseminated to locations where they receive services.

In meeting these responsibilities, the School liaison should also collaborate with the school district special education program. The Individual with Disabilities Education Act ("IDEA")

requires that highly mobile children with disabilities, such as migrant and homeless children who are in need of special education and related services, are located, identified and evaluated. Additionally, IDEA requires that homeless preschoolers and all homeless children be included in the "Child Find" process for early identification of special education needs.

III. School Placement and Enrollment

The District shall remove barriers to the enrollment and retention of homeless students in schools in the District. Homeless students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

The School must make school placement determinations on the basis of the "best interest" of the homeless child or youth. The School must:

• Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or

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• In determining a child's or youth's best interest, the School must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian. If the School wishes to send a homeless child or youth to a school other than the school of origin or a school requested by the parent or guardian, the School must provide a written explanation of its decision to the parent or guardian, together with a statement regarding the right to appeal the placement decision. If a School is selected on the basis of a "best interest determination", it must immediately enroll the homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, medical records, proof of residency, birth certificates, or other documentation). The School must immediately contact the school last attended by the child or youth to obtain relevant academic or other records. If a child or youth needs to obtain immunizations, or medical or immunization records, the School must immediately refer the parent or guardian to the School homeless liaison, who must assist in obtaining the immunizations or records. The records must be maintained so that they are available in a timely fashion when the child enters a new school or school district.

• To the extent feasible, the School must educate a homeless child or youth in his or her school of origin, unless doing so is contrary to the wishes of the parent or guardian. The placement determination should be a student-centered, individualized determination. Factors that a School may consider include the age of the child or youth; the distance of a commute and the impact it may have on the student's education; personal safety issues; a student's need for special instruction (e.g., special education and related services); the length of anticipated stay in a temporary shelter or other temporary location; and the time remaining in the school year.

IV. Placement disputes between a School and a parent

If a dispute arises over school selection or enrollment, the LEA must immediately enroll the homeless student in the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute. Similar provisions apply to placement of unaccompanied youth.

The School must provide the parent, guardian, or unaccompanied youth with a written statement of the school placement decision and the appeal rights. The School must refer the unaccompanied youth, parent, or guardian to the School liaison, who must expeditiously carry out the dispute resolution process.

The School should consider the following strategies for effectively resolving school enrollment disputes:

1. Disputes should be resolved at the district level rather than the school level;

2. When inter-district issues arise, representatives from all involved districts and the SEA should be present to resolve the dispute;

3. A State-level appeal process, involving the State coordinator, should be available for appeals of district-level decisions and resolution of inter-district disputes;

4. The dispute resolution process should be as informal and accessible as possible, and allow for impartial and complete review;

5. Parents, guardians, and unaccompanied youth should be able to initiate the dispute resolution process directly at the school they choose, as well as at the district or LEA homeless liaison's office;

6. States should establish timelines to resolve disputes at the local and State level;

7. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their position;

8. Students should be provided with all services for which they are eligible while disputes are resolved;

9. Written notice should be complete, as brief as possible, simply stated, and provided in a language the parent, guardian, or unaccompanied youth can understand. The notice should include:

a. Contact information for the School homeless liaison and State coordinator, with a brief description of their roles;

b. A simple, detachable form that parents, guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process. (The School should copy the form and return the copy to the parent, guardian or youth for their records when it is submitted);

c. A step-by-step description of how to dispute the School's decision;

d. Notice of the right to enroll immediately in the school of choice

pending resolution of the dispute;

e. Notice that "immediate enrollment" includes full participation in all school activities;

f. Notice of the right to appeal to the State if the district-level resolution is not satisfactory; and

g. Timelines for resolving district- and State-level appeals.

V. Prohibition Against Segregation

Homelessness alone is not sufficient reason to separate students from the mainstream school environment. Services provided with McKinney-Vento Act funds must not replace the regular academic program and must be designed to expand upon or improve services provided as part of the School's regular academic program.

- If a State receives funds under the McKinney-Vento program, every district in that State – whether or not it receives a McKinney-Vento sub grant from its SEA – is prohibited from segregating homeless students in separate schools or in separate programs within schools, based on the child's or youth's status as homeless.
- Schools may not provide services with McKinney-Vento funds on school grounds in settings that segregate homeless children and youth from other children and youth [except as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youth].

VI. Transportation

At the request of the parent or guardian (or, in the case of an unaccompanied youth, the liaison), transportation shall be provided to or from the "school of origin" in accordance with the following requirements:

- If the homeless child or youth continues to live in the area in which the school of origin is located, that School must provide or arrange for the child's or youth's transportation to or from the school of origin.

- If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

VII. Comparable and Coordinated Services

The School must provide services to each homeless child and youth that is comparable to services offered to other students in the School. Homeless children are also entitled to participate in the regular after-school program provided by the School, and the School must address all barriers to their full participation in these programs. If no after-school programs are provided by the school or the programs provided do not meet the needs of homeless children, McKinney-Vento funds may be used for after-school services for homeless children, and for non-homeless children who are at risk of failing in, or dropping out of, school. The School must provide comparable services to a homeless student who does not attend a Title I school. School must reserve funds for homeless children who do not attend participating Title I schools and may, for instance, provide support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to effectively take advantage of educational opportunities.

42 U.S.C. 11431 et seq.

Education for Homeless Children and Youth Program, Title VII-B of the

McKinney-Vento Homeless Assistance Act, As Amended by the No Child Left

Behind Act of 2001 Non-regulatory Guidance

See **Appendix 297-A** Identification of Homeless or Unaccompanied Youth

Enrollment and Decision Appeal Form.

Grandparent Caretaker Policy

A grandparent with a grandchild living with them may enroll the grandchild in the School pursuant to the Admission and Lottery Standards Policy No. 241. Such grandparent must provide a Power of Attorney and a Caretaker Authorization Affidavit.

A. Power of Attorney

A Power of Attorney is created by a parent, guardian or custodian of any student of the school, and grants to the grandparent of the child with whom the child is residing any of the parent's, guardian's or custodian's rights or responsibilities regarding the care, physical custody and control of the child, including the ability to enroll the child in school, to obtain from the school district educational and behavioral information about the child, to consent to all school-related matters regarding the child, and to consent to medical, psychological or dental treatment for the child. A Power of Attorney does not convey legal custody of the grandchild to the grandparent and does not affect the rights of a parent, guardian or custodian in any future proceedings.

B. Caretaker Authorization Affidavit

A Caretaker Authorization Affidavit may be executed by a grandparent who has made reasonable attempts to locate and contact both of the child's parents or the child's guardian or custodian, but has been unable to do so. The Caretaker Authorization Affidavit gives the grandparent the authority to exercise care, physical custody and control of the child, including authority to enroll the child in school; discuss with the school the child's educational progress; consent to all school-related matters regarding the child; and consent to medical, psychological or dental treatment for the child.

C. The execution of a Power of Attorney or Caretaker Authorization Affidavit for the purpose of enrolling the child in a school or school district so that the child may participate in the academic or inter-scholastic athletic programs provided by the school or school district is prohibited. Such falsification is a first degree misdemeanor, and voids the Power of Attorney or Caretaker Authorization Affidavit.

D. Both the Power of Attorney and the Caretaker Authorization Affidavit terminate after the following events:

- expiration of one year after execution;
- termination of the child's residence with the grandparent;
- termination by the court; or
- death of the grandparent.

R.C. 3109.52; 3109.65

Migrant Students

In order to obtain funding under Title I, Part C, federal law mandates that the School adopt high quality and comprehensive educational programs for its migrant students to help reduce the educational problems that result from repeated moves.

The School will ensure that its migrant students are provided with educational services that address their special needs.

The School will ensure that its migrant students are provided with the opportunity to meet the state's academic achievement standards.

The School will design and/or adopt programs that help its migrant students overcome educational disruption, cultural and language barriers, social isolation, health related problems and other factors that inhibit their ability to learn and to prepare them for post secondary education and/or employment.

20 U.S.C. §6391(1); NCLB §1301(1)

20 U.S.C. §6391(3); NCLB §1301(3)

20 U.S.C. §6391(4); NCLB §1301(4)

20 U.S.C. §6391(5); NCLB §1301(5)

PARENTAL REVIEW OF INSTRUCTIONAL MATERIALS

The School shall make available for review by parents, upon a reasonable request, any instructional material used as part of the educational curriculum for students. "Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic format or digital formats (such as materials accessible through the internet). The term does not include academic tests or academic assessments.

20 U.S.C. §1232h.

ADEQUATE YEARLY PROGRESS

The School will annually review the progress of the School using state academic assessments and other indicators described in the state plan to determine whether the School is making adequate yearly progress.

The School will publicize and disseminate the results of the School's annual review to the parent of its students, teachers, the principal, and the community to enable the teachers, the principal, and the community to continually refine the program of instruction to help all children meet the state's academic standards.

20 U.S.C. §6316(a)(1)(A); NCLB §1116(a)(1)(A)

20 U.S.C. §6316(a)(1)(c); NCLB §1116(a)(1)(c)

RELIGION IN THE SCHOOLS

Religious belief and disbelief are matters of personal consideration rather than governmental authority and that the students of this School are protected by the First Amendment from the establishment of religion in the schools. Accordingly, no devotional exercises or displays of a religious character will be permitted at the School in the conduct of any program or activity under the jurisdiction of the School, nor shall instructional activities be permitted to advance or inhibit any particular religion or religion generally.

An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board of Directors (School Board) and school administration acknowledge the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the School. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the students of the School, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

Accordingly, no student shall be exempted from attendance in a required course on the grounds that the instruction therein interferes with the free exercise of his/her religion.

SCHOOL PRAYER

Any other policy of this School notwithstanding, the School shall not prevent a student from participating in or deny a student the ability to participate in constitutionally protected prayer.

20 U.S.C. §7904(b); NCLB §9524(b)

RIGHTS OF INDIVIDUALS WITH DISABILITIES

It is the policy of the School that no otherwise qualified person 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 sponsored by the School.

As used in this policy "individual with a disability" means a person who has, or had, or is regarded or was regarded as having, a disabling condition; "disabling condition" means a physical or mental impairment that substantially limits one or more of a person's major life activities and includes specific learning disabilities.

Notice of the School's policy on non-discrimination in employment and education practices shall be given in this Policy manual, posted in the School, and published in any School statement regarding the availability of employment positions or special education services.

EMPLOYMENT

No employee or candidate for employment shall be discriminated against in recruitment, employment, promotion, training, or transfer solely because of his/her disabling condition.

No candidate for employment shall be required to answer a question regarding a disabling condition and no such candidate will be discriminated against on the basis of a disabling condition that is not directly related to the essential functions of the position for which she/he has applied.

Reasonable modifications in scheduling and the allocation of duties, not directly affecting the instructional program, shall be made to accommodate employment conditions to the needs of individuals with disabilities.

FACILITIES

Barrier free access to School facilities or an alternative means of providing services shall be provided as required by law so that no individual with a disability is excluded from participation in a School program solely by reason of

his/her disability. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

PROGRAM

All reasonable efforts shall be made to serve the School's special needs children eligible for special education and/or related services in accordance with the School's Special Needs policy. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier free facilities comparable to those provided for non-disabled students. To the maximum extent appropriate to the student's disability, a disabled student shall be placed in an educational setting with non-disabled or less severely disabled students.

No student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the students of the School.

The due process rights of disabled students and their parents will be rigorously enforced.

SECTION 504

It is the intent of the School to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended (29 USC 794), are identified, evaluated, and provided with appropriate educational services. Students may be identified as handicapped under Section 504 even though they are not eligible to receive services under the Individuals with Disabilities Act.

The Intervention Specialist or his/her designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

PROCEDURES

The School shall annually adopt procedures for the Education of Children with Disabilities as approved by the Ohio Department of Education Office of Exceptional Children.

20 USC 1412; 34 CFR 300.220.

POSITIVE BEHAVIOR INTERVETNION AND SECLUSION AND RESTRAINT

The school has adopted the State of Ohio's model school policy for the use of positive behavior intervention supports and the use of restraint and seclusion in schools.

OAC 3301-35-15

CHILD ABUSE AND NEGLECT

Because of their sustained contact with school-age children, teachers and other School employees are in a position to identify abused or neglected children. The School requires that every teacher, counselor, psychiatrist, nurse or administrator complete at least four hours of in-service training in child abuse prevention, violence, and substance abuse and the promotion of positive youth development within two years of commencing employment in the School, and every five years thereafter. The School shall maintain records of staff participation in in-service child abuse detection.

To comply with Section 2151.421 of the Ohio Revised Code, any School teacher, School employee or employee assigned to the School, or School authority who knows or suspects that a student under eighteen years of age (or a mentally retarded, developmentally disabled, or physically impaired student under twenty-one (21) years of age) has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the student shall immediately report that knowledge or suspicion, by telephone or in person, to the local county Children's Services Board or, if the student is not a resident of the local county, to the public children's services agency or a municipal or county police officer of the county in which the student resides. S/He shall also notify the Deans, Principals and/or Head of School.

If the agency or officer receiving the report requests a written report, the Deans, Principals and/or Head of School shall provide a written report containing the following information:

1. The names and addresses of the student and the student's parents or the person or persons having custody of the student, if known;
2. The student's age and current condition;
3. The nature and extent of the student's known or suspected injuries, abuse, or neglect, or of the known or suspected threat of injury, abuse, or neglect, including any evidence of previous injuries, abuse, or neglect; and
4. Any other information that might be helpful in establishing the cause of the known or suspected injury, abuse, or neglect, or of the suspected threat of injury, abuse, or neglect.

In addition, the Deans, Principals and/or Head of School or his/her designee may take color photographs of areas of trauma visible on the student and include them with the written report.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. Information concerning alleged child abuse of a student is confidential information and is not to be shared with any unauthorized person. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

The Deans, Principals and/or Head of School or his/her designee should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be reported to the Deans, Principals and/or Head of School who will investigate and take appropriate action in accordance with Board directives.

Anyone making a report under 2151.421 of the Ohio Revised Code is presumed to be acting in good faith and is immune from any civil or criminal liability that might otherwise result from making the report. A report made under this section is confidential as set forth in 2151.421 of the Ohio Revised Code. No person may disclose the contents of any report made under this section except as provided above.

Failure to make a report required by this section, or unauthorized disclosure of the contents of a report made under this section, may result in disciplinary action against the employee.

R.C. 2151.421; R.C. 3319.073; OAC 3301-57-01.

TECHNOLOGY AND INTERNET ACCEPTABLE USE

The use of technology and computer resources at the School is a revocable privilege. Failure to abide by this policy may render you ineligible to use the School's computer facilities and may bring additional disciplinary action.

Students are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, e-mail, apps and social media and all other similar networks and devices. Students are expected to be responsible and use Technology to which they have accessed appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, e-mail, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community, is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.).

Unacceptable uses of Technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; using other users' e-mail addresses and passwords.

2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law. This behavior is punishable both on and off campus.

3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Student Code of Conduct. A good rule to follow is to never view, send or access materials that you would not want your instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to their instructors immediately.

4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.

5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.

6. Damaging Technology devices, computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).

7. Using the Technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods of services for personal use, and includes, but is not limited to, the following:

a. any activity that requires an exchange of money and/or credit card numbers;

b. any activity that requires entry into an area of service for which the School will be charged a fee;

c. any purchase or sale of any kind; and

d. any use for product advertisement or political lobbying.

8. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using Technology and the Internet. Common sense should prevail. The use of the School computer network system should be in support of education and research, consistent with the educational mission or objectives of the School and in accordance with federal law, Ohio law and the Student Code of Conduct.

Students have no expectation of privacy with respect to the use of Technology, the Internet, intranet or e-mail. Maintenance and monitoring of the School network system may lead to the discovery that a student has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct or the law may result in severe penalties, up to and including expulsion.

The School makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the School technology system will be error-free or without defect. The School will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The School is not responsible for the accuracy or quality of the information obtained through or stored on the School system. The School will not be responsible for financial obligations arising through the authorized use of the system.

In accordance with the Children's Internet Protection Act ("CIPA"), the School has placed a filer on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The School blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks.

ELECTRONIC COMMUNICATION DEVICES

While on School property, in a School vehicle, or while attending School-sponsored or School-related activities, whether on or off School property, Students shall be permitted to possess and use electronic communication devices, including, but not limited to, cellular phones, CD/MP3/DVD players, video recorders, personal video games, personal data devices or other devices deemed to be distractive, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process, or educational mission including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the student to do otherwise, devices shall be turned off and operated only before and after the regular school day.

When Students violate this prohibition, they shall be subject to disciplinary action, including but not limited to losing the privilege of bringing the device onto School property. In addition, an administrator may confiscate the device, which shall only be returned to the Student's Parent. All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the School becomes aware of other misuse of the device, or, has a reasonable suspicion of other violations of School policy, the Student may be disciplined for additional violations of this or other School policies. In other words, a Student loses his/her privacy rights in the device and information contained in the device, once a School policy is violated and the device confiscated so long as the School has a reasonable suspicion of misuse.

2. Students are responsible for devices they bring to School. The School shall not be responsible for loss, theft, or destruction of devices brought onto School property.

3. Students shall comply with any additional rules developed by the School concerning appropriate use of electronic communication devices. Students are given the opportunity to turn in their electronic devices at the beginning of each school day.

4. Students shall not utilize an electronic communication device in a manner that would violate the School's Technology and Internet Acceptable Use Policy or its Student Code of Conduct.

5. Examples of types of prohibited behavior involving electronic communication devices include, but are not limited to :

    a. text messaging on or off School Property during School hours;

    b. using digital cameras or camera phones to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another person via email, to another camera phone or by posting it on the web;

    c. using digital cameras, camera phones, or any other device to cheat on examination;

    d. playing digital games or apps;

    e. using digital cameras, camera phones, or any other device to harass or bully another

    f. accessing social media.

See also Policy No. 232 Technology and Internet Acceptable Use; Policy No. 271 Student Code of Conduct.

ADMISSION AND LOTTERY STANDARDS

School Enrollment Guidelines will be as follows:

1. The k-12 is open to any student, age five to twenty-two, who is entitled to attend school in the State of Ohio, free of tuition. The k-8 school is open to any student, age five to fifteen, who is entitled to attend school in the State of Ohio, free of tuition.
    a. An individual younger than five years of age on or after September 15 of the current school year may not be enrolled for that current school year.

2. No student shall be denied admission to the school on the basis of race, creed, color, gender, sexual orientation, religion or ancestry, national or ethnic origin, disability, intellectual ability, measures of achievement or aptitude, athletic ability, or any other grounds.
3. Enrollment eligibility is not to exceed the capacity of the school's programs, classes, grade levels, or facilities.
4. Admission to the school may be limited to students who have attained a specific grade level or are within a specific age group as outlined in the School's sponsorship contract; to students that meet a definition of "at-risk," as defined in the contract; to residents of a specific geographic area within the district, as defined in the contract; or to separate groups of autistic students and nondisabled students, as authorized in section 3314.061 of the Revised Code and as defined in the contract.
5. Admission to the school is dependent on the successful completion of all required steps and documentation of the admissions process.

Families must complete and submit the application and all required documents to the School's admissions office. Failure to do so in a timely manner may disqualify a child's enrollment into the school. Upon receipt of application, a number is assigned to the student, and the information is entered into the student enrollment data system.

Enrollment documentation is required as follows (as documented on the Documentation Check List provided to the parent/guardian):

- Student's Original Birth Certificate or Passport with appropriate seals, or other valid proof of date of birth
- Signed Parent Release Form for obtaining student's previous School Records
- Student's Immunization Records (including most recent required immunizations)
- Proof of Residency (lease, mortgage, current within 90 days as per utility bill, bank statement, current credit card statement with name/address, current paystub, or confirmation of address change from Post Office, or other valid proof of residency)
- Emergency Medical Form
- Free and Reduced Lunch Verification (if applicable)
- Completed Enrollment Packet
- Most current IEP or ETR (if applicable)
- Notarized or Original Court-Approved Custody papers (if applicable)

The application review and acceptance process is as follows:

1. The enrollment window ends on the date reflected on the designated application at 5:00 p.m. local time.
2. Hereafter, all applications for each grade are counted.
3. The number of seats available and the number of applications will be compared.
4. Currently enrolled students are placed first.
5. Enrollment preference is given to students residing in the district where the School is located and to siblings of placed students.
6. After current students and siblings and students residing in the district where the School is located are placed, the number of vacancies is confirmed.
7. Enrollment preference is given to children of full-time staff members employed by the School, provided the total number of students receiving this preference is less than five per cent of the school's total enrollment. If the number of students eligible for this preference exceeds five per cent of the school's enrollment, students are admitted by random lottery according to the Lottery Process (below).
8. After current students and siblings, and students residing in the district, and children of full-time employees of the School are placed, the number of vacancies is confirmed.
9. If there are fewer applications at any one grade level than there are vacant seats, all of the applicants that are left will be enrolled. However, if there are more applications than there are available seats at any one grade level, a Lottery will be held.

A Lottery Process will be utilized to ensure that children in the School receive a fair and equitable opportunity to enroll in and attend the school. The Governing Authority has created Lottery Process guidelines as follows:

The Lottery Process

The lottery drawing date will be publicized and the drawing conducted in public so that parents can observe the process and assure its transparency. At least two independent observers will also be present at the drawing; one of these observers will draw the lottery results.

1. The lottery is a system of random selection of applications that identifies students for enrollment in vacant seats. It also generates the school's wait list. The lottery and wait list are separated by age group or grade level.
2. After all current students and their siblings are placed, and students residing in the district where the School is located are placed, and children of full-time employees of the School are placed, all other completed and accepted applications submitted during the enrollment period, including applicants currently on a wait list, are publicly drawn by a disinterested third party in random order until capacity is reached.
    a. Special needs and ELL students are included in the lottery process.
3. Names are drawn from each grade level envelope, beginning with the lowest grade.
4. The selected students are placed on a list assigning them to the appropriate grade by the independent observers.
5. If a selected student has any siblings applying for that grade or any other grade at the School, the siblings are automatically accepted and placed in the appropriate grade if there is space available. If there is no space due to the grade(s) being full, the siblings are placed on the wait list.
6. The process continues until every child who has applied is either placed in an open seat or is assigned to the wait list. Applicants on a wait list prior to the lottery will retain their original position on the wait list.
7. Parents will receive written notice of the lottery results within 10 calendar days of the drawing. They must accept their child's placement within 10 calendar days of being notified. Parents must provide all documentation from the Document Check List (above) by a given due date before their child can begin attending the school. If documentation is not provided by the due date, the child will no longer be considered eligible and the seat will be offered to the next student on the waitlist.
8. Wait List: The wait list will remain in effect for the entire school year or until all students have been placed. Throughout the year, new applicants to grades for which there is a waitlist will be placed on the list and placed in the order in which their applications were received. If a parent refuses their child's assigned placement, they are removed from the wait list, and the next name on the wait list is called.

RECORDS UPON ENROLLMENT

Newly enrolled student records:

1. Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended.

2. If the records are not received within 5 business days, a second request will be made and the school personnel will contact the school directly.

3. If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; or (5) an attested transcript of a hospital record showing the date and place of birth of the child, the school administrator will contact the school directly, then the Deans, Principals or

Head of School will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

Requests for student records:

1. Upon receipt of a request for student records, the School will comply within 3 business days.

2. Copies of the student's records will be made and kept on file.

R.C. 3313.672

STUDENT ASSESSMENT

The School shall comply with the Ohio assessment and graduation requirements of R.C. §3301.0710 and .0711. The Principals and/or Head of School shall be responsible for all testing procedures. Additionally, the School shall comply with diagnostic assessment requirements of ORC 3313.608(B)(1) for students in grades Kindergarten through Third.

PREVIOUSLY HOME-SCHOOLED STUDENT TESTING POLICY

Previously home–schooled students enrolling at the School will be given a diagnostic test in order to determine the appropriate grade level placement. Although the age of the student is considered, the School is committed to setting high standards for students and is not a proponent of social promotion.

The school 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.

ATTENDANCE/TRUANCY/WITHDRAWAL

Attendance/Truancy/Withdrawal

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in policy no. 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

ATTENDANCE, ABSENCE AND TRUANCY POLICY

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Important learning results from active participation in classroom and other School activities, which cannot be replaced by individual study.

The School is committed to helping students develop a high quality work ethic, which will be a significant factor in their success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their School careers.

TRUANCY

A "habitual truant" is a child of compulsory school age who is absent without legitimate excuse for thirty or more consecutive school hours, forty-two or more school hours in one school month, or seventy-two or more school hours in a school year.

A child is "excessively absent" if he or she is absent, with or without excuse, for thirty-eight or more hours in one school month or sixty-five or more school hours in one school year.

Ohio law demands that any student who, without legitimate excuse, fails to participate in **72** consecutive hours of learning opportunities offered to the student by the School shall be automatically removed from enrollment at the School. The School will provide notice of such a removal to the student, the student's parent/guardian, the public school district in which the student's parent/guardian resides and any other agency required by law.

The School shall attempt to address student attendance problems through a variety of prevention and intervention strategies. These measures may include, but are not limited to, the following:

1. Assignment of student to an Absence Intervention Team, who will work with the student and the student's parent/guardian to develop an appropriate intervention plan;

2. Notification to the student's parent/guardian within seven (7) days of an absence triggering a determination of 'habitual truancy' or 'excessive absences';
3. Offering counseling and community resource guides to the student and the family of a student with attendance/truancy problems;
4. Requiring the parent/guardian to contact the School to discuss the student's absences;
5. Giving a student and his/her parent/guardian written notice of the possible legal consequences of truancy; and/or
6. Referring the matter to the local juvenile court for consideration;

The School will endeavor to work cooperatively with the local juvenile court and other appropriate state and local agencies to deal with the issue of excessive absences and habitual truancy. The School will assure:

1. The attendance policy will be issued annually to parents/guardians (parents/guardians are asked to acknowledge receipt of the policy in writing);
2. The School will maintain a "flagging" system to identify students who may become excessively absent or habitually truant before they meet the mandatory timelines for classification as such. Parent/Guardians of these students are to be informed of the concern and consequence of such absenteeism;
3. An attendance officer is appointed for the School. This attendance officer will oversee the Absence Intervention Teams, strategies, plans and processes. This person may also be subpoenaed to Court to verify and testify should there be questions about attendance issues;
4. The School shall designate an Attendance Intervention Team comprised of at least two representatives of the School who will work together with students and parents on absence intervention plans, strategies and efforts;
5. The parent/guardian of a student with attendance/absence/truancy issues will be invited to participate as a member of the Absence Intervention Team that is assigned to that student;
6. Letters of notification and warning will be sent by USPS mail, electronic mail or other manner requested by the to the parent/guardian of each excessively absent or habitual truant; and
7. The School will ensure that all required reports are made when a child meets the habitual truant or excessive absence standard.

Teachers are encouraged to consult with the PRINCIPAL about a student's attendance problems and to suggest to students and their parents that more formal intervention may become necessary.

EXCUSED ABSENCES

Students may be excused from the School for one of the following reasons and will be provided an opportunity to make-up missed School work and/or tests:

1. Personal illness but not illness in the family unless the circumstances are approved by the PRINCIPAL;
2. Death in the immediate family;
3. Bona-fide religious holiday;
4. Professional appointments that cannot be scheduled at non-school times;
5. Pursuant to an age and schooling certificate; or
6. Absences approved by the PRINCIPAL for good cause.

Students with a health condition that causes repeated absence are to provide the School's office with an explanation of the condition from a registered physician.

The parent/guardian of a minor student must provide an explanation for his/her child's absence by no later than 9:00 a.m. on the day of the absence or send a note the following day. The parent/guardian is to call the School's office [and explain the reason for the absence]. If the absence can be foreseen (the "good cause" must be approved by the PRINCIPAL), the parent/guardian should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work.

Students who are excusably absent for more than ten (10) days in a grading period, regardless of the reasons, may be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parent/guardian may be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Students that miss more than 15 days of school, whether excused or unexcused, may be retained in their grade for the following academic year if their academic progress is negatively impacted by the absences. Exceptions to this rule are at the discretion of the principal/superintendent.

EXCUSABLE, NON-APPROVED ABSENCE

If a student is absent from the School because for a legitimate reason as detailed above, which reason is explained in writing by the parent/guardian within a reasonable time after the absence, the classification of the absence will be changed from 'unexcused' to 'excused' and the student will be given the opportunity to make up the schoolwork that is missed to the extent practicable.

UNEXCUSED ABSENCES

Any student who is absent from the School for all or any part of the day without a legitimate excuse will be considered truant for the actual amount of time absent, rounded to the nearest hour, and the student and his or her parent/guardian will be subject to the truancy laws of the State. Students may be precluded from making up school work that is missed during a period of truancy.

NOTIFICATION OF ABSENCE

If a student is going to be absent, the parent should contact the School by 9:00 a.m. and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of schoolwork such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

The skipping of classes or any part of the School day is considered an unexcused absence and no make-up of class work will be permitted.

TARDINESS

A student who is not in his/her assigned location by the start of the school day shall be considered tardy. Any student arriving late to the School is to report to the School's office before proceeding to class. If a student misses any part of the instructional school day, his/her attendance is affected. The actual time that a student is tardy will be recorded to the nearest hour and the total amount of time that a student is tardy is considered in determination of excessive absences and habitual truancy.

A academic record of a student who is tardy 15 or more times during the school year may be automatically reviewed to determine whether the student is academically prepared for promotion to the next grade level.

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of the School for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the PRINCIPAL and the student's teacher(s) to secure approval and make necessary arrangements. Approval of absences for vacations is in the sole discretion of the Principal and is not automatic. A student who has been excessively absent or habitually truant is not likely to receive approval for a vacation-related absence. If approval is given, it may be possible, at the discretion of each teacher, for the student to receive certain assignments that are to be completed during the trip.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK FOR EXCUSED ABSENCES

Students who are excusably absent from School shall be given the opportunity to make-up work that has been missed.

Students will be given the number of days of excused absence within which to make-up work. Students will not be given an exemption from making up any work or classroom assessments that were given unless excused by the teacher.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The School encourages students to attend as many School events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build School spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as non-participants are properly safeguarded, it is strongly advised that a parent or adult chaperone accompany students when they attend the event.

The School will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at School events, regardless of the location. Student behavior may prohibit attendance at school events.

Child Find

The School supports and complies with all applicable federal and state laws, procedures and policies regarding the School's child find responsibilities. The School will conduct all child find activities for students who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law to be released).

Pursuant to Ohio law, the School is required to perform the same child find duties as city, local, exempted village school districts, and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts.

Attendance/Truancy/Withdrawal

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in policy no. 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School

facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

ATTENDANCE, ABSENCE AND TRUANCY POLICY

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Important learning results from active participation in classroom and other School activities, which cannot be replaced by individual study.

The School is committed to helping students develop a high quality work ethic, which will be a significant factor in their success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their School careers.

TRUANCY

A "habitual truant" is a child of compulsory school age who is absent without legitimate excuse for thirty or more consecutive school hours, forty-two or more school hours in one school month, or seventy-two or more school hours in a school year.

A child is "excessively absent" if he or she is absent, with or without excuse, for thirty-eight or more hours in one school month or sixty-five or more school hours in one school year.

Ohio law demands that any student who, without legitimate excuse, fails to participate in **72** consecutive hours of learning opportunities offered to the student by the School shall be automatically removed from enrollment at the School. The School will provide notice of such a removal to the student, the student's parent/guardian, the public school district in which the student's parent/guardian resides and any other agency required by law.

The School shall attempt to address student attendance problems through a variety of prevention and intervention strategies. These measures may include, but are not limited to, the following:

7. Assignment of student to an Absence Intervention Team, who will work with the student and the student's parent/guardian to develop an appropriate intervention plan;
8. Notification to the student's parent/guardian within seven (7) days of an absence triggering a determination of 'habitual truancy' or 'excessive absences';
9. Offering counseling and community resource guides to the student and the family of a student with attendance/truancy problems;

10. Requiring the parent/guardian to contact the School to discuss the student's absences;
11. Giving a student and his/her parent/guardian written notice of the possible legal consequences of truancy; and/or
12. Referring the matter to the local juvenile court for consideration;

The School will endeavor to work cooperatively with the local juvenile court and other appropriate state and local agencies to deal with the issue of excessive absences and habitual truancy. The School will assure:

8. The attendance policy will be issued annually to parents/guardians (parents/guardians are asked to acknowledge receipt of the policy in writing);
9. The School will maintain a "flagging" system to identify students who may become excessively absent or habitually truant before they meet the mandatory timelines for classification as such. Parent/Guardians of these students are to be informed of the concern and consequence of such absenteeism;
10. An attendance officer is appointed for the School. This attendance officer will oversee the Absence Intervention Teams, strategies, plans and processes. This person may also be subpoenaed to Court to verify and testify should there be questions about attendance issues;
11. The School shall designate an Attendance Intervention Team comprised of at least two representatives of the School who will work together with students and parents on absence intervention plans, strategies and efforts;
12. The parent/guardian of a student with attendance/absence/truancy issues will be invited to participate as a member of the Absence Intervention Team that is assigned to that student;
13. Letters of notification and warning will be sent by USPS mail, electronic mail or other manner requested by the to the parent/guardian of each excessively absent or habitual truant; and
14. The School will ensure that all required reports are made when a child meets the habitual truant or excessive absence standard.

Teachers are encouraged to consult with the PRINCIPAL about a student's attendance problems and to suggest to students and their parents that more formal intervention may become necessary.

EXCUSED ABSENCES

Students may be excused from the School for one of the following reasons and will be provided an opportunity to make-up missed School work and/or tests:

7. Personal illness but not illness in the family unless the circumstances are approved by the PRINCIPAL;
8. Death in the immediate family;
9. Bona-fide religious holiday;
10. Professional appointments that cannot be scheduled at non-school times;
11. Pursuant to an age and schooling certificate; or
12. Absences approved by the PRINCIPAL for good cause.

Students with a health condition that causes repeated absence are to provide the School's office with an explanation of the condition from a registered physician.

The parent/guardian of a minor student must provide an explanation for his/her child's absence by no later than 9:00 a.m. on the day of the absence or send a note the following day. The parent/guardian is to call the School's office [and explain the reason for the absence]. If the absence can be foreseen (the "good cause" must be approved by the PRINCIPAL), the parent/guardian should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work.

Students who are excusably absent for more than ten (10) days in a grading period, regardless of the reasons, may be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parent/guardian may be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Students that miss more than 15 days of school, whether excused or unexcused, may be retained in their grade for the following academic year if their academic progress is negatively impacted by the absences. Exceptions to this rule are at the discretion of the principal/superintendent.

EXCUSABLE, NON-APPROVED ABSENCE

If a student is absent from the School because for a legitimate reason as detailed above, which reason is explained in writing by the parent/guardian within a reasonable time after the absence, the classification of the absence will be changed from 'unexcused' to 'excused' and the student will be given the opportunity to make up the schoolwork that is missed to the extent practicable.

UNEXCUSED ABSENCES

Any student who is absent from the School for all or any part of the day without a legitimate excuse will be considered truant for the actual amount of time absent, rounded to the nearest hour, and the student and his or her parent/guardian will be subject to the truancy laws of the State. Students may be precluded from making up school work that is missed during a period of truancy.

NOTIFICATION OF ABSENCE

If a student is going to be absent, the parent should contact the School by 9:00 a.m. and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of schoolwork such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

The skipping of classes or any part of the School day is considered an unexcused absence and no make-up of class work will be permitted.

TARDINESS

A student who is not in his/her assigned location by the start of the school day shall be considered tardy. Any student arriving late to the School is to report to the School's office before proceeding to class. If a student misses any part of the instructional school day, his/her attendance is affected. The actual time that a student is tardy will be recorded to the nearest hour and the total amount of time that a student is tardy is considered in determination of excessive absences and habitual truancy.

A academic record of a student who is tardy 15 or more times during the school year may be automatically reviewed to determine whether the student is academically prepared for promotion to the next grade level.

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of the School for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the PRINCIPAL and the student's teacher(s) to secure approval and make necessary arrangements. Approval of absences for vacations is in the sole discretion of the Principal and is not automatic. A student who has been excessively absent or habitually truant is not likely to receive approval for a vacation-related absence. If approval is given, it may be possible, at the discretion of each teacher, for the student to receive certain assignments that are to be completed during the trip.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK FOR EXCUSED ABSENCES

Students who are excusably absent from School shall be given the opportunity to make-up work that has been missed.

Students will be given the number of days of excused absence within which to make-up work. Students will not be given an exemption from making up any work or classroom assessments that were given unless excused by the teacher.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The School encourages students to attend as many School events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build School spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as non-participants are properly safeguarded, it is strongly advised that a parent or adult chaperone accompany students when they attend the event.

The School will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at School events, regardless of the location. Student behavior may prohibit attendance at school events.

72 Hour Rule and Automatic Withdrawal

The Schools shall adhere to the requirements of Ohio Revised Code Section 3314.03(A)(6)(b) regarding automatic withdrawal of students for seventy-two (72) hours of consecutive non-participation in offered learning opportunities in its entirety, and that this policy is adopted for such purpose.

Effective November 2, 2018, the Schools shall automatically withdraw a student from the School if the student fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the student by the Schools, without a legitimate excuse.

Missing and Absent Children

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

A student at the time of his/her initial entry to school shall present to the person in charge of admission any records given to him/her by the elementary or secondary school s/he most recently attended and a certification of birth* issued pursuant to Section 3705.05 of the Ohio Revised Code or in lieu of a birth certificate, birth documentation may include:

1. A passport or attested transcript thereof filed with the registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. An attested transcript of the certificate of birth;
3. An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;

4. An attested transcript of a hospital record showing the date and place of birth of the child; or
5. A birth affidavit.

If the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within a reasonable time, or within fourteen (14) days of the date of request, or if the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Head of School or his/her designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

The primary responsibility for supervision of a student resides with his/her parent(s)/guardian(s). The staff provides as much assistance as is reasonable to the parent(s)/guardians(s) with this responsibility.

The Head of School or his/her designee will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The Head of School or his/her designee will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, parents, and community members relative to missing children issues and matters are available from the Head of School or his/her designee, including information regarding the fingerprinting program. The Head of School's or his/her designee's informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Head of School or his/her designee is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her when the student is absent from school. The parent or other responsible person. shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session.

2. If a parent fails to call the School as prescribed in Part A, School personnel will call the parent to inform him/her of the student's absence.

3. In those cases where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

*May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

R.C .§109.65; R.C §.3313.96; R.C. §3313.672

STUDENT BILL OF RIGHTS/RESPONSIBILITIES

The Board recognizes that students possess not only the right to an education but the rights of citizenship as well.

In granting students the education to which they are entitled, the Board shall provide them with the nurture, counsel, and custodial care appropriate to their age and maturity. At the same time, no student shall be deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant upon the rights guaranteed to each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted School authority, and compliance with the rules and regulations of the School.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

A student who has reached the age of majority possesses the full rights of an adult and may authorize those School matters previously handled by his/her parents. Each student who has reached the age of majority shall assume the full responsibility for his/her performance in School, attendance and compliance with School rules and regulations.

As members of the School community, students have both rights and responsibilities described in part below.

1. All individuals are deserving of respect and acceptance. Both adults and youth at the School will exhibit respectful behavior in their speech and actions. All individuals are expected to set positive examples.

2. Students have a right to a learning environment free from physical and verbal threats and harassment. Individuals must not threaten or harass others. Neither must they cause or encourage threatening or harassment of others.

3. Students have a right to learn free from excessive distractions. Individuals must maintain behavior, including dress, vocalization, and other actions, which allows others to learn.

4. Students have a right to the ownership, possession, and respect of their property. Individuals must obtain permission before taking and/or utilizing the property of others. For exceptions, see policy no. 268 Search and Seizure. Property must be treated with care and respect.

5. Students have a right and are encouraged to ask questions when they do not understand, as long as the questions are presented respectfully and are appropriate for the setting. At times, questions may need to be deferred.

6. Students have a right to disagree with statements and policies affecting them as long as the students' positions are stated respectfully and in a way which does not disrupt the functioning of the class. Disagreement does not mean that statements and policies affecting students will be changed.

7. Students have a right to obtain an explanation of rules and expected behaviors before they are accused of breaking the rules.

Student Expression

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, nonsponsored, noncommercial written material and petitions: buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following School guidelines:

A. A material cannot be displayed if it:
    1. is obscene to minors, libelous, indecent, or vulgar,
    2. advertises any product or service not permitted to minors by law,
    3. intends to be insulting or harassing,
    4. intends to incite fighting or presents a likelihood of disrupting School or a School event.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after School in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Disorder and Demonstration

The School recognizes the right of each Student to attend School for the purpose of receiving an education. The disruption of the educational program of the School by disorder or any other purposeful activity will not be countenanced.

For purposes of this policy, disorder shall be any deliberate activity by an individual or a group, whether peaceful or violent, which interferes with the normal operation of the School. The School, having the responsibility for providing an educational program for the students of the School, shall have the authority to preserve order for the proper functioning of that program.

Students shall not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of the School.

DRESS CODE: UNIFORM POLICY

In order to ensure all of our students are ready for classroom learning, all families must adhere to the following uniform policy.

ALL STUDENTS ARE REQUIRED TO BE IN PROPER UNIFORM EVERYDAY.

1. **1ST AND 2ND TIME** a student is out of uniform (please see dress code in Student Handbook) = phone call from a Dean or Principal and the student is not allowed to enter class until the missing garment is brought to school;
2. **3RD TIME** a student is out of uniform = phone call from a Dean or Principal and the student is placed on Uniform Policy Probation;
3. **4TH TIME** a student is out of uniform = the student is suspended from school for one day;
4. **5TH TIME** a student is out of uniform = recommendation for expulsion from school.

DRESS AND GROOMING

Parents of Kindergarten through 8th graders can purchase uniform pieces from vendors specified by the school.

MALE DRESS CODE

PANTS – Dress slacks only – No denim (blue jean material), skinny pants or sweat pants. Long pants only. No shorts - even in the summer. Belt loops on the pants are mandatory. ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SHIRTS – Dress shirts. All shirts must be fully tucked in and buttoned to the top, according to school policy. ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

TIES – The student must wear a tie at school and keep it on at all times. Ties will be kept at school. ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SWEATER VESTS, CARDIGANS AND BLAZERS – ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SOCKS –Solid socks must be worn. ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SHOES – Solid dress shoes ONLY! NO GYM SHOES OR BOOTS. ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

BELTS – *Solid belts*– The buckle should be small and should not say anything. MANDATORY - The pants must have belt loops.***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

JEWELRY - Scholars are permitted to wear studs for earrings (one per ear) and wristwatches are permitted; otherwise no other jewelry (including body piercing jewelry) of any kind, is permitted.

TATTOOS - Fake or Real – Are considered inappropriate and are unacceptable.

HAIR- The style is a parenting decision but the inclusion of items into the hair must meet the following restrictions; the items may not be removed for any length of time during the day. The item must be very secure and if the beads or other small items begin to fall the student will be asked to remove the rest, place them in a bag and take them home. If the hair includes any items or symbols that can be interpreted as advocating anything the item must be removed. Students may not groom themselves at school. Hairbrushes, combs and other items used outside of the restroom will be confiscated. Only the natural hair color is allowed.

HAIR - The style is a parenting decision. If the hair includes any items or symbols that can be interpreted as advocating anything the item must be removed. Students may not groom themselves at school. Hairbrushes, combs and other items used outside of the restroom will be confiscated. All students must wear their natural hair color. This means no bright reds, purples, blondes, or other colors that completely contrast the natural hair color of the student will be permitted.

KEYCHAINS - The keychain should be under the shirt, in the pocket completely. The keys or chain should never be visible at school.

MAKEUP - No makeup of any kind is permitted including glitter. Even bringing the items unopened and unused is grounds for disciplinary action. All lotions and lip balm must be applied in the restrooms and not during instruction.

UNDERCLOTHES - Any underclothing that can be seen including but not limited to, boxers, briefs, white tees, sleeveless undershirts, is grounds for suspension. All underclothes should stay under the clothing of the child at all times.

SWIMSUITS - All swimsuits must be pre-approved by an administrator.

OTHER - All other items must be authorized in writing by the Principals.

During enrollment, parents must sign a contract stating that they understand that no child may ever be out of uniform without written permission from the school for any reason. There is no valid excuse for students to come to school without being fully compliant with the dress code.

.***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

FEMALE DRESS CODE

PANTS - Dress slacks – No denim (blue jean material) or sweat pants. Long pants only. No shorts - even in the summer. Belt loops on the pants are preferred. ***School administration should be consulted for specific school attire reflective of school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SKIRT – The dress skirt must fall two inches below the knee. Girls must wear shorts under skirts on days designated for physical activity. .***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

JUMPERS – Girls in designated grades may wear a black uniform jumper with a simulated vest top attached to the skirt. Skirt length must be at the knees. A sweater vest does not need to be worn if a jumper is worn. .***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SHIRTS – Dress shirts with collar. The shirt must be tucked in according to school policy and fully buttoned. ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

TIES – The student must wear a tie at school and keep it on. Ties will be kept at school. .***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SWEATER VESTS, CARDIGANS AND BLAZERS – ***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SOCKS – Solid socks or tights must be worn at all times. **-*School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

SHOES – Solid dress shoes. NO GYM SHOES OR BOOTS. .***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

BELTS – *solid only* – The buckle should be small and should not say anything. .***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

JEWELRY - Conservative jewelry is permitted. Some necklaces of any material, bracelets, rings, earrings, nose rings, piercing and anklets may be prohibited. Earrings must be the size of a quarter or smaller. No tongue rings.

TATTOOS - Fake or Real – Are considered inappropriate and are unacceptable.

HAIR - The style is a parenting decision but the inclusion of items into the hair must meet the following restrictions; the items may not be removed for any length of time during the day. The item must be very secure and if the beads or other small items begin to fall the student will be asked to remove the rest, place them in a bag and take them home. If the hair includes any items or symbols that can be interpreted as advocating anything the item must be removed. Students may not groom themselves at school. Hairbrushes, combs and other items used outside of the restroom will be confiscated. All students must wear their natural hair color. When adding weave or other pieces to their hair the color must match. This means no bright reds, purples, blondes, or other colors that completely contrast the natural hair color of the student will be permitted.

KEYCHAINS - The keychain should be under the shirt, in the pocket completely, or put in a purse.

MAKEUP - No makeup of any kind is permitted including, glitter and certain kinds of lipstick. Even bringing the items unopened and unused may be grounds for suspension. All lotions and lip balms must be applied in the restrooms.

SWIMSUITS - All swimsuits must be one piece, cover the student fully, should not be transparent when wet or dry, and should not have openings that are revealing. All swimsuits must be pre-approved by a Co-director.

PURSES – Small purses may be carried to hold personal items but may not exceed the dimensions six inches by eight inches. Purses which exceed this size may be required to remain in the coatroom or bins for the day.

OTHER - All other items must be authorized in writing by the Principals.

UNDERWEAR - No underclothing should ever be visible through any method whether on purpose or accident.

During enrollment parents must sign a contract stating that they understand that no child may ever be out of uniform without written permission from the school for any reason. There is no valid excuse for students to come to school without being fully compliant with the dress code.

.***School administration should be consulted for specific school attire reflective of the school, the school mascot and school colors that may be acceptable pieces of the uniform for scholars.**

Full School Dress Code can be found on the school website or may be requested from the school.

HAIR AND HYGIENE

Students who bring hair products, or grooming tools, to school can have them taken if used or seen anywhere other than the restroom and carried within a purse.

All students should wear deodorant. We do not have a shower facility after activities classes.

SEXUAL AND OTHER FORMS OF HARASSMENT

Students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering the with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the School, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability and/or other legally protected category.

The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline.

The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the Principal(s) and/or Head of School or his/her designee. Any person who receives such a report shall immediately advise the Principal(s) and/or Head of School or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

20 USC §§ 1681 et seq.; R.C. 4112.02.

ANTI-HARASSMENT, INTIMIDATION AND BULLYING POLICY

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events. A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

Harassment, intimidation, or bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that a student has exhibited toward another Student or Staff member and the behavior both: (1) has one or more of the following effects: (a) harming a Student or Staff member; (b) damaging a Student's or Staff member's property; (c) placing a Student or Staff member in reasonable fear of harm to the Student's or Staff member's person; (d) placing a Student or Staff member in reasonable fear of damage to the Student's or Staff member's property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a Student or Staff member.

The School prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and two -way text messages, blogs, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, Twitter, IM instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School.

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or

School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either at the classroom, School building or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

All School employees, volunteers and students are required to report prohibited incidents of which they are aware to the Principal(s) and/or Head of School. The Principal(s) and/or Head of School are then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal(s) and/or Head of School shall conduct a prompt, thorough and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, and the reported incident has been substantiated, the parent or guardian of any student involved in the prohibited incident shall be notified and to the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) have access to any written reports pertaining to the prohibited incident. The School will maintain, via the education management information system, information regarding the number of incidents of harassment of Students against other Students, in each building and School-wide, that violates this policy. All School employees, volunteers and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal(s) and/or Head of School after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct. The School may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contract with students.

R.C. §§ 3301.0714(B)(1)(p); 3313.666, 3313.667

HARASSMENT, INTIMIDATION AND BULLYING POLICY

Article I
Purpose

The Harassment, Intimidation and Bullying Policy of **Akron, Canton College, Lake Erie and Ohio College Preparatory Schools** (the "School"), Ohio non-profit corporations and tax-exempt organizations, have been established to set forth requirements of the Ohio Department of

Education and Ohio Revised Code with respect to school policies prohibiting harassment, intimidation or bullying.

Article II
Policy

1. It is the policy of the School that any form of bullying behavior, whether in the classroom, on school property, to and from school or at school-sponsored events, is expressly forbidden.
2. The disciplinary procedure for any student guilty of harassment, intimidation, or bullying shall not infringe on any student's rights under the first amendment to the Constitution of the United States.
3. The School's administration shall semiannually provide the president of the board of directors a written summary of all reported incidents and post the summary on its web site, to the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232q, as amended.
4. The School's policy on harassment, intimidating and bullying shall appear in any student handbooks, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students. Information regarding the policy shall be incorporated into employee training materials.
5. Any School employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this policy if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in this policy.
6. Except as provided in paragraph five (5) above, nothing in this section prohibits a victim from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.
7. This policy does not create a new cause of action or a substantive legal right for any person.
8. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The School's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by students, faculty or school personnel.
9. It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

Article III

Definitions

1. Harassment, intimidation or bullying means either of the following:

    a. Any intentional written, verbal, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
        i. Causes mental or physical harm to the other student;

ii. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

b. Violence within a dating relationship.

2. Harassment, intimidation or bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

a. Causes mental or physical harm to the other student/school personnel; and
b. is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

3. In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

4. A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by The School.

Article IV

Types of Conduct

1. Harassment, intimidation or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include:

a. Physical violence and/or attacks;
b. threats, taunts and intimidation through words and/or gestures;
c. extortion, damage or stealing of money and/or possessions;
d. exclusion from the peer group or spreading rumors; and
e. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:

i. Posting slurs on websites where students congregate or on web-logs (personal online journals or diaries);

ii. sending abusive or threatening instant messages;
iii. using camera phones to take embarrassing photographs of students and posting them online;
iv. using websites to circulate gossip and rumors to other students; and
v. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Article V

Complaint Process

1. Publication of the prohibition against harassment, intimidation and bullying and related procedures.

a. The prohibition against harassment, intimidation or bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for students at the School. In addition, information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

i. Harassment, intimidation, or bullying behavior by any student/school personnel at the School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, intimidation, or bullying, in accordance with House Bill 276, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

1. Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students'/personal property; and
2. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student/school personnel.

Article VI

Complaints

1. Formal complaints

    a. Students, parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the principal for review and action in accordance with Article 7 of this policy.

2. Informal complaints

    a. Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the principal for review and action in accordance with Article 7 of this policy.

3. Anonymous complaints

    a. Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (i) does not disclose the source of the complaint, and (ii) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

4. False complaints

    a. Students are prohibited from deliberately making false reports of harassment, intimidation or bullying. Any complaints made or reports filed alleging harassment, intimidation or bullying, as

provided in this policy, found to be false will be disciplined according to current school disciplinary procedure(s) established and implemented and being consistent with due process rights of all students involved, including the student(s) making such false claims. If it is found that a student made deliberately false claim(s) of harassment, intimidation, or bullying the student is subject to the full range of disciplinary consequences in accordance with Article 7 of this policy and being consistent with due process rights of the student making such false claims.

Article VII

School Personnel Responsibilities and Intervention Strategies

1. Teachers and other school staff

    a. Teachers and other school staff who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or their designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the building principal and/or their designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal and/or their designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal and/or their designee.
    b. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”

2. Administrator responsibilities

    a. Investigation

i. The principal and/or their designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the building principal and/or their designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
ii. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

b. Remedial actions

i. Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal and/or their designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
ii. Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation or bullying," as defined above, will generally warrant disciplinary action against the perpetrator of such prohibited behaviors, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the board of directors prohibition against "harassment, intimidation or bullying."

c. Non-disciplinary interventions

i. When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.
ii. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills

may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

d. Disciplinary interventions

i. When acts of harassment, intimidation and bullying are verified, or a false claim alleging the same is substantiated, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.
ii. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.
iii. Expulsion may be imposed only after a hearing before the board of directors or an impartial hearing officer designated by the board of directors in accordance with board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

3. Intervention strategies

a. General

i. In addition to the prompt investigation of complaints of harassment, intimidation or bullying and direct intervention when such prohibited acts are verified, other board actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

1. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents or school personnel;
2. planned professional development programs addressing targeted individuals' problems, including what is safe and acceptable Internet use;
3. data collection to document victim problems to determine the nature and scope of the problem;
4. use of peers to help ameliorate the plight of victims and include them in group activities;
5. avoidance of sex-role stereotyping (e.g., males need to be strong and tough);

6. awareness and involvement on the part of all school personnel and parents with regard to victim problems;
7. an attitude that promotes communication, friendship, assertiveness skills and character education;
8. modeling by school personnel of positive, respectful and supportive behavior toward students;
9. creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines);
10. employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
11. form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.

b. Intervention strategies for protecting victims

i. Supervise and discipline offending students fairly and consistently;
ii. provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
iii. maintain contact with parents and guardians of all involved parties;
iv. provide counseling for the victim if assessed that it is needed;
v. inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
vi. check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

Article VIII

Reporting Obligations

1. Report to the parent or guardian of the perpetrator

a. If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal and/or their designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

2. Reports to the victim and his/her parent of guardian

    a. If after investigation, acts of bullying against a specific student are verified, the building principal and/or their designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.

3. List of verified acts of harassment, intimidation or bullying

    a. It is a requirement that the School administrators semiannually provide the president of the board of directors a written summary of all reported incidents and post the summary on the School website. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.
    b. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension/expulsion, due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

Article IX

Police and Child Protective Services

1. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. The School must also investigate for the purpose of determining whether there has been a violation of the School's Policy or Procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.
2. In addition to, or instead of filing a harassment, intimidation or bullying complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

Article X

Training

1. Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies, procedures and rules at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.
2. Information regarding the policy on harassment, intimidation and bullying behavior shall be incorporated into employee and volunteer training materials and with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any state or school mandated continuing education requirements.
3. School personnel members are encouraged to address the issue of harassment, intimidation and bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student or school personnel, even if such conduct does not meet the formal definition of "harassment, intimidation or bullying."

Policy References: ORC §§3313.666, 3313.667

ANTI-HAZING POLICY

The School prohibits all acts of hazing. Hazing, like other violent and disruptive behaviors, is conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe and civil environment.

Hazing or hazing activity means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. For purposes of this Anti-Hazing policy, mental harm means mental stress, anxiety, physical injury, sickness, injury to feelings, humiliation, mental anguish, and/or depression, connected to and arising from the hazing activity. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

Hazing activities of any type are inconsistent with the educational process and are prohibited at all times, regardless of whether the activity occurs on or off of property owned, used or controlled by the School, so long as the hazing activity is in any way connected to the activities or incidents that have occurred on property owned, used or controlled by the school. This policy will be actively enforced at all times.

Hazing is a violation of School policy separate and distinct from harassment or other prohibited conduct. No student, including leaders of student organizations, may plan, encourage or engage in any hazing activity. Students having engaged in hazing activity and who fail to abide by this policy are subject to disciplinary action including suspension, expulsion, removal or permanent exclusion as set forth elsewhere in this policy manual, and may be liable for civil and criminal penalties pursuant to State law.

Staff is to be particularly alert to possible conditions, circumstances or events, which might include hazing. If hazing or planned hazing is discovered, involved students are informed by the discovering Staff member of the prohibition contained in this policy and are required to end all hazing activities immediately. All hazing incidences are reported immediately to the Deans, Principals and/or Head of School.

No Staff shall encourage, permit, condone or tolerate any hazing activities, and Staff who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties pursuant to State law.

R.C. 2307.44, 2903.31; 3313.661

GANG ACTIVITY POLICY

Gangs which initiate advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the School environment will not be tolerated by the School. The Board believes gangs or gang activity create an atmosphere where violations of School policies and regulations as well as laws may occur.

Incidents involving initiations, hazing, intimidations and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff are prohibited.

The Board directs the administration to prohibit any Student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student. Such behaviors will be subject to disciplinary action.

The Staff shall be provided with the necessary information that will enable them to identify symbols used by those involved in gang-related activities which include things such as hand signals, symbols, colors, apparel, jewelry and/or any other pertinent gang related information.

DRUG PREVENTION

The School recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole community.

For purposes of this policy, "drugs" shall mean:

1. all controlled substances as so designated and prohibited by applicable Federal and Ohio law;
2. all chemicals which release toxic vapors;
3. all alcoholic beverages;
4. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
5. anabolic steroids; and
6. any substance that is a "look-alike" to any of the above.

The School prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia, as the term is defined by law, on School grounds, on School vehicles and vehicles used for School-sponsored events, and at any School-sponsored event.

The School's drug prevention program:

1. Emphasizes the prevention of drug use;

2. Provides for a comprehensive, age-appropriate, developmentally-based drug and alcohol education and prevention program which:

    a. addresses the legal, social, psychological, and health consequences of drug and alcohol use;

    b. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;

    c. assists students to develop skills to make responsible decisions about substance abuse and other important health issues;

    d. promotes positive emotional health, self-esteem, and respect for one's body;

    e. advises students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful; and

    f. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate this Policy.

The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs.

The School will provide information about any drug and alcohol counseling and rehabilitation and re-entry programs available to Students and will direct Students and their Parents to the appropriate programs.

This policy serves as notification to parents and students that compliance with this policy and other standards of conduct is mandatory.

The Principal(s) and/or Head of School will conduct a biennial review of the School's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced.

The School will provide a Student assistance program which includes guidelines for prevention, intervention, referral, treatment, and after-care. Such a program must be comprehensive in nature addressing all issues affecting students' academic, social, and emotional well-being in the educational setting which may negatively affect behavior and interfere with their ability to learn.

The School's policies and procedures on Search and Seizure, Suspension and Expulsion, and Permanent Exclusion, among others, will be are complied with fully in dealing with students suspected of drug use or possessing or distributing drugs in School.

The School shall develop a curriculum for instruction in the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco for students at each grade level and conduct such in-service training programs for Staff members necessary to ensure effective teaching about drugs and assistance to Students with drug problems.

The Principal(and/or Head of School) shall establish administrative guidelines necessary to implement this policy. Such guidelines shall ensure that the proper notice regarding the use of anabolic steroids is posted in all School locker rooms used by students in all grades, as applicable.

21 USC § 806.

SEARCH AND SEIZURE

The School recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner.

The School acknowledges the need for in-School storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a School official. The Board may require the Principal(s) and/or Head of School to conduct a regular search at least annually of all such storage places.

Students have no expectation of privacy with respect to the use of the internet, intranet or e-mail. Routine maintenance and monitoring of the School network system may lead to the discovery that a student has or is violating School policy or the law. Violations of School policy, the student code of conduct or the law may result in severe penalties, up to and including expulsion.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, School authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of School rules. Specifically:

SEARCH AND SEIZURE OF PROPERTY:

School lockers, desks, and property are on loan to the students and remain the property of the School. They may be inspected and reclaimed at any time.

Students must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks or desks.

Students must open their lockers at the request of School officials.

When on School grounds, students and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the student has violated or is violating the law or School rules.

A student shall have the opportunity to be present during the search of his or her locker, desk, or other property unless the student is absent from School or the safety or welfare of the School or an individual necessitates a search during the student's absence.

The search of a student's person or intimate personal belongings shall be conducted by the Dean(s), Principal(s) and/or Head of School. This person should be of the student's gender and conduct the search in the presence of another staff member of the same gender. However, no strip searches may be conducted by School personnel.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the School.

Dean(s), Principal(s) and/or Head of School are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the School has established a zero tolerance for alcohol use.

The School also authorizes the use of canines, trained in detecting the presence of drugs, when the Dean(s), Principal(s) and/or Head of School have reasonable suspicion that illegal drugs may be present in the School. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on School property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

The Dean(s), Principal(s) and/or Head of School shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Dean(s), Principal(s) and/or Head of School shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Any student that refuses to cooperate with the Search and Seizure policy will be subject to consequences under Category I; ***Unruly Conduct***, in the Family Handbook. Any student that refuses to comply with the Search and Seizure policy will immediately be removed from the student population and isolated until a parent/guardian is contacted. The parent/guardian is obligated to immediately report to the school to meet with school administrators regarding the Search and Seizure policy. The parent/guardian must then conduct the Search and Seizure procedures with his/her scholar so that the scholar may be permitted to return to the student population.

U.S. Const. Amend. IV, XIV; Oh. Const. Art. 1 §14.

USE OF TOBACCO ON SCHOOL PREMISES

The use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the School.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the School cannot, even by indirection, condone the use of tobacco, the School prohibits the use of tobacco in School buildings and School vehicles at all times. "School buildings" includes buildings owned, leased or used by the School, and "School vehicles" includes vehicles owned, leased, used or operated by the School.

20 U.S.C. 6081-6084; R.C. 3313.751; Revised Code Chapter 3794.

EXPULSION AND SUSPENSION POLICIES

The School may suspend a student for up to ten (10) days or may expel a student. In the event that the School decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by phone. The student may meet informally with the Dean(s), Principal(s) and/or Head of School to challenge the suspension or expulsion. After the meeting, or if the student declines the meeting, the suspension or expulsion may

be invoked immediately. A copy of the notice of intent to suspend or expel will be mailed to the parent or guardian within one (1) school day after the time of a student's expulsion or suspension. A formal hearing will be scheduled within ten (10) business days from the date of the notice to expel.

In the event that, in the opinion of the Dean(s), Principal(s) and/or Head of School, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures with notice and procedures to follow the removal in accordance with R.C. §3313.66.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto School Property (any Property owned, used or leased by the School for School, School extracurricular or School-related events)

The specific circumstances under which the Dean(s), Principal(s) and/or Head of School may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with policy, Suspension/Expulsion of Disabled Students;

2. the student was unaware that s/he was possessing a firearm or knife;

3. the student did not understand that the item s/he possessed was considered a firearm or knife;

4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and

5. the student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause.

During the period of suspension, removal, or expulsion the student may not attend or participate in any School functions without permission from the Head of School. The student may enter School facilities only when given permission by the Principal(s) or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

The Board also authorizes the Dean(s), Principal(s) and/or Head of School to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Dean(s), Principal(s) and/or Head of School commensurate with the seriousness of the student's misconduct or rules violations in accordance with the discipline code.

If the Dean(s), Principal(s) and/or Head of School determine that a student's behavior on a School vehicle violates School rules, s/he may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Dean(s), Principal(s) and/or Head of School to provide for options to suspension of a student from the School which shall include a program whereby a student performs community service either in lieu of or as a part of a suspension or an expulsion.

The Board designates the Dean(s), Principal(s) and/or Head of School as its representative at all hearings regarding the appeal of a suspension. The Board or the Executive Committee will hear the appeal of an expulsion.

The Dean(s), Principal(s) and/or Head of School shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

DUE PROCESS RIGHTS

SUSPENSION

The following procedure does not apply to in-school suspensions. The Dean(s), Principal(s) and/or Head of School may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written or verbal Notice of Intent to suspend will be given to the student, which contains the following:

    a. The reasons for the intended suspension; and

    b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Dean(s), Principal(s) and/or Head of School may seek permanent exclusion.

2. The student must be allowed an informal hearing before the Dean(s), Principal(s) and/or Head of School to challenge the reasons for the intended suspension or otherwise explain his actions. The student is not entitled to call witnesses at this informal hearing.

3. Within one school day after the suspension is imposed, the Dean(s), Principal(s) and/or Head of School shall provide written notification to the parent, guardian, or custodian. The notice must contain the following:

    a. The reasons for the suspension;

    b. Notification of the right to appeal to the Board or its designee;

    c. The right to representation at all appeals;

    d. The right to a hearing before the Board; and

    e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Dean(s)/Principal(s)/Head of School(s) may seek permanent exclusion.

Suspensions imposed during the last ten days of the school year may be carried over into the following school year. However, only the Dean(s), Principal(s) and/or Head of School may impose a carryover suspension.

EXPULSION

The Dean(s), Principal(s) and/or Head of School may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Dean(s), Principal(s) and/or Head of School must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:

   a. The reasons for the intended expulsion; and

   b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Dean(s), Principal(s) and/or Head of School at the request of the student, his parent, custodian, guardian or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.

   c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Principal(s)/Head of School(s) or Dean(s) may seek permanent exclusion.

2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Dean(s), Principal(s) and/or Head of School to challenge the reasons for the expulsion or otherwise explain his/her actions.

3. Within one school day after the expulsion is imposed, the Dean(s), Principal(s) and/or Head of School shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of the expulsion. The notice must include the following:

   a. The reasons for the expulsion;

   b. Notification of the right to appeal to the Board or its designee;

   c. The right to representation at all appeals;

   d. The right to an appeal hearing before the Board or its designee;

   e. The right to request that the hearing be held in executive session;

   f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Dean(s), Principal(s)/Head of School(s) may seek permanent exclusion;

   g. When the Dean(s), Principal(s) and/or Head of School expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting. The Dean(s), Principal(s) and/or Head of School are required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or decision. The Dean(s), Principal(s) and/or Head of School may apply any remaining part or all of the period of expulsion into the following year.

RC 3313.66-.662; 3321.13(B)(4); 4510.32(B); 20 USC 7151(b)(1); NCLB 4141(b)(1).

WELLNESS POLICY

The school believes that children and youth who begin each day as healthy individuals can learn more and better, and are more likely to complete their formal education. The School also believes that healthy staff can more effectively perform their assigned duties and model appropriate wellness behaviors for students. This policy encourages a holistic approach to student wellness.

The Wellness Policy creates a school environment that protects and promotes the health of our students. Our commitments to providing nutrition education and regular physical activity, as well as access to nutritious foods for all students, are described in the policy.

NUTRITION

Academic performance and quality of life issues are affected by the choice and availability of good foods in the School. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.

Nutrition guidelines for all foods offered by the School, shall require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards. Menu and product selection shall utilize student, parent, staff and community advisory groups whenever possible. Nutrition policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations and guidance. A la carte offerings to students shall be nutritious and meet federal recommended guidelines and shall be selected with input from students, parents and staff. All beverages served in the School shall include: water, 100% fruit juice, non-carbonated drinks with less than 150 calories per container, non-fat, low-fat, plain or flavored milk, other non-carbonated drinks. Nutrition services shall support classroom activities for all students that include hands-on applications of good nutrition practices to promote health and reduce obesity. Families can support by adhering to guidelines provided upon each special event regarding restrictions on food and beverages that can be brought or supplied to the school for such events.

HEALTH EDUCATION AND LIFE SKILLS

Healthy living skills shall be taught as part of the regular instructional program and provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention. The school shall provide for an interdisciplinary, sequential skill-based health education program. Students shall have access to valid and useful health information and health promotion products and services. Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs. Students shall be taught communication, goal setting and decision making skills that enhance personal, family and community health. Some of the activities that students participate in and are exposed to, may be but not limited to:

1. Physical Education classes

2. Music class designed to include physical activity
3. Healthy meal education
4. Wall space dedicated to eating healthy and exercise
5. Mandatory policy for Foods of Minimal Nutritional Value (FMNV)

PHYSICAL EDUCATION AND ACTIVITY

Physical education shall be taught by a qualified School staff member. Physical education and physical activity shall be an essential element of each School's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

PHYSICAL EDUCATION PROGRAM

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students. Participation in such physical activity shall be required for all students. Such instruction may be provided through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities.

FAMILY, SCHOOL AND COMMUNITY PARTNERSHIP

Long term effective partnerships improve the planning and implementation of health promotion projects and events within the School and throughout the community. Family, student and community partners shall be included on an ongoing basis in School wellness planning processes. The equality and diversity of the school shall be valued in planning and implementing wellness activities. Community partnerships shall be developed and maintained as a resource for School programs, projects, activities and events. The school shall actively develop and support the engagement of students, families and staff in community health enhancing activities and events at the School or throughout the community. The school shall appoint a staff member to assure that the school is complying with this policy.

ATTENDANCE POLICY

Total Minu **Attendance/Truancy/Withdrawal**

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and

classroom participation. A parent must contact the School in accordance with the procedure set forth in policy no. 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

ATTENDANCE, ABSENCE AND TRUANCY POLICY

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Important learning results from active participation in classroom and other School activities, which cannot be replaced by individual study.

The School is committed to helping students develop a high quality work ethic, which will be a significant factor in their success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their School careers.

TRUANCY

A "habitual truant" is a child of compulsory school age who is absent without legitimate excuse for thirty or more consecutive school hours, forty-two or more school hours in one school month, or seventy-two or more school hours in a school year.

A child is "excessively absent" if he or she is absent, with or without excuse, for thirty-eight or more hours in one school month or sixty-five or more school hours in one school year.

Ohio law demands that any student who, without legitimate excuse, fails to participate in **72** consecutive hours of learning opportunities offered to the student by the School shall be automatically removed from enrollment at the School. The School will provide notice of such a removal to the student, the student's parent/guardian, the public school district in which the student's parent/guardian resides and any other agency required by law.

The School shall attempt to address student attendance problems through a variety of prevention and intervention strategies. These measures may include, but are not limited to, the following:

13. Assignment of student to an Absence Intervention Team, who will work with the student and the student's parent/guardian to develop an appropriate intervention plan;
14. Notification to the student's parent/guardian within seven (7) days of an absence triggering a determination of 'habitual truancy' or 'excessive absences';
15. Offering counseling and community resource guides to the student and the family of a student with attendance/truancy problems;
16. Requiring the parent/guardian to contact the School to discuss the student's absences;
17. Giving a student and his/her parent/guardian written notice of the possible legal consequences of truancy; and/or
18. Referring the matter to the local juvenile court for consideration;

The School will endeavor to work cooperatively with the local juvenile court and other appropriate state and local agencies to deal with the issue of excessive absences and habitual truancy. The School will assure:

15. The attendance policy will be issued annually to parents/guardians (parents/guardians are asked to acknowledge receipt of the policy in writing);
16. The School will maintain a "flagging" system to identify students who may become excessively absent or habitually truant before they meet the mandatory timelines for classification as such. Parent/Guardians of these students are to be informed of the concern and consequence of such absenteeism;
17. An attendance officer is appointed for the School. This attendance officer will oversee the Absence Intervention Teams, strategies, plans and processes. This person may also be subpoenaed to Court to verify and testify should there be questions about attendance issues;
18. The School shall designate an Attendance Intervention Team comprised of at least two representatives of the School who will work together with students and parents on absence intervention plans, strategies and efforts;
19. The parent/guardian of a student with attendance/absence/truancy issues will be invited to participate as a member of the Absence Intervention Team that is assigned to that student;
20. Letters of notification and warning will be sent by USPS mail, electronic mail or other manner requested by the to the parent/guardian of each excessively absent or habitual truant; and
21. The School will ensure that all required reports are made when a child meets the habitual truant or excessive absence standard.

Teachers are encouraged to consult with the PRINCIPAL about a student's attendance problems and to suggest to students and their parents that more formal intervention may become necessary.

EXCUSED ABSENCES

Students may be excused from the School for one of the following reasons and will be provided an opportunity to make-up missed School work and/or tests:

13. Personal illness but not illness in the family unless the circumstances are approved by the PRINCIPAL;
14. Death in the immediate family;
15. Bona-fide religious holiday;
16. Professional appointments that cannot be scheduled at non-school times;
17. Pursuant to an age and schooling certificate; or
18. Absences approved by the PRINCIPAL for good cause.

Students with a health condition that causes repeated absence are to provide the School's office with an explanation of the condition from a registered physician.

The parent/guardian of a minor student must provide an explanation for his/her child's absence by no later than 9:00 a.m. on the day of the absence or send a note the following day. The parent/guardian is to call the School's office [and explain the reason for the absence]. If the absence can be foreseen (the "good cause" must be approved by the PRINCIPAL), the parent/guardian should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work.

Students who are excusably absent for more than ten (10) days in a grading period, regardless of the reasons, may be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parent/guardian may be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Students that miss more than 15 days of school, whether excused or unexcused, may be retained in their grade for the following academic year if their academic progress is negatively impacted by the absences. Exceptions to this rule are at the discretion of the principal/superintendent.

EXCUSABLE, NON-APPROVED ABSENCE

If a student is absent from the School because for a legitimate reason as detailed above, which reason is explained in writing by the parent/guardian within a reasonable time after the absence, the classification of the absence will be changed from 'unexcused' to 'excused' and the student will be given the opportunity to make up the schoolwork that is missed to the extent practicable.

UNEXCUSED ABSENCES

Any student who is absent from the School for all or any part of the day without a legitimate excuse will be considered truant for the actual amount of time absent, rounded to the nearest hour, and the student and his or her parent/guardian will be subject to the truancy laws of the State. Students may be precluded from making up school work that is missed during a period of truancy.

NOTIFICATION OF ABSENCE

If a student is going to be absent, the parent should contact the School by 9:00 a.m. and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of schoolwork such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

The skipping of classes or any part of the School day is considered an unexcused absence and no make-up of class work will be permitted.

TARDINESS

A student who is not in his/her assigned location by the start of the school day shall be considered tardy. Any student arriving late to the School is to report to the School's office before proceeding to class. If a student misses any part of the instructional school day, his/her attendance is affected. The actual time that a student is tardy will be recorded to the nearest hour and the total amount of time that a student is tardy is considered in determination of excessive absences and habitual truancy.

A academic record of a student who is tardy 15 or more times during the school year may be automatically reviewed to determine whether the student is academically prepared for promotion to the next grade level.

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of the School for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the PRINCIPAL and the student's teacher(s) to secure approval and make necessary arrangements. Approval of absences for vacations is in the sole discretion of the Principal and is not automatic. A student who has been excessively absent or habitually truant is not likely to receive approval for a vacation-related absence. If approval is given, it may be possible, at the discretion of each teacher, for the student to receive certain assignments that are to be completed during the trip.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK FOR EXCUSED ABSENCES

Students who are excusably absent from School shall be given the opportunity to make-up work that has been missed.

Students will be given the number of days of excused absence within which to make-up work. Students will not be given an exemption from making up any work or classroom assessments that were given unless excused by the teacher.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The School encourages students to attend as many School events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build School spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as non-participants are properly safeguarded, it is strongly advised that a parent or adult chaperone accompany students when they attend the event.

The School will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at School events, regardless of the location. Student behavior may prohibit attendance at school events.

TOTAL MINUTES

72 Hour Rule and Automatic Withdrawal

The Schools shall adhere to the requirements of Ohio Revised Code Section 3314.03(A)(6)(b) regarding automatic withdrawal of students for seventy-two (72) hours of consecutive non-participation in offered learning opportunities in its entirety, and that this policy is adopted for such purpose.

Effective November 2, 2018, the Schools shall automatically withdraw a student from the School if the student fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the student by the Schools, without a legitimate excuse.

LATE PICK UP POLICY

Students must be picked up within one hour after the completion of the School day. Students who are serving detention or attending an after school program, must be picked up from the school within 15 minutes after the completion of the detention or school program. If the students are not picked up from school within 15 minutes as described above, then a school staff member may contact the local police station and may contact children services.

SATURDAY SCHOOL/SATURDAY ACADEMY POLICY

Throughout the school year, students who are having difficulties in Reading, Mathematics, or both, may be asked to attend a Saturday School Program in accordance with the academic calendar. Saturday School Program is MANDATORY for students who have been selected to attend. Written notice will be sent home with the student and

a reminder phone call may be made in order to remind parents and guardians to get their child to school on Saturday morning. Ultimately, it is the parent or guardian's responsibility to get the child to school.

It is imperative that you make sure your child is in school on designated Saturday School sessions. If you are unsure, for any reason, then please call the Dean(s), Principal(s) and/or Head of School for clarification. Not knowing or forgetting is not a sufficient excuse for your child's absenteeism.

TRANSPORTATION

Transportation to and from school is the parent's responsibility. There are transportation options available. There is no valid excuse to miss school. Make a backup plan for the failure of your vehicle. Parents should learn the RTA route and ride it to school with your child, if necessary. Not being served by the bus, at any time and for any reason, does not eliminate the parent's responsibility to get the child to school.

HOURS OF OPERATION

The school will conduct classes between the hours of 8:30am and 3:30 pm. Students must be present by 8:20 am to be considered on time. Saturday classes will be between 8:30am and 11:30am for designated students only. After school tutoring, homework club/ detention will take place between 4pm and 5pm.

STUDENTS WITH SPECIAL NEEDS

All students are expected to follow the Code of Conduct. Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Dean(s), Principal(s) and/or Head of School or Intervention Specialist.

These policies are not all inclusive and may be amended at the discretion of the Dean(s), Principal(s) and/or Head of School with acceptance by the Board of Directors. These policies are guidelines for acceptable behavior and for general safety of the students. These policies are in line with the mission and vision.

STUDENT MEALS

All students will be provided with healthy school meals for breakfast and lunch. Students may bring a lunch from home, if they choose. No foods of minimal nutritional value are acceptable. This means all "junk food" as defined by a reasonable person. In this case the reasonable people are the Dean(s), Principal(s) and/or Head of School. Please do not allow your children to bring following food types to school for lunch or breakfast:

- Chips
- Soda (Pop)
- Candy

Parents should call the Dean(s), Principal(s) and/or Head of School or school office if their child has certain dietary needs.

FIELD TRIPS

During the school year, classes may participate in out-of-school activities that correlate with the educational program. Upon enrollment, parents are requested to sign a Field Trip Permission Form that is kept in the student's file. Thereafter, parents will not be required to sign a permission slip each time the child's class leaves school. Parents will be informed in advance of plans for any trips, describing the time and destination.

The dress code for field trip days will be the school uniform, unless written permission is granted by the Dean(s), Principal(s) and/or Head of School.

SCHOOL VISITATION

Parents may visit classes, with the school reserving the right to ask the parent to leave at the discretion of the Dean(s), Principal(s) and/or Head of School. Parents must sign in at the office and obtain a visitor's pass from a school Dean(s), Principal(s) and/or Head of School before visiting the building and classrooms. During visitation, parents are asked to be respectful of the instruction and learning that is occurring and refrain from interrupting these processes. Please refrain from visiting the campuses during first three weeks of any school year.

Visitors, Volunteers and Guests

The Board welcomes and encourages visits to School programs by parents, other adults, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including parents and volunteers, must report to the School office upon entering the School building and sign the guest register. This procedure has been adopted for the safety of our students and staff. Children from other schools may not visit during the school day. Exceptions may be made at the Head of School or his/her designee's discretion for families who are considering enrollment.

The Head of School or his/her designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults and/ or educators, to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School grounds or creates a disturbance, the Head of School or his/her designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The Head of School or his/her designee may promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks.

All volunteers (both new and current) having unsupervised access to students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check. If a criminal records check is conducted on a volunteer, and the records check reveals one of the prohibited violations, the School may no longer utilize the volunteer in a position involving unsupervised access to children on a regular basis, unless a notice is sent out to the parent or guardian of each child served by the School. The notice must be in writing, name the volunteer and indicate that the volunteer has been convicted of or entered a guilty plea to one or more of the prohibited violations. The notice must be sent to the parent or guardian on the date the School commences providing services to the child or on the date the School decides to accept the person as a volunteer after receiving the report of the result of the criminal records check, whichever is later.

R.C. 109.575

SCHOOL VISITOR POLICY

In order to ensure a safe environment for students, faculty, administrators and the general public, the following criteria are hereby established for visitors to the School:

1. All persons must report to the School office to make their presence known and obtain a pass to be in the School.
2. Visitors/Volunteers must wear the "Visitors/Volunteers Pass" in a conspicuous location at all times while in the building
3. Visitors/Volunteers may be required to be accompanied by a School escort while in the building or obtain a background check prior to visiting
4. Visitations to the classroom are permitted only with prior permission of the Head of School and may be limited in the sole discretion of the Head of School to avoid disruption to the education process
5. All persons entering the School property, building or offices must act in a nonthreatening manner. Disruptive or threatening behavior will be considered a threat to the safety of school students and staff as set forth in point 7 below.

6. Any meetings with school staff, teachers or students must be scheduled and approved by the Head of School except in the case of emergency, in which case the school office must be contacted in order to make arrangements to handle the emergency.
7. Actions such as shouting, vulgar language, confrontation of students, administrators, employees or other persons on or in the school property or disruptions to the educational environment are not allowed, since they represent a possible threat to safety.
    a. Actions of this type will result in a request for that person to leave the school property.
    b. In the case of repeated incidents of this nature, such persons may be banned from the return to the school property.
    c. In the case of extreme and/or continued disturbances, the local legal authorities may be called, and such person may be charged with disorderly conduct.
8. The policy shall govern all visitors or volunteers to the School. Family members of students, staff and guests will need to follow all rules set forth above

ACKNOWLEDGEMENT SIGNATURE PAGE

SCHOOL VISITOR POLICY

Student's Name: _____Grade:_____

Parent's/Guardian's Name:_____

PRINT

We have received a copy of the School Visitor Policy for the Academic Year. We have read and understood the School Visitor Policy and consent, support, and agree to follow the policy and procedures as outlined therein.

Agreed to by:

Parent's Signature **Date**

Parent's Signature **Date**

<u>This document will be placed in the student's file.</u>

EXPECTATIONS OF PARENTS

It is the purpose of this handbook to provide a framework for understanding. It may, however, be useful to have a quick checklist of parental responsibilities relative to your child's education in one place. Therefore, the following list is provided. It is the school's expectation that parents/guardians of each student shall:

1. Be familiar with the published school calendar, noting specifically which days school is in session and which days it is not.
2. Notify the school (via a call to the office) the day before or the day of a student absence.
3. Speak regularly with your child about his/her school attendance, absence, and tardiness.

4. Attend parent-teacher conferences
5. Monitor your child's school performance in each class.
6. Please converse regularly with your child and as needed with his/her individual teachers.
7. Make sure your child schedules enough time for proper rest each evening, but especially on those evenings prior to school days.
8. Establish a rising time each morning school is in session, which allows your child time to prepare for school, to travel, and to arrive safely and on time.
9. Familiarize yourself with the Code of Conduct and Attendance Policy.
10. Attend and participate in meeting with the Dean(s), Principal(s) and/or Head of School when educational placement of your child needs to be reviewed.

PARENTAL FEEDBACK

The School is committed to ensure that the communication received by the school is handled effectively. This includes receiving, interpreting, and responding to parental input, request for information, and concerns. Community feedback, critiques, and complaints, whether written or verbal, will be taken seriously by the school administration and will be dealt with promptly. At or near the end of the school year, parents will be asked to complete a comprehensive satisfaction survey designed to assist the school in assessing areas where improvement may be necessary. Also, parents who choose to remove their child from the school will be asked to participate in an exit interview or to complete a survey to determine the reasons for the child's removal. The school is committed to constant improvement of services. These surveys will assist the school in improving its operations.

Every attempt will be made to return all calls (positive or negative) within a 24- hour period.

If you have a complaint, you should address it directly with the designated administrator. If the initial conversation does not resolve the issue, you may refer the matter to the Dean(s), Principal(s) and/or Head of School. In extreme situations, unresolved issues may be referred to the School Board Representative. At this level, you are requested to submit a request for remedy in writing to the school office.

TESTING/ASSESSMENT/REPORT CARD

REPORTING STUDENT PROGRESS

Communication between the home and school helps bind the student, parents, guardians, teacher, and administration into a team working toward a common goal. The following section explains some of the means by which the school attempts to report student progress.

At any time parents may call the Dean(s), Principal(s) and/or Head of School to schedule a time to meet and discuss their child's progress.

ENROLLMENT TESTING

Ohio Law requires testing of all students within 30 days of enrollment in the school. The tests are used to determine grade level placement. The decisions are final.

TESTING

All lessons and coursework will be based on the State of Ohio Content Standards and Common Core Standards. To prevent gaps in knowledge acquisition, regular testing is administered as a method of assessing student needs and progress.

STANDARDIZED TESTS

Standardized tests are given to all students. The results on these tests give the school a benchmark for student academic standing relative to their peers within the school and across the country. These external tests are given again each spring so we can measure each student's longitudinal growth.

STATE ASSESSMENTS

The school will administer all tests mandated by the Ohio State Legislature. These tests show how our students are performing relative to the state's requirements and relative to other schools and districts in the state. State mandated assessments will be administered in every school year in the fall and spring for Third Grade until otherwise decided by the Department of Education. The KRA will be administered in the fall each year. Reading Diagnostics will be administered to all students in grades Kindergarten through Third by September 30 of each year. Reading and Math Diagnostics will be administered each year to students in grades Kindergarten through Eighth. All state assessments will be administered to all students in grades Third through Twelfth.

PROGRESS REPORTS

Progress Reports are designed to inform parents of potential academic problems their child(ren) may be experiencing. These reports may be used as well to acknowledge students who are doing outstanding work, such as a student who maintains an A+ average or a student who is making significant academic progress due to exceptional effort. For those students who are working very hard and making significant progress, the grade in some cases is not the issue, since the student is being measured against his/her own potential. Progress Reports will be available for review through the online gradebook.

CLASSROOM EXPECTATIONS

HOMEWORK

Each student is expected to complete all of his or her assigned homework. If a student comes to class without having completed the homework, he or she will serve a detention that evening for students in grades third through twelfth. **Completed homework includes quality of work, all assignments from teachers completed, and a parent signature.** If one or more of these requirements is missing, the homework will be considered incomplete and a detention will be assigned to students in grades third through twelfth. Parents of students in grades Kindergarten through Second will be notified of homework infractions and appropriate consequence. For all students, excessive homework misses may result in consequences up to and including expulsion from school.

If a student is absent but has failed to notify the school in advance and brings a note upon his or her return, the student will need to complete the homework, no later than one day after his or her return. If the student is absent

without prior notice or fails to bring a note upon his or her return, the homework assignment will be considered missing and cannot be made up.

PROGRESS MONITORING ASSESSMENTS, TESTS, OR CLASSROOM EXAMS/QUIZZES

If a student is absent on the day of an exam, quiz, or test, but had notified the school in advance or brings a note upon his or her return, the student should be prepared to take the quiz, exam, or test the day he or she returns. If the student is absent without prior notice or fails to bring a note upon his or her return, the exam, quiz, or test will be considered missed and cannot be made up.

In extreme situations, Dean(s), Principal(s) and/or Head of School will make a decision concerning make up of the work. It the mission to always make sure that students' academic success is the underlying reason behind every policy.

CLASSROOM BEHAVIOR

Upon entering the classroom, students should take their seats quietly and without interference, begin their work and on certain days place their homework on their desk for collection.

CLASSROOM RULES

During class students should understand that there are certain necessary procedures that must be in place in order for effective learning to place. These rules will be posted in all classrooms, hallways, and the lunchroom/common areas.

The following are the five rules for which a student will receive a suspension if they frequently violate (three times in one day or five times in one week is school wide policy – The Dean(s), Principal(s) and/or Head of School will use professional discretion). Consistently violating the school wide rules is a Category I violation:

> *"Disorderly Conduct*
> *Students must not break classroom or school rules. They may not keep teachers from teaching and students from learning. Students who cause a disruption in the classroom by talking, making noises, throwing objects, or otherwise distracting one or more of their classmates is engaging in disorderly conduct. If the teacher is prevented from starting an activity or lesson or has to stop what he/she is doing to try to stop the distractive behavior, then the behavior is considered disorderly. Leaving the classroom without permission and inappropriate displays of affection are also considered to be disorderly conduct."*

THIS IS A VERY STRICT SCHOOL; HOWEVER, ALL RULES AND POLICIES WILL ALWAYS REMAIN CLEAR AND TRANSPARENT TO STUDENTS AND FAMILIES.

CLASSROOM AND COMMON AREA RULES

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.

3. I will raise my hand to speak and wait to be called upon.
4. I will respect my classmates, my teachers, and my materials.
5. I will stay on task, and always do my personal best.

PROMOTION

Decisions regarding student promotion to the next grade are made on a case by case basis, after careful consultation with each student's teachers. Students must receive a final passing grade of 60% on all Progress Monitoring Assessments and in class subjects and have excellent attendance in each of their core academic classes in order to be considered for promotion to the next grade. Additionally, any student in grades Kindergarten through Third that are identified as being not-on-track to attain the appropriate level of reading for their current grade level as determined by the Reading Diagnostic Assessment may be retained in their current grade level in accordance with ORC 3313.608(B)(2)(a) if the appropriate level of reading is not attained by the end of the school year.

When necessary, the school will send home a letter to families of students failing or struggling in their classes – based on the progress monitoring assessment data. This letter will indicate that unless work habits, effort, and achievement improve, The student may be retained in their current grade level. Instructional services may be provided and/or required including attendance in after school tutoring and Saturday school until the student shows improvement. Student improvement will be monitored by teachers, administrators and parents.

These letters and will continue throughout the year until the core academic teachers and administration feels that the student is at a satisfactory level academically. If a student completes the school year in compliance with the attendance police and has achieved the required scores academically, then the student will progress to next grade. Otherwise, the student will be retained in the same grade the following year. Students that are retained in compliance with the Third Grade Guarantee policy may be subject to grade elevation or the inclusion in additional academic services. Students that are retained in compliance with the Third Grade Guarantee policy may be subject to mid-year promotion if he/she demonstrates proficiency in all areas he/she was previously retained for.

PARENT TEACHER CONFERENCES

At any time parents may request a conference by calling the school and speaking with the Dean(s), Principal(s) and/or Head of School.

BUILDING SAFETY

There are a number of basic procedures the school needs to take in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of school is under way.

CLOSED CAMPUS

Under no circumstances are students permitted to leave the campus, at any time, without permission and then only under the escort and supervision of an authorized adult. All doors to the building will be locked and secured using

security cameras. Students should be aware that the school has neighbors and we should be respectful and courteous of their needs.

VISITOR POLICY

All visitors are required to sign in after reporting to the main office. At that time, the visitor will be given a visitors pass and should be worn at all times while on the school's campus. Any visitor who does not report to the office or is found in the building without a visitor's pass will be asked to leave immediately.

In case of an emergency, parents or guardians should contact the main office either by phone or in person. Under no circumstances, should parents or guardians attempt to contact students in their classrooms, in person or attempt to withdraw students from the building without notifying and receiving permission from the Dean(s), Principal(s) and/or Head of School or other administrative official.

Visitors, Volunteers and Guests

The Board welcomes and encourages visits to School programs by parents, other adults, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including parents and volunteers, must report to the School office upon entering the School building and sign the guest register. This procedure has been adopted for the safety of our students and staff. Children from other schools may not visit during the school day. Exceptions may be made at the Head of School or his/her designee's discretion for families who are considering enrollment.

The Head of School or his/her designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults and/ or educators, to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School grounds or creates a disturbance, the Head of School or his/her designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The Head of School or his/her designee may promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks.

All volunteers (both new and current) having unsupervised access to students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check. If a criminal records check is conducted on a volunteer, and the records check reveals one of the prohibited violations, the School may no longer utilize the volunteer in a position involving unsupervised access to children on a regular basis, unless a notice is sent out to the parent or guardian of each child served by the School. The notice must be in writing, name the volunteer and indicate that the volunteer has been convicted of or entered a guilty plea to one or more of the prohibited violations. The notice must be sent to the parent or guardian on the date the School commences providing services to the child or on the date the School decides to accept the person as a volunteer after receiving the report of the result of the criminal records check, whichever is later.

R.C. 109.575

SCHOOL VISITOR POLICY

In order to ensure a safe environment for students, faculty, administrators and the general public, the following criteria are hereby established for visitors to the School:

1. All persons must report to the School office to make their presence known and obtain a pass to be in the School.
2. Visitors/Volunteers must wear the "Visitors/Volunteers Pass" in a conspicuous location at all times while in the building
3. Visitors/Volunteers may be required to be accompanied by a School escort while in the building or obtain a background check prior to visiting
4. Visitations to the classroom are permitted only with prior permission of the Head of School and may be limited in the sole discretion of the Head of School to avoid disruption to the education process
5. All persons entering the School property, building or offices must act in a nonthreatening manner. Disruptive or threatening behavior will be considered a threat to the safety of school students and staff as set forth in point 7 below.
6. Any meetings with school staff, teachers or students must be scheduled and approved by the Head of School except in the case of emergency, in which case the school office must be contacted in order to make arrangements to handle the emergency.
7. Actions such as shouting, vulgar language, confrontation of students, administrators, employees or other persons on or in the school property or disruptions to the educational environment are not allowed, since they represent a possible threat to safety.

a. Actions of this type will result in a request for that person to leave the school property.
b. In the case of repeated incidents of this nature, such persons may be banned from the return to the school property.
c. In the case of extreme and/or continued disturbances, the local legal authorities may be called, and such person may be charged with disorderly conduct.

8. The policy shall govern all visitors or volunteers to the School. Family members of students, staff and guests will need to follow all rules set forth above

ACKNOWLEDGEMENT SIGNATURE PAGE

SCHOOL VISITOR POLICY

Student's Name: _____Grade:_____

Parent's/Guardian's Name:_____

PRINT

We have received a copy of the School Visitor Policy for the Academic Year. We have read and understood the School Visitor Policy and consent, support, and agree to follow the policy and procedures as outlined therein.

Agreed to by:

Parent's Signature **Date**

Parent's Signature **Date**

<u>This document will be placed in the student's file.</u>

STUDENT ARRIVAL AND DISMISSAL

Students should not arrive at school earlier than 7:45 am. At dismissal, students should either leave the school building, or attend the school – sponsored activity of their choice. Students may not loiter on the school premises if they are not engaged in a school sponsored event.

INCLEMENT WEATHER

The school voice mail will be an automated attendant before 8:00 am and after 4:00 pm.

In case of an emergency, please call the school number. In the event of inclement weather and snow days, the school MAY close with the local school district, but also may make the decision to close regardless if the local district ha closed. Please tune to local radio or television stations for updated information (Channel 8 and Channel 5). Each school will be listed by individual name regarding any closings or notifications.

EARLY DISMISSAL POLICY

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation and the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign out with the main office before removing the student from school grounds.

Unless it is an absolute emergency, parents must wait until the appropriate dismissal time.

In order to minimize disruption to class, we ask that notification regarding early dismissal be made as far in advance as possible, but no later than 8am of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing irreplaceable class time.

FIRE SAFETY PROCEDURES

In case of an emergency- if a student or staff member sees fire or smells smoke- he or she should pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in the class rooms and proceed out of building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the procedure. After, students should follow the direction of the staff who will lead them outside, line the students up by class, and take attendance.

SCHOOL LUNCH

Students may either eat school lunch and milk from the school or bring their own lunches from home. The school does not have its own cafeteria or kitchen, so we have arranged for a catering service to bring in either hot meals or bag lunches every day.

Since school lunches are prepared off – site, the school must have an accurate number of meals to order, and must place that order with the caterer one week in advance of the meal. The monthly menu will be sent home every week and posted in conspicuous places around the school building.

Lunch will be served each to all students in their classrooms or the common area. Lunch monitors, the Principals, Deans, and designated teachers will supervise the meals and clean – up at the end of each lunch period.

The school will participate in the National School Lunch Program, which provides free or reduced price lunches and free milk to eligible students. At the beginning of the school year, each family will be given a table describing eligibility and an application to participate in the program.

MEDICAL RECORDS AND HEALTH SERVICES

Ohio state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll, the school must have on file the following forms:

- Birth Certificate
- Current Shot Record
- Physicals and Medical forms

MEDIA RELEASE POLICY

Over the course of the school year, opportunities arise to provide positive publicity and information about our network, campuses, and scholars to the general public or specific audiences. The school may receive requests from the news media or professional persons to interview, photograph, and/or film scholars for news publications, television or radio broadcasts, or for educational information and training or various publications and brochures printed by the school. Permission is needed for your child to be the subject of any news media publicity or for educational information.

By granting this permission, the school, including its employees and contractors, are released from all claims resulting from the use and editing of your scholar's image, voice, or name, and the use, sale, editing, and release to media outlets. This permission remains valid for all media projects occurring during the school year in which the form is signed. You may revoke this permission by completing a new media release form at your campus.

FAMILY INVOLVEMENT OPPORTUNITIES

PARENT INVOLVEMENT COMMITTEE

Any parents/ guardians interested in joining the parents committee should contact the Dean(s), Principal(s) and/or Head of School at their respective campus.

ALLERGY POLICY

Food Allergies Policy

The Board of Education recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating students with food allergies and to reduce the likelihood of allergic reactions of students with known food allergies while at school.

A. Parent/guardians and student responsibilities

1. Parents and guardians of students with allergies, or students with allergies age eighteen or older, shall:

a. Notify the school principal when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider-documented allergy and a diet modification order as necessary;

b. Provide the district with prescribed emergency medications;

c. Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:

I. Food allergy action plan;

Ii. Anaphylaxis emergency action plan;

Iii. Diet order

1. Parent and guardians will be responsible for educating their students about allergy management at school. Allergy management and education includes, without limitation, identification of "safe foods" by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

B. District responsibilities

1. The district will cooperate in the development of a food allergy action plan for students with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the school nurse, parents/guardians of the student and the student's health care provider. The plan will be effective for the school year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.

2. With parental consent, the district will share the food allergy action plan with appropriate school staff.

3. Food will not be provided during the school day by means other than the school breakfast, snack, lunch or vending programs except with prior consultation with the building principal, school nurse or designee of the building principal.

4. At least one employee who has received instruction in the recognition of food allergy reactions will be present when students are being served food during the regular school day.

5. Each school will post procedures concerning the provision of food in staff and parent handbooks.

ASTHMA POLICY

Asthma Policy

The School recognizes that a clear, concise policy on asthma management in school can have an impact on academic achievement. All schools must have protocols and procedures for children with asthma and evaluate the implementation of these plans on a regular basis. This document outlines the comprehensive and collaborative nature of managing a child's asthma within our school setting.

Background on Asthma

Because asthma is one of the most common chronic childhood illnesses and a major cause of student absences, it is important for schools to adopt a comprehensive, coordinated approach to addressing asthma.
A comprehensive plan includes: management and support systems, appropriate health and mental health services, educational programs for staff and students, appropriate and reasonable environmental remediation and communication systems with home and child clinicians.
These components need to be integrated with community efforts that include the medical and mental health fields, housing and community air quality improvements, and active engagement of families.
This document links with other policies such as Medication Policy and Management of Life Threatening Allergic Reaction policies. It is based on the *National Asthma Education and Prevention Resolution on Asthma Management in the School,* a document that outlines basic guidelines for an asthma policy and which is supported by major national health associations.

Protocol for Implementation

Role of the Parent
- Fill out appropriate asthma information on health form prior to commencement of school year.
- Complete emergency forms indicating that child has asthma and include emergency numbers.
- Meet or talk with the school leaders to discuss the child's asthma
- Review with your child's primary care provider and sign all asthma forms presented by the school nurse. These may include a combination of the following:
o Permission for school to communicate with the family, other teachers and the primary care provider.
o Authorization to dispense medication
o Consent for child's self administration of asthma medicine (when developmentally appropriate)

o The Parent/guardian Asthma Questionnaire
o The Asthma Action Plan

- Provide the school with a pharmacy labeled supply of medications, including nebulizer medications, mask and tubing. Most health rooms have nebulizers but are not equipped with extra masks and tubing.
- Participate in the Asthma Action Plan for their child with the child's health practitioner and deliver the completed asthma action plan to the school nurse.
- Provide a pager, cell phone or other emergency number/s.
- Assure the pre-school and after-school staff have the appropriate information and training.

Role of the School Administrator
- Support faculty, staff and parents in implementing all aspects of the asthma management program including self-management.
- Support the development of a school-wide policy, with input from School Facilities Staff, for management of the school environment which includes, but is not limited to:

o Review of and action on annual school inspections
o Use of green cleaners
o Enforcement of tobacco policy

- Ensure there is a contingency plan in the case of a substitute teacher, or food service personnel who is not familiar with the child
- Ensure that the child is placed in a classroom where the teacher is informed about asthma prevention, management and emergency response.
- Support program development, especially in schools with higher than state average of asthma or with large numbers of absenteeism related to asthma.
- Review environmental inspections and ensure that all work orders occur in a timely fashion.
- Support the student support team, the school nurse and classroom teacher in identifying children with increased absenteeism in relation to asthma.

Role of the Student (where developmentally appropriate)
- Student signs off on self-administration plan guidelines

- Student completes the "Student Breathing/Asthma Questionnaire"

Role of the School:
- Ensure that all appropriate asthma-related forms are distributed to the parent and/or the primary care provider.
- Make a reasonable attempt (a minimum of two phone calls) to collect all outstanding forms.
- Complete with the student (where developmentally appropriate) the Student Breathing/Asthma questionnaire.
- Develop a plan for child management in classroom, lunchroom, etc.

- Ensure that all other staff members (including coaches) who have contact with children with asthma are familiar with their Individual Health Care Plans on a need-to-know basis. Teachers should be contacted individually rather than lists posted.

- Provide a list of students with life-threatening allergies as a component to their asthma (if consent given by parent) to all staff on a need-to-know basis (including bus drivers).
- Conduct in-service training and education for appropriate staff regarding asthma symptoms, risk reduction procedures, and emergency procedures. This information should be reviewed annually, preferably in the beginning of the school year.
- Ensure that there is a contingency plan in place in all school-related venues where substitutes are utilized.
- Communicate with parents on a regular basis to discuss issues relating to plan.
- Maintain child's medications as per the medication policy.

Role of the Teacher
- Maintain access to information for all students in classroom with asthma.
- Participate in asthma awareness professional development.
- Inform volunteers, student teachers, aides, specialists and substitute teachers about the child's asthma needs.
- Provide school leaders with adequate warning about school-sponsored off-site activities.
- Notify leaders of any concerns.

Role of Off-site Staff
- Maintain awareness of all students with severe persistent asthma.
- Coaches will be told of any students on their teams who have asthma and will be trained in asthma awareness and maximizing athletic performance.

- Allow responsible student to self medicate during practices and sports events.
- Inform substitutes about the child's food/other allergies and necessary safeguards by both verbal communication and in an organized, prominent and accessible written format.

ACCELERATION AND EARLY GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The (District) Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The (District) Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1) Referrals and Evaluation

a) Any student residing in the district may be referred by a teacher, administrator, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

b) Copies of this policy and referral forms for evaluation for possible early whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

c) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

i) Composition

(1) The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:

(a) A principal or assistant principal from the child's current school;

(b) A current teacher of the referred student;

(c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);

(d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;

(e) A school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may refer a student.

(2) The acceleration evaluation committee shall be charged with the following responsibilities:

(a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

(i) Students considered for whole-grade acceleration shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

(c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

(i) placement of the student in an accelerated setting;

(ii) strategies to support a successful transition to the accelerated setting

(iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

(iv) an appropriate transition period for accelerated placement for grade-level accelerated students, and students accelerated in individual content areas.

(d) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G)**,** waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

(i)Students who excel in school shall be permitted to complete the requirements for graduation of the Ohio Department of Education and the Board of Education in less than the normal four (4) years of senior high school. The following standards shall apply:

1. To be considered for entrance into an early graduation program, a student must attain a cumulative grade point average of 3.4 at the end of the first semester of the tenth grade.

2. To remain in the early graduation program, the student must maintain a 3.2 cumulative grade average.

3. No more than three credits toward graduation may be earned in summer and/or extension schools, and no such credits may be earned before completion of the ninth grade.

4. A student who wishes to be accepted into the early graduation program must submit to his/her guidance counselor a written proposal outlining his/her plans to complete the Board of Education and State requirements for graduation. The proposal should be made no later than June 1, of the sophomore year. Upon approval of the counselor, the proposal will be forwarded to the principal who will arrange a conference involving the pupil, his/her parents, guidance counselor, and the principal. The decision to allow a student to enter the program shall be made by the principal.

5. A student who does not complete the program for early graduation, shall be required to carry an average of five (5) credits during the two (2) semesters of the senior year and must complete eight (8) semesters of attendance. Once a student is accepted into the early graduation program, every effort will be made by the school to help him/her.

(e) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3) Accelerated Placement

a) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

i) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

ii) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

b) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

ACADEMIC INTERVENTION

ACADEMIC PREVENTION/INTERVENTION SERVICES

The Board of Education authorizes and directs the Principal to conduct academic prevention/intervention services for all grades. Such prevention/intervention services shall include, but are not limited to, all of the following:

A. Use of diagnostic assessments to measure student progress toward the attainment of academic standards and to identify students who may not attain academic standards;

B. Classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments;

C. The regular collection of student performance data;

D. Use of student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services;

E. Required prevention/intervention services set forth in O.R.C. §§3301.0711; 3301.0715; and 3313.608.

Prevention/intervention services shall be provided in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies, 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.

Intervention services shall also be provided to students whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

This policy shall be updated annually.
LEGAL REFS.: O.R.C. §§3313.6012; 3301.0711; 3301.0715; 3313.608

CAREER ADVISING, COLLEGE AND CAREER READINESS AND FINANCIAL LITERACY

Career Advising

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and school residents.

The school's plan for career advising includes, providing:

1. Grade-level examples that link students' schoolwork to one or more career fields

2. Career and college advising to students in grades 6-12

3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:

    a. Identifying students who are at risk of dropping out of school with input from teachers, school counselors and other appropriate school staff.

    b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of education, when appropriate.

        i. Before a school develops a pupil's Student Success Plan, school staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the school will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.

4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the school.

5. Multiple academic pathways through high school that students may choose to earn a high school diploma.

6. Information on courses that can award students credit.

7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.

8. The supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

Career and College Readiness

The school will provide education and guidance that:

- meets the current needs and anticipates the future workforce demands of the economy;
- prepares learners to succeed in lifelong learning and careers through secondary-postsecondary programs of study that include high-level academic and technical skills in real-work contexts;
- supports career development for all learners, career pathways for high school students;

Financial Literacy

Students in grades 6-8 will experience the integration of economics and financial literacy within social studies classes. Students in grades 9-12 will also experience the integration of economics and financial literacy within social studies classes and also have the ability to take economics and/or financial literacy as an elective.

COLLEGE CREDIT PLUS

COLLEGE CREDIT PLUS PROGRAM

Beginning with the 2015-2016 school year, a secondary grade student who is a resident of this state may enroll at a college, on a full- or part-time basis, and complete nonsectarian, nonremedial courses for high school and college credit. This arrangement is known as the College Credit Plus Program ("Program"). Upon successful completion of college-level, nonremedial coursework applicable to at least one degree or professional certification at a partnering college, such student shall receive transcripted credit from the college, except for any of the following:

1. An agreement governing an early college high school program that meets any of the exemption criteria under O.R.C. §3313.6013(E);

2. An advanced placement course or international baccalaureate diploma course, as described in O.R.C. §3313.6013(A)(2)and(3);

3. Until July 1, 2016, a career-technical education program that is approved by the Ohio Department of Education under O.R.C. §3317.161 and grants articulated credit to students participating in that program.

Eligibility Restrictions

To be eligible to participate in the Program, a student must be in the ninth, tenth, eleventh, or twelfth grade, and must satisfy the following requirements:

1. The student or the student's parent shall inform the principal, or equivalent, of the student's school by the first day of April of the student's intent to participate in the Program during the following school year. Any student who fails to provide the notification by the required date may not participate in the Program during the following school year without the written consent of the principal, or equivalent. If a student seeks consent from the principal after failing to provide notification by the required date, the principal shall notify the Ohio Department of Education of the student's intent to participate within ten days of the date on which the student seeks consent. If the principal does not provide written consent, the student may appeal the principal's decision to the State Board of Education.

2. The student shall both:

a. Apply to a public or a participating private college, or an eligible out-of-state college participating in the Program, in accordance with the college's established procedures for admission, pursuant to O.R.C. §3365.05;

b. Meet the college's established standards for admission and for course placement, including course-specific capacity limitations, pursuant to O.R.C. §3365.05.

4. The student shall elect at the time of enrollment to participate under either Option A or Option B of this paragraph for each course under the Program.

   a. OPTION A: The student may elect, at the time of enrollment, to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. A student electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.

      (i) The student may elect to receive only college credit for the course, in which case the Board shall not award high school credit to the student.

      (ii) The student may elect to receive both high school credit and college credit for the course. If the student successfully completes the course, the Board shall award the student high school credit, unless the student took the college courses during his or her expulsion from the District.

   b. OPTION B: The student may elect, at the time of enrollment, for each course to have the college reimbursed under O.R.C. §3365.07. If the student successfully completes the course, the Board shall award the student high school credit, unless the student took the college courses during his or her expulsion from the School.

5. The student and the student's parent shall sign a form, provided by the School, stating that they have received the counseling required under O.R.C. §3365.04(B) and that they understand the responsibilities they must assume in the program. Counseling information shall include:

   a. Program eligibility;

   b. The process for granting academic credits;

   c. Any necessary financial arrangements for tuition, textbooks, and fees;

   d. Criteria for any transportation aid;

e. Available support services;

f. Scheduling;

g. Communicating the possible consequences and benefits of participation, including all of the following:

(i) The consequences of failing or not completing a course under the Program, including the effect on the student's ability to complete the secondary school's graduation requirements;

(ii) The effect of the grade attained in a course under the Program being included in the student's grade point average;

(iii) The benefits to the student for successfully completing a course under the Program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.

h. The academic and social responsibilities of students and parents under the Program;

i. Information about and encouragement to use the counseling services of the college in which the student intends to enroll;

j. The standard packet of information for the program developed by the chancellor of the Ohio board of regents pursuant to O.R.C. §3365.

Limitations on Enrollment

A student in grade nine may not enroll in courses for which the student elects to receive credit toward high school graduation for more than the equivalent of four academic school years. A student may not enroll in courses in which the student elects to receive credit toward high school graduation for more than the equivalent of:

1. Three academic school years, if the student so enrolls for the first time in grade ten;

2. Two academic school years, if the student so enrolls for the first time in grade eleven;

3. One academic school year, if the student so enrolls for the first time in grade twelve.

These restrictions shall be reduced proportionately for any such student who enrolls in the program during the course of a school year.

Policy on Academic Acceleration and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The (District) Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The (District) Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1) Referrals and Evaluation

a) Any student residing in the district may be referred by a teacher, administrator, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

b) Copies of this policy and referral forms for evaluation for possible early whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

c) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the

referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

i) Composition

(1) The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:

(a) A principal or assistant principal from the child's current school;

(b) A current teacher of the referred student;

(c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);

(d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;

(e) A school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may refer a student.

(2) The acceleration evaluation committee shall be charged with the following responsibilities:

(a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

(i) Students considered for whole-grade acceleration shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

(c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

(i) placement of the student in an accelerated setting;

(ii) strategies to support a successful transition to the accelerated setting

(iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

(iv) an appropriate transition period for accelerated placement for grade-level accelerated students, and students accelerated in individual content areas.

(d) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G)**,** waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

(i)Students who excel in school shall be permitted to complete the requirements for graduation of the Ohio Department of Education and the Board of Education in less than the normal four (4) years of senior high school. The following standards shall apply:

6. To be considered for entrance into an early graduation program, a student must attain a cumulative grade point average of 3.4 at the end of the first semester of the tenth grade.

7. To remain in the early graduation program, the student must maintain a 3.2 cumulative grade average.

8. No more than three credits toward graduation may be earned in summer and/or extension schools, and no such credits may be earned before completion of the ninth grade.

9. A student who wishes to be accepted into the early graduation program must submit to his/her guidance counselor a written proposal outlining his/her plans to complete the Board of Education and State requirements for graduation. The proposal should be made no later than June 1, of the sophomore year. Upon approval of the counselor, the proposal will be forwarded to the principal who will arrange a conference involving the pupil, his/her parents, guidance counselor, and the principal. The decision to allow a student to enter the program shall be made by the principal.

10. A student who does not complete the program for early graduation, shall be required to carry an average of five (5) credits during the two (2) semesters of the senior year and must complete eight (8) semesters of attendance. Once a student is accepted into the early graduation program, every effort will be made by the school to help him/her.

(e) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3) Accelerated Placement

a) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

i) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

ii) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

b) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Participation by Non-Secondary School Students

Students in grades seven and eight may participate in the Program if they meet the eligibility criteria required of secondary grade students for participation and shall be subject to the same requirements as secondary grade participants. The parent or guardian of a seventh or eighth grade student participating in the Program shall be responsible for any transportation related to participation in the Program.

Academic Consequences of Expulsion

The Board may deny high school credit for post-secondary courses, any portion of which were taken during the period of an expulsion imposed by the Superintendent or Board. If a college withdraws its acceptance of an expelled student who elected to have the college reimbursed for each course under O.R.C. §3365.07, the Board shall not award high school credit for the college courses in which the student was enrolled at the time the college withdrew its acceptance.

Awarding Grades and Calculating Class Standing

The awarding of grades and the calculation of class standing for courses taken under the Program shall be equivalent to the District's policy for courses taken under an advanced standing program or for other courses designated as honors courses by the District.

Applicability of Credit

High school credit awarded for courses successfully completed under the Program shall count toward the graduation requirements and subject area requirements of the District. If a course comparable to one a student completed at a college is offered by the District, the Board shall award comparable credit for the course completed at the college. If no comparable course is offered by the District, the Board shall grant an appropriate number of elective credits to the participant.

Evidence of successful completion of each course and the high school credits awarded by the school shall be included in the student's record. The record shall indicate that the credits were earned as a participant under O.R.C. Chapter 3365 and shall include the name of the college at which the credits were earned.

Consequences of Withdrawal and Failure to Attain Passing Grades

If a college withdraws its acceptance of an expelled student who elected Option B, any reimbursement under O.R.C. §3365.07 for the student's attendance prior to the withdrawal shall be

the same as would be paid for a student who voluntarily withdrew from the college at the same time in the term. If the withdrawal results in the college's receiving no reimbursement, the college or Board may require the student to return or pay for any textbooks and materials it provided the student free of charge.

If the Superintendent determines that the student has not attained a passing final grade in a college course in which the student enrolled under the Program, the Superintendent may seek reimbursement from the student or the student's parent for the amount of state funds paid to the college on behalf of the student for that college course. In accordance with O.R.C. §3313.642(C), the Board may withhold grades and credits received by the student for high school courses taken by the student until the student or the student's parent provides reimbursement.

Unless the student was expelled, the Superintendent shall not seek reimbursement from a student or a student's parent if the student is identified as economically disadvantaged according to rules adopted by the Ohio Department of Education.

LEGAL REF.: Ohio Revised Code Chapter 3365

MISSING CHILD POLICY

Missing Child

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

A student, at the time of initial entry into school, shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her, which were maintained by the school, which he/she most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;

2. an attested transcript of the certificate of birth;

3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;

4. an attested transcript of a hospital record showing the date and place of birth of the child; or

5. a birth affidavit.

If the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within a reasonable time the principal shall notify the police department having jurisdiction in the area where the student resides of the possibility that the student might be a missing child.

The primary responsibility for supervision of a student resides with his/her parent(s)/guardian(s). The staff provides as much assistance as is reasonable to parents/guardians with this responsibility.

LEGAL REFERENCES

ORC 109.65

2901.30

3313.672; 3313.96

3319.321; 3319.322

3321.12

The School expects parents and foster parents of students to be actively involved in the student's education. In order for our faculty and staff to effectively educate our children, we welcome our parents and foster parents as partners. Parents and foster parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our school. Parents and foster parents will be expected to participate and sign an agreement with the school.

A parent or foster parent conference is a formally scheduled conversation between faculty and parents/foster parents in order to discuss the student's development and progress. Parents and foster parents will be required to confer with faculty about their child's/children's social and academic achievement on a regular basis as scheduled by the School. Parents and foster parents should attend conferences in order to receive written report cards. As well, the School encourages parents and foster parents to initiate these conferences about their questions and concerns with the Dean(s) and/or Principal(s).

Additionally, any parent or foster parent that wishes to speak with a teacher may do so by contacting the Dean(s) or Principal(s) to schedule a conference.

STUDENT AND EMPLOYEE CARE AND SAFETY

Reporting Accidents

All accidents on School property, on School transportation and at School-sponsored events must be reported to the Head of School or his/her designee immediately. An accident report form must be completed as soon as possible following the accident and turned into to Head of School or his/her designee.

Injuries

The main office, or designated area, shall have a first aid kit for treating minor injuries. Minor scratches and cuts may be attended to in the classroom or School office. When a student is more seriously injured, the Head of School or his/her designee shall contact the parent or guardian. If medical treatment is indicated, appropriate steps shall be taken. The child's health form should be taken from the file and be available for examination. Teachers shall not administer medication to students.

Once the squad is called, they have the authority to determine if transport to a hospital is needed. The School shall notify the parent or guardian regarding the accident and the action taken.

Special Medical Needs

Parents are responsible for notifying School officials if a student has any special medical needs. The School personnel will not address any needs requiring the services of a trained professional. In most instances, the special medical needs will result in limited participation in certain activities and classes rather than any treatment being administered. In all instances the Head of School or his/her designee will make the final decision as to how the School will handle any special needs requests.

Student Abuse and Neglect

Any employee who knows or suspects child abuse or neglect shall immediately report the suspicions to the Head of School or his/her designee. The Head of School or his/her designee shall then investigate and, if necessary, contact the appropriate authorities. The identity of the staff member shall be kept confidential. The identity of the student and any information pertaining to the situation shall be kept confidential.

Emergency School Evacuation

The School has a written and posted set of procedures which will insure the health and safety of students and employees in the event an evacuation of the School is necessary.

Emergency School Closing/Inclement Weather

The School will follow the decisions of the Head of School or his/her designee regarding weather-related closings. Information about the School closing will be posted on the School telephone system. The Head of School or his/her designee may close the School, delay the opening of the School, or dismiss School early when such actions are required for the protection of the health and safety of students and employees. In the event School is closed no School related activities will be held.

Health Services

Prior to November 1 of the school year in which a child is enrolled for the first time in either kindergarten or first grade, the child shall be screened for disorders in hearing, vision, speech and

communication, for general health or medical problems, and for developmental disorders. This screening, or any of its elements, may be provided directly by the School or by contract with another person or governmental entity. The School may also establish a list of approved providers of screening services and request the parents to utilize one of these providers.

Prior to August 1, the parents or guardians of any child entering school for the first time must be provided with information about the screening program. If the School has determined that screening is to be obtained by the parents or guardians, it must prepare a list of providers together with information about screening services available in the community to those who cannot afford them. A parent or guardian may reject the requested screenings by signing a written statement to the effect that he/ she does not wish to have his/ her child screened.

If the results of any health screening reveal the possibility of special learning needs, the School is required to conduct further assessment in accordance with Ohio's handicapped education laws.

R.C. §§ 3313.673; 3314.03.

Use of Medications Policy

The School shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, or the student would not be able to attend school if the medication or treatment were not made available during school hours, only if a physician's request is completed.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a physician and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

The total responsibility for dispensing or administering any medication or treatment shall rest solely with the parent(s) and their child. Before any medication or treatment may be administered to any student during school hours, the School shall require the written prescription from the child's physician with detailed instructions, written promises of the physician and the parent to forward any changes in the prescription or instructions to the school immediately upon change and to ensure delivery to the appropriate staff. This must be accompanied by the written authorization and waiver of the parent. This document shall be kept on file in the office of the Head of School or his/her designee.

Only medication in its original prescription bottle labeled with the date of prescription, student's name, and exact dosage will be administered and only in the presence of another adult. Parents, or students authorized in writing by physician and parents, may administer medication or treatment but only in the presence of an adult staff member assigned for that purpose.

The School shall allow an unlicensed staff member to assist a student with self-administration of medications by doing only the following (1) remind the student when it is time to take a medication and observe to ensure that the student follows the directions on the container; (2) assist the student in the self-administration of medication by taking the medication in its container from the area where it is stored and handing the container with the medication in it to the student; (3) assist upon request by or with the consent of, a physically impaired but mentally alert student, in removing oral or topical medication from the container and in taking or applying the medication. If a staff member is physically unable to place a dose of medicine in a student's mouth without spilling or dropping it, an unlicensed staff member may place the dose in another container and place that container to the mouth of the student.

The School may permit, if no other choice is available, or in an emergency, the administration by staff of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a physician and the staff member has completed any necessary training. Training should be provided by the prescribing physician's office. The administration of such medication must take place in the school office, unless under emergency circumstances.

Students who may require administration of an emergency medication may have such medication, identified as stated above, stored in the Head of School's office and administered in accord with this policy. The Head of School or his/her designee may prepare and distribute administrative guidelines to ensure the proper implementation of this policy.

R.C. 3313.711; 3313.712; 3313.713; OAC 4723-13-04

Use of Inhaler/Epinephrine Autoinjector

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, and/or an epinephrine autoinjector to treat anaphylaxis at School, any School-related activity, event, or program sponsored by the School or in which the School participates, if both of the following conditions are satisfied:

1. The student has the written approval of the student's physician and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The physician's written approval shall include at least all of the following information:

    1. the student's name and address;

    2. the names and dose of the mediation contained in the inhaler;

    3. the date the administration of the medication is to begin;

    4. the date, if known, that the administration of the medication is to cease;

    5. circumstances in which the inhaler and/or autoinjector should be used;

    6. acknowledgement that the prescriber has determined the student is capable of possession and using the inhaler and/or autoinjector appropriately and has provided the student with training in the proper use;

    7. written instructions that outline procedures School personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack; and/or in the case of an epinephrine autoinjector, the Student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis;

    8. any severe adverse reactions that may occur to the student using the inhaler and that should be reported to the physician;

    9. any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such a student receive a dose of the medication;

    10. at least one (1) emergency telephone number for contacting the physician in an emergency;

11. at least one (1) emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;

12. any other special instructions from the physician.

2. The Principal, or his/her designee has received copies of the written approvals required by Subparagraph 1 of this section.

If these conditions are satisfied, the student may possess and use the inhaler at School or at any activity, event, or program sponsored by or in which the student's School is a participant.

The School, a member of the Board or the Board's representatives, or any Staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a Staff Member's prohibiting a student from using an inhaler because of a Staff Member's good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had not been satisfied. The School, a member of the Board, the Board's representatives, or any Staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a Staff Member's permitting a student to use an inhaler because of a Staff Member's good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had been satisfied. Furthermore, when the School is required by this Section to permit a student to possess and use an inhaler because the conditions of Subparagraphs 1 and 2 of this Section have been satisfied, the School, any member of the Board, or the Board's representatives, or any Staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed.

This Section does not eliminate, limit, or reduce any other immunity or defense that a School, member of a Governing Authority, or Staff or employee may be entitled to under Chapter 2744. or any other provision of the Revised Code or under the common law of this state.

R.C. 3314.14; R.C. 3314.141; R.C. 3313.716

School Asthma Policy

The school recognizes that a clear, concise policy on asthma management in school can have an impact on academic achievement. All schools must have protocols and procedures for children with asthma and evaluate the implementation of these plans on a regular basis. This document outlines the comprehensive and collaborative nature of managing a child's asthma within our school setting.

Background on Asthma

Because asthma is one of the most common chronic childhood illnesses and a major cause of student absences, it is important for schools to adopt a comprehensive, coordinated approach to addressing asthma.

A comprehensive plan includes: management and support systems, appropriate health and mental health services, educational programs for staff and students, appropriate and reasonable environmental remediation and communication systems with home and child clinicians.

These components need to be integrated with community efforts that include the medical and mental health fields, housing and community air quality improvements, and active engagement of families.

This document links with other policies such as Medication Policy and Management of Life Threatening Allergic Reaction policies. It is based on the *National Asthma Education and Prevention Resolution on Asthma Management in the School,* a document that outlines basic guidelines for an asthma policy and which is supported by major national health associations.

Protocol for Implementation

Role of the Parent

- Fill out appropriate asthma information on health form prior to commencement of school year.
- Complete emergency forms indicating that child has asthma and include emergency numbers.
- Meet or talk with the school leaders to discuss the child's asthma
- Review with your child's primary care provider and sign all asthma forms presented by the school nurse. These may include a combination of the following:
  - o Permission for school to communicate with the family, other teachers and the primary care provider.
  - o Authorization to dispense medication
  - o Consent for child's self administration of asthma medicine (when developmentally appropriate)

o The Parent/guardian Asthma Questionnaire
o The Asthma Action Plan

- Provide the school with a pharmacy labeled supply of medications, including nebulizer medications, mask and tubing. Most health rooms have nebulizers but are not equipped with extra masks and tubing.
- Participate in the Asthma Action Plan for their child with the child's health practitioner and deliver the completed asthma action plan to the school nurse.
- Provide a pager, cell phone or other emergency number/s.
- Assure the pre-school and after-school staff have the appropriate information and training.

Role of the School Administrator
- Support faculty, staff and parents in implementing all aspects of the asthma management program including self-management.
- Support the development of a school-wide policy, with input from School Facilities Staff, for management of the school environment which includes, but is not limited to:

o Review of and action on annual school inspections
o Use of green cleaners
o Enforcement of tobacco policy

- Ensure there is a contingency plan in the case of a substitute teacher, or food service personnel who is not familiar with the child
- Ensure that the child is placed in a classroom where the teacher is informed about asthma prevention, management and emergency response.
- Support program development, especially in schools with higher than state average of asthma or with large numbers of absenteeism related to asthma.
- Review environmental inspections and ensure that all work orders occur in a timely fashion.
- Support the student support team, the school nurse and classroom teacher in identifying children with increased absenteeism in relation to asthma.

Role of the Student (where developmentally appropriate)
- Student signs off on self-administration plan guidelines

- Student completes the "Student Breathing/Asthma Questionnaire"

Role of the School:
- Ensure that all appropriate asthma-related forms are distributed to the parent and/or the primary care provider.
- Make a reasonable attempt (a minimum of two phone calls) to collect all outstanding forms.
- Complete with the student (where developmentally appropriate) the Student Breathing/Asthma questionnaire.
- Develop a plan for child management in classroom, lunchroom, etc.

- Ensure that all other staff members (including coaches) who have contact with children with asthma are familiar with their Individual Health Care Plans on a need-to-know basis. Teachers should be contacted individually rather than lists posted.

- Provide a list of students with life-threatening allergies as a component to their asthma (if consent given by parent) to all staff on a need-to-know basis (including bus drivers).
- Conduct in-service training and education for appropriate staff regarding asthma symptoms, risk reduction procedures, and emergency procedures. This information should be reviewed annually, preferably in the beginning of the school year.
- Ensure that there is a contingency plan in place in all school-related venues where substitutes are utilized.
- Communicate with parents on a regular basis to discuss issues relating to plan.
- Maintain child's medications as per the medication policy.

Role of the Teacher
- Maintain access to information for all students in classroom with asthma.
- Participate in asthma awareness professional development.
- Inform volunteers, student teachers, aides, specialists and substitute teachers about the child's asthma needs.
- Provide school leaders with adequate warning about school-sponsored off-site activities.
- Notify leaders of any concerns.

Role of Off-site Staff
- Maintain awareness of all students with severe persistent asthma.
- Coaches will be told of any students on their teams who have asthma and will be trained in asthma awareness and maximizing athletic performance.

- Allow responsible student to self medicate during practices and sports events.
- Inform substitutes about the child's food/other allergies and necessary safeguards by both verbal communication and in an organized, prominent and accessible written format.

Health Examinations and Immunizations

Students enrolled in the School are required to have, at the time of initial entry into School and at the beginning of each School year thereafter, written evidence on file that they have been immunized against diphtheria, tetanus, pertussis, poliomyelitis, measles, mumps, chicken pox and rubella, as required by Ohio law and applicable Ohio Department of Health regulations and guidelines (collectively laws, rules, regulations or guidelines). Adequate written evidence of such required immunizations shall consist of: (1) a signed physician's statement indicating that the student has received the required immunizations, including the immunizations received and the date of receipt; or (2) a signed statement by the parent indicating that the student has received the required immunizations, including the immunizations received and the date of receipt. In the case of a parent's statement, the Head of School, in his/her sole discretion, may require any other evidence as s/he believes is needed to determine compliance with this policy including, but not limited to, a physician's statement.

No student may remain in School for more than fourteen (14) days after initial admission or, for a student not being initially admitted, more than fourteen (14) days after the beginning of the school year unless: (1) the student has received the required immunizations or the student is "in the process" of receiving the required immunizations, as defined in Ohio law and this policy and (2) the student's parent has submitted adequate written evidence of the required immunizations as set forth in this policy. Students who do not comply with this policy and any other immunization requirements of laws, rules, regulations or guidelines, shall be excluded from School no later than the fifteenth day after admission or, for students not being initially admitted, no later than the fifteenth day after the beginning of the school year.

Any student who is admitted or commences a school year who is "in the process" of receiving the required immunizations, pursuant to Ohio law, and who does not complete the required immunizations, shall be excluded from School no later than the fifteenth day of the following school year.

Any student who is excluded for failure to comply with this policy shall be readmitted upon submission, to the Head of School, of adequate written evidence, as set forth herein above, of compliance with this policy and the immunization requirements of laws, rules, regulations or guidelines.

Students may be exempted from required immunizations, subject to any requirements of laws, rules, regulations or guidelines under the following circumstances:

1. A parent may present a written statement to the Head of School of objection to immunization for good cause, including religious convictions.

2. A parent may present a written statement signed by a physician certifying that certain or all required immunizations are medically contraindicated.

3. A parent may present a written statement from the parent or physician that the student has a history of measles (rubeola), mumps, and/or chicken pox and need not be immunized against the disease(s) for which the history so exists.

4. Pursuant to Ohio Department of Health regulations and guidelines, a parent may present laboratory testing results signed by a physician demonstrating that detectable rubella antibody is present in the student and the student need not be immunized against German measles (rubella).

5. Any other circumstances required by laws, rules, regulations or guidelines.

The School may deny admission to a pupil otherwise exempted from the chicken pox immunization requirement, if the Director of the State Department of Health notifies the School's Head of School that a chicken pox epidemic exists in the School's population. The denial of admission shall cease when the Director notifies the Head of School that the epidemic no longer exists. It is the policy of the School that the academic standing of a student who is denied admission during a chicken pox epidemic may be preserved. The prescribed methods for determining whether the academic standing of a student who is denied admission during a chicken pox epidemic will be preserved is in accordance with the admission, testing and other policies of the School and subject to Head of School and Board approval.

In any case of requested exemption from required immunizations, the Head of School may require any other evidence s/he believes is needed to consider a request for exemption. It is in the sole discretion of the Head of School to determine whether to grant an exemption to required immunizations.

The Board and School shall follow the requirements and recommendations of Ohio law and the Ohio Department of Health with regard to tuberculosis testing of students.

R.C. 3313.67; R.C. 3313.671; R.C. 3313.71; OAC 3701-15-02.

Emergency Medical Procedures

Serious Illness Requiring Medical Attention

If a staff member or student is seriously ill or injured, and needs medical attention, that employee or student, or any employee or student who believes another person is seriously ill or injured, and needs medical attention, shall notify the Head of School or his/her designee or a staff member immediately.

If a staff member is unsure about the severity of a person's condition or unable to evaluate the situation, he/she shall call the Head of School's Office or his/her designee and:

1. Provide the name of person who is ill or injured.

2. Indicate where the injured or ill person is located.

3. Describe the main symptoms observed.

4. Request medical assistance.

5. Indicate whether it will be necessary to call the Rescue Squad.

6. Stay with the person and do not attempt to move him or her.

7. Be sure there is a person posted to route the Rescue Squad to the ill employee or student.

8. Be sure the area is clear of unnecessary traffic and on-lookers.

9. Call 911.

Emergency Medical Authorization

The School will annually distribute to parents or guardians of all students the “Health & Fitness Parental Consent Form” and the "Emergency Medical Authorization Form." In the event emergency medical treatment for a student is necessary, the School will adhere to the instructions on the authorization form.

Emergency Medical Authorizations will be kept in a separate, easily accessible file in the care of the Head of School or his/her designee during the school year. At the end of the school year, the authorizations will be stored until being replaced the following school year.

Any time a student or a group of students are taken away from the School's facilities as participants in a school event, the staff in charge of the event must take the Emergency Medical Authorizations for those students. This includes, and is not limited to, music trips, athletic trips, field trips, and academic contest participants. This does not include student spectators at events.

Whenever it is necessary for staff members to use emergency procedures in order to care properly for a student, they are to take standard safety precautions, follow the procedures described in the Emergency Medical Procedures policy (policy no. 405), and are not to abide by any "Do Not Resuscitate" (DNR) agreement that may exist for a student, unless ordered to do so by a court of law.

Control of Communicable Diseases

The School recognizes that control of the spread of communicable disease is essential to the well-being of the school community and to the efficient operation of the School.

For purposes of this policy, "communicable diseases" shall include smallpox, chicken pox, diphtheria, scarlet fever and other strep infections, whooping cough, mumps, typhoid fever, measles, rubella, and acquired immune deficiency syndrome, or any other designated by Federal authority.

In order to protect the health and safety of the students, school personnel, and the community at large, the School shall follow all State and Federal laws and Board of Health regulations which pertain to communicable disease.

On the recommendation of a physician or a nurse, a teacher may exclude from the classroom and the Head of School or his/her designee may exclude from the building or isolate in the School, any student who appears to be ill or has been exposed to a communicable disease.

The School shall:

1. instruct teaching staff members in the detection of disease and measures for its prevention and control;

2. remove from School property to the care of a responsible adult any student identified and excluded in accordance with this policy;

3. prepare standards for the readmission of a student who has recovered from communicable disease; and

1. file reports as required by law and the State Department of Health.

Prevention and Control of Non-Casual-Contact Communicable Diseases

The School seeks to provide a safe educational environment for both students and staff. It is the School's intent to ensure that any student or member of the staff who contracts a communicable disease that is not communicated through casual contact will have his/her status in the School examined by a panel of the Board and the Head of School or his/her designee, and that the rights of both the affected individual and those of other staff members and students will be acknowledged and respected.

For purposes of this policy, "non-casual-contact communicable disease" shall include.

1. AIDS - Acquired Immune Deficiency Syndrome;

2. ARC - AIDS Related Complex;

3. persons infected with HIV (human immunodeficiency) ;

4. Hepatitis B, C; and

5. other like diseases that may be specified by the State Board of Health.

In its effort to assist in the prevention and spread of communicable diseases of any kind, the School has established policies on Immunization. Hygienic Management, and Control of Casual-Contact Communicable Diseases. The purpose of this policy is to protect the health and safety of the students, School personnel, and the community at large from the spread of the above-mentioned diseases.

The School seeks to keep students and staff members in School unless there is definitive evidence to warrant exclusion. When the Head of School or his/her designee learns that a student or School employee may be infected with a non-casual-contact communicable disease, the Head of School or his/her designee shall immediately convene a review panel consisting of appropriate Board members and the Head of School or his/her designee, the infected person's physician, and the County Health Department to determine if the initial evidence warrants exclusion.

If the evidence is not sufficient to justify exclusion, the person shall remain in his/her current school environment unless there exists a threat to the person's health or safety through exposure to other communicable diseases.

If the review panel and/or County Health Officer determines the evidence indicates the person should be excluded from the School environment, the person shall be excluded in accordance with applicable laws. An appeal process shall be established as necessary to address any concerns regarding exclusion.

The School shall provide an alternative education program for any student excluded from the school setting as a consequence of the panel's decision.

When the Head of School or his/her designee learns that a disabled student may be infected with a non-casual-contact communicable disease, the IEP team or its designated member will serve as the Board's representative on the communicable disease review panel which shall be immediately convened.

The rights of any affected student, as well as those of any affected staff member, shall be protected in accordance with Federal and State laws on privacy, confidentiality, and due process.

The Board directs the Head of School or his/her designee to develop an educational program in accordance with Ohio law that will ensure proper instruction of students, professional staff, and support staff on the principle means by which non-casual-contact communicable diseases are transmitted, as well as how they are not transmitted, and the more effective methods for restricting and/or preventing these diseases.

The Head of School or his/her designee shall include in this program those educational materials which advocate prevention through abstinence.

Control of Blood-Borne Pathogens

The School seeks to protect those staff members who may be exposed to blood-borne pathogens and other potentially-infectious materials in their performance of assigned duties at the School.

The School will:

1. identify those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials;

2. provide for inoculation of the Hepatitis B vaccine at no cost to the staff member and in accordance with Federally-mandated scheduling;

3. ensure proper training in the universal precautions against exposure and/or contamination including the provision of appropriate protective supplies and equipment;

4. establish appropriate procedures for the reporting, evaluation, and follow-up to any and all incidents of exposure;

5. provide for record-keeping of all of the above which complies with both Federal and State laws; and

2. develop an exposure control plan.

Head Lice Infestations

When a suspected case of head lice is brought to the Head of School or his/her designee's attention, the student will be examined to determine whether the child is indeed infected. When the examination positively notes the presence of head lice and/or nits (lice eggs) in the scalp and hair, the following procedures will be observed.

1. Parents will be informed of the infestation and of immediate exclusion from classes. The parents will be advised to immediately remove their child from school for proper pediculicide treatment.

2. A copy of the first letter and the informational sheet will be shared with the parent upon arrival to pick up their child(ren). They should be encouraged consult with their medical advisor regarding proper treatment(s) of the problem.

3. Inform the parent that the child(ren) may return to school only after the treatment has been completed and all evidences of head lice and/or live or dead nits have been eliminated.

4. When the child has been treated and is ready to return to school, the Head of School or his/her designee or school nurse shall again examine the child to see that the child is free of lice or nits. If the child is nit free, he/she may attend classes. If the child is not nit free, the child will be sent back home with the parents.

5. A second letter will be given to the parents if their child(ren) are not nit free. They will be advised that another treatment and combing must be performed. When the child is free of nits, he/she may again be admitted to class.

6. Parents shall be advised to:

   - examine the head and scalp behind each ear and at the nape of the neck daily for the next ten (10) days;
   - administer a second shampooing after six (6) days to eliminate nits which may have incubated since the first shampooing; and
   - follow the prescribed shampooing directions precisely.

7. If brothers or sisters attend School, the Head of School or his/her designee or school nurse shall also check their scalps and hair to look for possible infestation.

8. When positive infestation is found in a classroom, the rest of the class will be examined by the Head of School or his/her designee or school nurse to note possible presence of lice or nits.

9. When three or more of any classroom have been observed to be infested, the Head of School or his/her designee shall send the informative materials home with each class member.

Infectious Disease Policy

Viral infections may be present in human blood or other bodily fluids. Therefore, the following routine procedures should be used when providing care that will expose the care giver to human blood, bodily fluids and excrement. These procedures are necessary to safeguard against caretaker infection and the spread of infection within the classroom environment.

1. The caretaker should observe good hand washing after any exposure to blood, bodily fluids and/or before caring for another child.

2. Disposable gloves must be worn to protect against possible open lesions on the caretaker's hands.

3. Any open lesion on the child's body must be covered.

4. Any pregnant caretaker should wear a surgical mask when providing care involving exposure to a child's excrement.

5. Surfaces soiled with blood, urine, feces, vomits, etc., must be thoroughly washed with soap and water and then be disinfected with the disinfectant agent provided (MATAR or its equivalent). Use per manufacturer's recommendation.

6. Personnel cleaning the spill must wear disposable gloves and wash hands thoroughly after removal of contaminated gloves.

3. Mops and towels must be thoroughly rinsed in the disinfecting agent and properly stored if they are to be reused. If further use will not occur, they must be properly double bagged and disposed with other waste materials.

Food Allergy Policy

The Board of Directors recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating students with food allergies and to reduce the likelihood of allergic reactions of students with known food allergies while at school.

Parent/guardians and student responsibilities

1. Parents and guardians of students with allergies, or students with allergies age eighteen or older, shall:

   a. Notify the school principal when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider-documented allergy and a diet modification order as necessary;

   b. Provide the district with prescribed emergency medications;

   c. Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:

      i. Food allergy action plan;
      ii. Anaphylaxis emergency action plan;
      II. Diet order

Parent and guardians will be responsible for educating their students about allergy management at school. Allergy management and education includes, without limitation, identification of “safe foods” by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

School responsibilities

1. The School will cooperate in the development of a food allergy action plan for students with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the school nurse, parents/guardians of the student and the student's health care provider. The plan will be effective for the school year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.
2. With parental consent, the district will share the food allergy action plan with appropriate school staff.
3. Food will not be provided during the school day by means other than the school breakfast, snack, lunch or vending programs except with prior consultation with the building principal, school nurse or designee of the building principal.
4. At least one employee who has received instruction in the recognition of food allergy reactions will be present when students are being served food during the regular school day.
5. The school will post procedures concerning the provision of food in staff and parent handbooks.

Diabetes Care Policy

The board shall ensure that each student enrolled in the district or school who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician. The diabetes care to be provided must include the following:

- Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
- Responding to blood glucose levels that are outside of the student's target range;
- In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
- Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
- Providing oral diabetes medications;
- Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order;
- Following the physician's instructions regarding meals, snacks, and physical activity; and administering diabetes medication in accordance with the statute.

Upon receipt of an order signed by the treating physician of a student with diabetes, the board must, within 14 days, inform the student's parent, guardian, or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. The department of education is required to develop a "504 plan information sheet" to be used by the school in making its notification.

Diabetes medication may be administered under this section by a school employee who is trained in diabetes care. The administration of medication must comply with the requirements of orc 3313.713.

Training:

The board may provide diabetes care training to school employees in accordance with certain standards set forth in the statute orc 3313.7112. Special emergency response training may also be provided for bus drivers and others having general supervisory responsibilities. To encourage employees to participate in this training, the principal may distribute a written notice to each employee containing all of the following:

- A statement that the school is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care;
- A description of the tasks to be performed;
- A statement that participation is voluntary and that the school district will not take action against an employee who does not agree to provide diabetes care;
- A statement that training will be provided by a licensed health care professional to an employee who agrees to provide care;
- A statement that a trained employee is immune from liability under division (j) of this section;
- The name of the individual who should be contacted if an employee is interested in providing diabetes care.

No employee may be subject to a penalty or disciplinary action for refusing to volunteer to be trained in diabetes care. Nor may the board discourage any employee from agreeing to provide diabetes care.

Self-care:

At the request of the parent or guardian, and as authorized by the treating physician, a student must be permitted to self-manage his or her diabetes during school hours or school-sponsored activities. The student shall be permitted to perform diabetes care tasks in a classroom, in any area of the school or school grounds, and at any school-related activity, and to possess on the student's self at all times all necessary supplies and equipment to perform these tasks. If the student or the parent, guardian, or other person having care or charge of the student so requests, the student shall have access to a private area for performing diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the board may revoke the student's permission for self-care.

No student may be denied assignment to a particular building solely because that building does not have a full-time school nurse or an employee trained in diabetes care. Essentially, diabetes care must "follow the student" to whatever building he may attend. School officials cannot "require or pressure" a parent or guardian to provide diabetes care for a student at school or school-related activity.

Liability:

A school or school district, a member of a board or governing authority, or a district or school employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties under this section unless the act or omission constitutes willful or wanton misconduct.

a school employee shall not be subject to disciplinary action under school or district policies for providing care or performing duties under this section.

A school nurse or other licensed health care professional shall be immune from disciplinary action by the board of nursing or any other regulatory board for providing care or performing duties under this section if the care provided or duties performed are consistent with applicable professional standards.

Report to ode:

- Not later than the last day of december of each year, the board shall report to the department of education both of the following:

- The number of students with diabetes enrolled during the previous school year; and

- The number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year.

Dangerous Weapons

Any visitor found possessing a weapon or other device designed to inflict serious bodily harm on School premises or on property being used by the School for School purposes may be charged with a felony. This restriction applies to visitors licensed to possess firearms unless serving as an authorized security officer.

The Head of School or his/her designee shall ensure that any visitor possessing a weapon or other device designed to inflict serious bodily harm is reported immediately to the appropriate law enforcement agency.

A weapon may be brought on School property for educational purposes under controlled circumstances when authorized by the Head of School or his/her designee.

Public Conduct on School Property

No person shall assault, strike, threaten, or menace a teacher, instructor, or person in charge of a class of students, or any employee while in the performance of their duties, or disrupt, disturb, or interfere with any activity conducted in or on the School premises, or unlawfully assault, strike, threaten, menace, follow, pursue, or lay hands upon a student or other person in or on the School premises, or on the way to or from School or School-sponsored activity.

School officials have the authority to call a law enforcement officer if any individual violates this policy or other posted regulations, or does not leave School property when requested to do so.

Facility Security

It is in the best interest of the School to protect the School's facility adequately. The areas, buildings and equipment owned or leased by the School may be protected from theft and vandalism in order to maintain the optimum conditions for carrying out the educational programs.

The Head of School or his/her designee shall develop and supervise a program for the security of the School facility and equipment. Such a program may include video surveillance equipment in appropriate public areas in and around the School.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to the School facility and to require such persons to rectify the damage or pay a fee to cover repairs. A reward may be offered for apprehending such persons.

Appropriate authorities may be contacted in the case of serious offenses.

The Head of School or his/her designee shall report to the Board each major case of vandalism at the School and the extent of the damage. Issues of School or facility security may be addressed in a properly called Executive Session of a public Board meeting.

Accidents to Students

Every accident in a School facility, on School grounds, at practice sessions, or at any event sponsored by the School must be reported immediately to the person in charge and to the Head of School or his/her designee. An accident report must be completed for each accident. Accident forms are available in the School.

Visitors, Volunteers and Guests

The Board welcomes and encourages visits to School programs by parents, other adults, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including parents and volunteers, must report to the School office upon entering the School building and sign the guest register. This procedure has been adopted for the safety of our students and staff. Children from other schools may not visit during the school day. Exceptions may be made at the Head of School or his/her designee's discretion for families who are considering enrollment.

The Head of School or his/her designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults and/ or educators, to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School

grounds or creates a disturbance, the Head of School or his/her designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The Head of School or his/her designee may promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks.

All volunteers (both new and current) having unsupervised access to students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check. If a criminal records check is conducted on a volunteer, and the records check reveals one of the prohibited violations, the School may no longer utilize the volunteer in a position involving unsupervised access to children on a regular basis, unless a notice is sent out to the parent or guardian of each child served by the School. The notice must be in writing, name the volunteer and indicate that the volunteer has been convicted of or entered a guilty plea to one or more of the prohibited violations. The notice must be sent to the parent or guardian on the date the School commences providing services to the child or on the date the School decides to accept the person as a volunteer after receiving the report of the result of the criminal records check, whichever is later.

R.C. 109.575

School Safety Plan

The School will develop and adopt a comprehensive school safety plan for each school building under its control. In accordance with Ohio law, the School will examine the environmental conditions and operations of the building(s) to determine potential hazards to student and staff safety and propose operating changes to prevent dangerous circumstances. Community law enforcement and safety officials, parents, and school employees will be involved in developing the plan. The plan shall be updated at least every three years and whenever a major modification to the school building necessitate changes in the plan's procedures. A copy of the plan along with a copy of the school building floor plan will be filed with the each law enforcement agency having jurisdiction over the school building(s), as well as with the Attorney General. Upon request, the plan will be filed with the fire department serving the political subdivision in which the building is located.

The School will grant access to school buildings so that law enforcement personnel may hold emergency response training sessions. The training sessions must occur outside of student instructional hours and an employee of the school must be present during the sessions.

FAMILY CONTRACT

Handbook Acknowledgment Form

My signature attests that I have read the attached policies, I understand the attached polices and I agree to abide by them.

_____ _____ _____

Student Name (Printed) School Grade

_____

Parent Name (Printed)

_____ _____

Signature of Parent/Guardian Date

My signature attests that I have read the Internet Acceptable Use Policy and I agree to abide by it.

_____

Parent/Guardian Name (Printed)

_____ _____

Signature of Parent/Guardian Date

My signature attests that I agree to the Media Release Policy

_____

Parent/Guardian Name (Printed)

_____ _____

Signature of Parent/Guardian Date

FAMILY/SCHOOL CONTRACT

FAMILY'S COMMITMENT

I commit to the school in the following ways:

- We will make sure our child arrives at school every day before 8:20am.
- We will make arrangements so our child can remain at school until 3:30pm
- We will make arrangements for our child to attend school on appropriate Saturdays from 8:30am-11:30am and after school tutoring from 4:00pm- 5:00pm.
- We will always help our child in the best way we know how and do whatever we have to ensure he or she learns. We will check our child's homework every night, read with him/her every night (elementary), and limit distractions in the house on school nights.
- We will always make ourselves available to our children, the school, and any concerns they might have.
- We will notify the school promptly whenever an issue with my child's attendance arises.
- We will allow our child to go on school field trips.
- We will allow our child to be included in media documentation of school days and events including but not limited to photographs and videos
- We will participate in school functions and be accessible to school staff.
- We understand that our child must follow the school's rules at all times and we will support the school's Code of Conduct.
- We have read and understood the polices outlined in the handbook and agree to abide by them .

X_____

SCHOOL COMMITMENT

The school commits to students and parents in the following ways:

- We will operate the school in accordance with its mission and charter.
- We will provide an extended year and extended day.
- We will see to it that teachers always come to class prepared and that they do everything required to ensure their students learn.
- We will provide a rigorous, engaging, college preparatory instruction, aligned with the Ohio Academic Content Standards.
- We will keep the school's doors open to parents and be open to hearing feedback.
- We will enforce the school's code of conduct evenly and fairly in all circumstances.
- We will interact professionally with all families and respond promptly to family questions or concerns.
- We will provide a safe and structured school environment.
- We will encourage students to model the 3 Pillars.
- We will inform families of questions or potential obstacles to student learning as they arise.