

June 2025



Capital Collegiate Preparatory Academy Parent/Student Handbook

<https://capcollprep.org/>

MISSION:

At Capital Collegiate Prep Academy, our mission is to empower young scholars from early kindergarten through 8th grade by blending rigorous academics with the dynamic worlds of sports, sports entertainment, the arts, and STEAM. We cultivate a vibrant learning environment rooted in love, learning, and laughter, where every student is encouraged to discover their passions, develop character, and strive for excellence on and off the field. Through innovative, hands-on experiences and a commitment to holistic growth, we prepare our students to lead with confidence, creativity, and compassion in a rapidly changing world.

VISION:

Our vision is to promote a desire for learning, critical thinking, problem solving and collaboration by taking authentic ownership of lifelong learning in pursuit of academic and personal success. Since opening our doors in 2019, we have taught an Ohio standards-based curriculum with regular assessment of achievement data to truly individualize instruction for our students. We aim to create an academic school culture that puts students first and empowers students to take control of their future by positively reinforcing and celebrating students as they align themselves to academic expectations. Parent and community involvement is key, and we welcome partnership and collaboration.

I. Table of Contents


II. Introduction	8
III. Admission Information	9
A. Preference of Admission	9
B. Kindergarten Entrance and Screening	9
C. Registration and Enrollment	9
D. Re-Enrollment.....	10
E. Non-Discrimination Policy	10
F. Health Certification and Immunization Requirements	10
G. Change of Address / Phone Number / Custody	11
IV. Student and Parent Responsibilities.....	11
A. Behavior Guidelines	11
B. Code of Conduct	12
C. Dress Code.....	19
D. Attendance.....	20
E. Truancy	21
F. Tardy Policy	24
G. Suspension and Expulsion Procedures	25
H. Withdrawal Policies and Procedures.....	32
V. Academics.....	32
A. Curriculum.....	32
B. Assessment and Intervention	33
C. Make-Up Work	33
D. Report Cards.....	33
E. Parent / Teacher Conferences	34
F. Open House.....	34
VI. School Operations	35
A. School Day Arrival and Dismissal	35
B. Illness	35
C. Emergency Phone Calls	35

D.	Early School Dismissal	36
E.	Emergency School Closings.....	36
F.	Cars / Parking / Buses	36
G.	Breakfast / Lunch.....	36
H.	Recess	36
I.	Textbooks.....	37
J.	Money.....	37
K.	Lost and Found	37
L.	Student Photographs	37
M.	Visitors	37
N.	Volunteer Program	38
O.	Field Trips	38
P.	Classroom Parties	38
Q.	Cell Phones	38
R.	Personal Items Brought to the School.....	39
S.	Stolen Items	39
T.	Backpacks, Desks, Lockers, and Other Personal Storage Areas.....	39
U.	Pesticide Notice and Log Policy.....	40
VII.	Health and Safety.....	40
A.	Reporting Injuries	40
B.	Health Clinic	40
C.	Control Of Casual-Contact Communicable Diseases and Pests	40
D.	Control Of Noncasual-Contact Communicable Diseases.....	41
E.	Emergency Medical Authorizations.....	41
F.	Medication Administration	41
G.	Food Allergy Action Plan	44
H.	Vision, Hearing, and Scoliosis Screening.....	44
I.	Eye Protective Devices	44
J.	Wellness Program.....	44
K.	Reporting Child Abuse / Neglect.....	44
L.	Technology and Internet Safety.....	44
M.	Harassment, Intimidation, Bullying.....	46
N.	Prohibited Gang Activity	46

O.	Drug-Free School	47
P.	Weapon-Free School	47
VIII.	School Records	47
A.	Current Information	47
B.	Request for Records	48
C.	Student Directory Information	48
D.	Audio-Visual Information	48
E.	Release of Student Records	48
F.	Non-Custodial Parent Record Request	49
G.	Protection of Pupil Rights Amendment (PPRA) Notification.....	49
IX.	Child Find	51
X.	Parents' Right to Know Teacher Qualifications.....	51
XI.	Parent Involvement Policy	51
XII.	Complaint Procedure	53
XIII.	Non-Discrimination and Title IX/Section 504 Notice	53
XIV.	Homeless Policy.....	54
XV.	SAFER OHIO SCHOOL TIP LINE.....	56
	CRISIS TEXT LINE.....	57
	Parent/Student Handbook Contract 2023-2024.....	58
	Media Release.....	59
	Capital Collegiate Preparatory Academy Attendance Contract.....	60
	Student Behavior & Consequences Agreement.....	60
	APPENDIX 1.....	<i>Error! Bookmark not defined.</i>
	CODE OF CONDUCT/ SUSPENSION, EXPULSION, REMOVAL, AND PERMANENT EXCLUSION POLICYError! Bookmark not defined.
	APPENDIX 2.....	<i>Error! Bookmark not defined.</i>
	HARASSMENT, INTIMIDATION, BULLYING, AND TITLE IX POLICY	<i>Error! Bookmark not defined.</i>
	APPENDIX 3.....	<i>Error! Bookmark not defined.</i>
	LOCKER SEARCH POLICY	<i>Error! Bookmark not defined.</i>
	APPENDIX 4.....	<i>Error! Bookmark not defined.</i>
	STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY.....	<i>Error! Bookmark not defined.</i>
	APPENDIX 5.....	<i>Error! Bookmark not defined.</i>

COMMUNICATION AGREEMENTS & EXPECTATIONS OF PARENTS/GUARDIANS/FAMILIES.....Error!
Bookmark not defined.

****NOTICE****

The school is a community school established under Chapter 3314 of the Ohio 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 except for where permitted by law or the State Board. For more information about this matter, contact the school  Principal or the Ohio Department of Education.

[PAGE INTENTIONALLY LEFT BLANK]

III. Introduction

This Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Become familiar with the following information and keep the Handbook available for reference by you and your parents. The term “parent” when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the Principal. This Handbook does not constitute a contract between the school and the student or parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, the following regulations and guidelines have been outlined in this manual to assist in maintaining a positive learning environment.

Disclaimer: Parent-Student Handbook is based in part on policies adopted by the governing authority (also referred to as the “Board of Directors”). Certain Board policies are incorporated by reference into the provisions of this Handbook. The policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated in July 2023. If anything in this Parent-Student Handbook conflicts with a Board policy, the Board policy shall supersede the Parent -Student Handbook. If you have questions or would like more information about a specific policy or document, contact the Principal. If you have any questions about Board policies, contact the Board secretary at andrea.ccpa@gmail.com or speak with the Board at its regularly scheduled monthly meetings.

School Hours

Breakfast: 7:45-8:00 a.m.
Instructional Start Time: 8:00 a.m.
Student Marked Tardy After: 8:00 a.m.
Instructional End Time: 3:05 pm

Contact Information:

To assist you with contacting the school regarding your child’s education or school operations, this section provides appropriate contact information or where to find appropriate contact information.

Superintendent: Mr. Jarod Hawk: jhawk@accelschools.com

Principal: Coach Dayatra: 614-300-3685

Director of Academics: Ms. Carol Norwood: 614-300-3685

Office Manager: 614-300-3685

School Nurse: 614-300-3685

School Board Members: School Board Members’ contact may be found on the school website at www.capcollprep.org

Definitions

Parent: Refers to any parent, guardian, foster caregiver, or caretaker.

IV. Admission Information

A. General Admission¹

All admission policies are governed by Board Policy 204 and applicable law. Admission to the school is open to any child eligible for grades K through 8 who resides in any district in the State of Ohio and who is entitled to attend school in accordance with the Ohio Revised Code and Ohio Administrative Code.

B. Preference of Admission²

Where capacity is exceeded, the school will perform a blind, random lottery to determine what students are enrolled and what students are placed on a waiting list (in order of their selection). Preference for admission shall be given to students attending the school the previous year, to students who reside in the district in which the school is located, and to siblings of students attending the school the previous year. Any students who inquire about enrollment after the lottery is held will be placed on the waiting list on a first come, first served basis.

C. Kindergarten Entrance and Screening³

Children entering the Kindergarten program must be five (5) years of age on or before September 30th or qualify for early entrance under the Board-approved School policy.

By November 1st, of the school year, in which a kindergartener or first grader is enrolled for the first time, the child must be screened for vision, hearing, speech and communication, health and medical problems and any developmental disorders. If the screening reveals the possibility of potential learning needs, the school must provide a further assessment. A parent may sign a statement that they do not wish to have the child screened.

A child's screening and assessment data cannot be used to determine eligibility to enter kindergarten. Furthermore, the screenings are not intended to diagnose an educational disability or to be used for placement procedures. Screening results help identify areas of individual development that require further assessment for educational programming, particularly for students who might benefit from early intervention, prevention, acceleration, and enrichment programs.

D. Registration and Enrollment

Registration and enrollment are two different steps in the process of becoming a student at the school. Registration initiates the first step in the two-step process. By registering, the parent expresses a desire to have their child attend the school. It does not mean the child will be enrolled in the school.

Parents express the desire to have their child attend by:

- Completing and submitting the Registration Form;
- Providing the child's:

¹ Board Policy 204

² Board Policy 204

³ Board Policy 223; R.C. 3313.673

- Birth Certificate or other certification permitted by state law;
- Proof of Residency;
- Current Immunization Record; and
- Last Report Card (Exception: Early Kindergarten or Kindergarten students enrolling for the first time)

Annual Verification Information:

- **Parents** 18 years of age and older are required to provide the school with proof of residency and address verification annually and at any time a change of address, residency, or custody changes

The second step is enrollment. After the registration process, as described above is completed and the lottery process is completed, if applicable, enrollment can begin. The child is not officially a student at the school until the second step, enrollment, is completed.

The child is enrolled when:

- All the registration steps are complete;
- The enrollment packet including all required documents is completed and submitted; and
- Grade placement is assigned.

Enrollment of students shall comply with the admissions procedures specified in the Ohio Revised Code and the school's Admission and Enrollment Policy⁴.

Please note: There will be a 3-5 day grace period of when the new student's application is verified and when their first day of class is anticipated to begin. Students will be given a start date by office administration.

E. Re-Enrollment

For those students presently attending the school, re-enrollment starts at the end of March or during the first week of April. Students are not automatically re-enrolled from school year to school year. All parents must state their intention to have their child be re-enrolled each school year. It is the responsibility of the parent to inform the school of any changes to their residency or contact information.

F. Non-Discrimination and Equal Education Opportunity⁵

Unless in accordance with law, enrollment will not be denied to any eligible applicant on the basis of gender, age, race, religion, color, national origin, ancestry, pregnancy, marital or parental status, economic status, sexual orientation, homelessness, or physical, mental, emotional or learning disability. The school will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

G. Health Certification and Immunization Requirements

State of Ohio Immunization Requirements for School Attendance⁶

⁴ Board Policy 204

⁵ Board Policies 203, 204, 211; Title IX Policy and Procedure

⁶ Ohio Revised Code 3313.671

All new students are required to submit a copy of their Immunization Records within the first fourteen (14) days that they are enrolled. No student shall be permitted to remain in school for more than fourteen (14) days if the student has not met the minimum immunization requirements established by the Ohio department of health which may be accessed at <https://www.odh.ohio.gov> or is not in the process of being immunized against both hepatitis B and chicken pox, in accordance with Ohio law. Authorized waivers are issued consistent with state law and may include parent or guardian objection to an immunization for good cause, including religious conviction, or upon certification by a physician that immunization against any disease is medically contra indicated.

On the 15th day after school entrance, it will be necessary to exclude all students from the school who do not meet the above requirements if admitted under being “in the process.” Any student so excluded shall be readmitted upon showing evidence to the student’s building principal of progress on the director of health’s interval schedule.

Medical authorities and school educators urge that every child have a complete medical examination before entering school so that the child may be physically ready to accept all the advantages which education has to offer.

H. Change of Address / Phone Number / Custody

It is **the parent’s responsibility** to inform the school office of any change of address, phone number or custody. For changes of address, a new proof of residence will be required. For a change of custody, parents will be required to provide a **certified copy** of the custody order to the school.

V. Student and Parent Responsibilities

A. Behavior Guidelines

Effective learning cannot occur without an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Correction, which reflects the school’s policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, correction is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas basic to the school’s system of correction. Students will be successful by:

- Knowing and following the **school-wide expectations;**
- Accepting responsibility for their behavior; and
- Knowing and exhibiting “**Tiger Traits.**”

At Capital Collegiate Preparatory Academy, we embrace the **Tiger Traits** to cultivate an environment of excellence and personal growth. Our school rules reflect these values and guide our behavior and interactions.

Integrity

1. Academic Honesty: Students must complete their own work and avoid cheating or plagiarism.
2. Truthfulness: Always be honest in your communications with teachers, staff, and peers.

Leadership

3. Positive Role Modeling: Exhibit behaviors that set a good example for others.

4. Initiative: Take responsibility for your learning and actions.

Confidence

5. Self-Expression: Participate actively in class and school activities, sharing your ideas confidently.

6. Embrace Challenges: Approach new tasks with a positive attitude and a willingness to learn.

Determination

7. Perseverance: Stay committed to your goals, even when faced with difficulties.

8. Effort: Always put forth your best effort in all school-related activities.

Respect

9. Courtesy: Treat all members of the school community with kindness and consideration.

10. Property: Respect school property and the belongings of others.

Vision

11. Goal Setting: Set personal and academic goals, and work diligently towards achieving them.

12. Future Planning: Engage in activities that prepare you for future educational and career opportunities.

Imagination

13. Creativity: Think outside the box and approach problems with innovative solutions.

14. Exploration: Be open to exploring new ideas and subjects.

Optimism

15. Positive Attitude: Maintain a hopeful and positive outlook, even in challenging situations.

16. Encouragement: Support and uplift your peers with encouraging words and actions.

Community

17. Teamwork: Collaborate effectively with others to achieve common goals.

18. Involvement: Participate in school events and community service projects.

Honesty

19. Sincerity: Be genuine in your interactions with others.

20. Accountability: Take responsibility for your actions and admit mistakes when they occur.

By adhering to these traits/expectations, we ensure that Capital Collegiate Preparatory Academy remains a place where every student can thrive and embody the Tiger Traits.

Corporal punishment is not permitted.⁷ No employee shall resort to physical force or violence or threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student.

B. Code of Conduct

The Governing Authority has adopted a Student Code of Conduct. The information below is an outline of the school's code of conduct; the Code of Conduct adopted by the Board is attached hereto in Appendix 1. Any difference in the specifics of the outline below and the Board adopted Code of Conduct, the Board adopted Code of Conduct will prevail.

⁷ Board Policy 319

Violation of the Code of Conduct may subject the student to discipline including but not limited to detentions and in-school suspensions and up to and including suspension, expulsion, or permanent exclusion. The following list identifies behavior that is in violation of this Code of Conduct.

- Tardiness – Arriving later than scheduled*
- Truancy – Absent without permission*
- Dress Code Violation – Not adhering to school dress code regulation
- **Disruptive Behavior** – Unwillingness to submit to authority, refusal to respond to a reasonable request or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violation, inappropriate language, cursing, inappropriate gestures)
- Cheating – To act dishonestly; copying of someone else’s work; to deceive, take credit for work not done by the student himself/herself
- Profane/Obscene Language or Gestures Between/Toward Students or Staff – Use of unacceptable words, terms, or gestures to embarrass or insult another student or staff member
- Theft – To take the property of an individual or the school without right or permission
- Fighting/Violence – To participate in physical contact with one or more students with the intent to hurt or injure
- Use, Possession, Sale or Distribution of Tobacco Products and/or drugs (including vapes, marijuana)
- Use, Possession, Sale or Distribution of Alcoholic Beverages
- Vandalism/Damage to School or Personal Property – Purposeful destruction, misuse or defacing of school or other’s personal property (including in bathrooms and classrooms)
Student who caused vandalism/damage of property, including in ANY classroom, to technology items such as chrome-books, to lunchroom, restrooms, gym. Will be responsible for the cost of the damaged item/items and/or materials
- Intimidation/Interference/Hazing of Student or Staff – Threatening to physically or verbally harm, interfere, or degrade another student or staff
- False Alarms/Bomb Threat – Purposefully engaging in a false alarm
- Use/Possession/Sale/Transmission/Concealment of any Drug or look-alike drug or other illegal or Controlled Substance
- Use, Possession, Sale or Distribution of a Firearm – Firearm has the same meaning as provided pursuant to the “Gun Free Schools Act of 1994”
- Use, Possession, Sale or Distribution of any Explosive, Incendiary or Poison Gas – Any destructive device, including a bomb, a grenade, or a rocket
- Unwelcome Sexual Conduct – Unwelcomed sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment, i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity
- Harassment, Intimidation, or Bullying behavior (including by an electronic act) as defined in the school’s Policy on Harassment, Intimidation, and Bullying⁸
- Gang involvement – Participation in gang-related actions, dress, or activities
- Weapons – No student at any time, for any reason, shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on the property of the school, or any school-sponsored activity held away from the school property. For purposes of illustration, but without limitation, this rule shall include firearms, explosives, fireworks, and knives, including penknives, chemicals, and other dangerous objects, which are of no reasonable value to a student other than as a weapon. Possession of a “weapon” may result in immediate expulsion

⁸ Board Policy 214

- Serious Bodily Injury – An incident that results in serious bodily injury to one’s self or others. Serious bodily injury is defined as “a bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member or organ”
- Wrongful Conduct – Actions not in the listing above that impede, obstruct, interfere, or violate the mission, philosophy, and regulations of the school or classroom, including any policies listed in this handbook or the Board of Director’s Board Policy Manual

This Code of Conduct applies to any conduct occurring in any following locations:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function, or event;
- Traveling to and from school, including actions on any school bus, van, or public conveyance; and
- On the Internet including but not limited to any social media platforms, whether on school grounds or off school grounds if the conduct affects the school’s teachers and staff or the education of the school’s students.

*A student may not be suspended or expelled for truancy.

****The school behavior and attendance matrix will be followed and used consistently by school administration.**

24-25 School Year Behavior Matrix:



CAPITAL COLLEGIATE
PREPARATORY ACADEMY
Education Empowers Excellence

Behavior Description:	Consequences:			
	Action 1	Action 2	Action 3	Action 4
<p>Level 1 Behavior: Dress Code Violation- Not adhering to the school dress code policy (outlined in the Student & Family Handbook)</p>	<ul style="list-style-type: none"> • 	<p>Referred to the office</p> <ul style="list-style-type: none"> • Student will be given a loaner for the day if uniform clothing is needed. • Student will have article of clothing taken away and held in office and returned at the end of the day. • Office will contact home. 	<ul style="list-style-type: none"> • Referred to the office • Admin will contact home and help parent develop a plan to obtain proper uniform also discuss why child is non-compliant if it is an article of clothing in question. • Admin will provide a loaner for 5 days and work with parents to determined when student(s) will be compliant according to parents economical standings. • Student must return uniform to office on Friday at the end of the week prior to leaving school. 	<ul style="list-style-type: none"> • Referred to the office • Admin will contact home • Parent Meeting (in-person) At meeting parent provided with 2 uniforms from the school to take home and keep.
<p>Level 2 Behavior: Cell Phones/Personal Communication Devices (This includes Earbuds)</p>	<ul style="list-style-type: none"> • Cell phone is confiscated by teacher (student will pick up at the end of day) • Teacher will contact home 	<ul style="list-style-type: none"> • Referred to the office (Admin will confiscate cell phone) • Admin will contact home informing of specific behavior and parent will pick up cell phone by EOD 	<ul style="list-style-type: none"> • Referred to the office (Admin will collect cell phone) • Admin will contact home and parent will pick up cell phone by EOD • 2 days ASP 	<ul style="list-style-type: none"> • Referred to the office (Admin will collect cell phone) • Admin will contact home and parent will pick up cell phone by EOD • Student no longer allowed to have device on the premises • 5 days In School Suspension <p>**After the 4th Offense, student can face out of school suspension not to exceed 3 days. Any</p>

<p>Level 3 Behavior: Non-Compliant/Disruptive Behavior-Unwillingness to submit to authority as it pertains to school policies and applicable laws, refusal to respond to a reasonable request to bring order or any egregious act that disrupts orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (Examples: Inappropriate Language, Inappropriate Gestures, Profane language used towards staff or students, Intimidation, Fear, Passive Resistance)</p>	<ul style="list-style-type: none"> • Referred to Office • Teacher and Admin will contact home prior to sending student home • Behavioral Specialist will meet with student. • 2 days ASP 	<ul style="list-style-type: none"> • Referred to Office- 5 days ASP with no contact with other students • Behavior Specialist to evaluate and develop plan with student and parent. • Admin will contact home • Parent meeting in person to develop plan 	<ul style="list-style-type: none"> • Referred to Office-3 days OSS • Admin will contact home • Behavioral Specialist will provide resources and intervention development plan for student with a behavior measurement date to review progress, and intervention tools as deemed appropriate. Parent must attend Re-Entry meeting and agree to performance terms • Re-entry Meeting 	<p>additional offenses after the out of school suspension can result in additional days.</p> <ul style="list-style-type: none"> • Referred to Office- 5 days OSS • Admin will contact home with specific details. Parent must pick up child immediately. • Final Determination by outside counselor on development plan. • Final Re-entry Meeting <p>**After 4th Offense, student could be suspended for 10 days after which expulsion may be in order (at the principals discretion)</p>
<p>Level 3 Behavior: Harassment, Intimidation, or Bullying Behavior as defined in the school's Policy on Harassment, Intimidation, and Bullying. This includes using Social Media or other Communication Modes.</p>	<ul style="list-style-type: none"> • 2 days OSS • Behavior Specialist to meet with student(s) and provide recommendation for intervention next steps. • Admin will contact home prior to sending student home 	<ul style="list-style-type: none"> • 5 days OSS • Admin will contact home • Behavior Specialist to evaluate next steps meet with parents of victim and accuser to develop plan. • Final Re-entry Meeting 	<ul style="list-style-type: none"> • Expulsion if aligned with expulsion requirements 	<p>N/A</p>

	<ul style="list-style-type: none"> • Re-entry Meeting 			
<p>Level 3 Behavior: Fighting/Violence -To participate in physical contact with one or more students/staff members with the intent to hurt or injure aggression towards students or teachers (Ex: Placing hands on a student/staff member, kicking, or throwing objects)</p>	<ul style="list-style-type: none"> • 2 - 5 days ASP • Admin will contact home prior to sending student home. • Behavior Specialist to meet with Student • Re-entry Meeting 	<ul style="list-style-type: none"> • 5 days OSS • Admin will contact home • Behavior Specialist to meet with student(s) parents on both sides • Re-entry Meeting • Parent involvement to develop plan 	<ul style="list-style-type: none"> • 7 days OSS • Admin will contact home • Parent to pick up child immediately from school • Behavior Specialist to provide resources and connect to programs to assist. • Final Re-entry Meeting 	<ul style="list-style-type: none"> • Expulsion (if aligned with the expulsion requirements)
<p>Level 3 Behavior: Verbal or Written Threat (towards student or staff member)</p>	<ul style="list-style-type: none"> • After investigation, 3 days ASP • Admin will contact home prior to sending student home. • Behavior Specialist to meet with student • Re-entry Meeting 	<ul style="list-style-type: none"> • 3 days OSS • Admin will contact home prior to sending student home. • Parent must pick up child immediately. • Behavior Specialist will meet with student determine next steps. • Re-entry Meeting will include Behavior Specialist parents 	<ul style="list-style-type: none"> • 7 days OSS • Admin will contact home • Parent must pick up child immediately • Behavior Specialist intervention and outside resources • Final Re-entry Meeting 	<ul style="list-style-type: none"> • Expulsion (if aligned with the expulsion requirements)
<p>Level 3 Behavior: Vandalism/Damage to School or Personal Property- Purposeful destruction, misuse or defacing or school or other's property</p>	<ul style="list-style-type: none"> • 2 days ISS (depending on severity of damage) • Admin will contact home prior to sending student home. • Love & Logic- Will "repair the harm" and will fix the damage 	<ul style="list-style-type: none"> • 3 - 5 days OSS (depending on the severity of damage) • Admin will contact home • Behavior Specialist will meet with student. • Love & Logic- Will "repair the harm" and will fix the damage • Parents will share cost of 	<ul style="list-style-type: none"> • 7 days OSS • Parent must pick up child immediately. • Admin will contact home 	N/A

	<ul style="list-style-type: none"> Re-entry Meeting 	<p>damaged property if deemed appropriate.</p> <ul style="list-style-type: none"> Re-entry Meeting 		
<p>Level 3 Behavior: Eloping or Leaving Class without Permission</p>	<ul style="list-style-type: none"> Referred to Office- 2 days ASP Teacher and Admin will contact home 	<ul style="list-style-type: none"> Referred to Office- 5 days ASP Admin will contact home Behavior Specialist Intervention 	<ul style="list-style-type: none"> Referred to Office- 3 days OSS Admin will contact home Parent must pick up child immediately. Re-entry Meeting 	<ul style="list-style-type: none"> 7 days OSS Admin will contact home. Parent must pick up child immediately. Behavior Specialist to develop Re-Entry plan. Parent recommendations also on next step. Final Re-Entry Meeting. After 4th offense student may receive additional days of suspension or Expulsion (if aligned with the expulsion requirements)
<p>Level 4: Criminal Act Resulting in Physical Harm</p>	<ul style="list-style-type: none"> Referred to Office- 5 days OSS Admin will contact home with specific behavior Behavior Specialist to develop intervention plan Re-entry Meeting 	<ul style="list-style-type: none"> Referred to Office- 7 days OSS Admin will contact home Parent must pick up child immediately. Behavior Specialist meets with child and parents to develop intervention. Final Re-entry Meeting 	<ul style="list-style-type: none"> Expulsion 	N/A
<p>Level 4: Safety Threat & Weapons- Safety Threat: Purposefully engaging in a false alarm.</p> <p>Weapons: NO student at any time, for any reason, should possess, handle, transmit, or use any object, which</p>	<p>Immediate Expulsion- 1st Offense</p> <p>[As it pertains to “Threat” a better definition of false alarm is needed here. False fire alarm activation, what is a false alarm. Without a definition it is up to the principal’s discretion which can be misinterpreted.]</p>			

can be reasonably considered a weapon in or on the property of the school, or any school-sponsored activity away from the school property.	
Level 4: Use, Possession, Sale or Distribution of Tobacco, Alcoholic, or Illegal Controlled Substances (includes vapes or other devices)	Immediate Expulsion- 1 st Offense [This was updated to include steps. 1 st offense, 2 nd offence etc. Including a Smoking Program please ensure it is included in the steps.]

Additional Notes:

1. The above matrix is subject to all Board policies for example Board Policy 2015 – *Suspension, Expulsion, Emergency Removal, Due Process Rights*.
2. Whether a student is released from ASP (Alternative to Suspension Placement) is at the discretion of the Principal and the Behavior Specialist. Appropriate update to the file along with supportive documentation is required.
2. Student with homework violations will be released when all assigned work has been completed.
3. Students with IEP’s will be provided all accommodations detailed in their plans.

C. Dress Code

All students are expected to come to school in clean and properly fitting uniforms with proper hygiene. Daily personal grooming is important. Pride in one’s appearance is the first step in gaining self-esteem and confidence. Moreover, limiting distractions associated with inappropriate dress promotes a positive learning environment. Parents will be contacted if a student is out of uniform or comes to school with these items in question.

The student dress code is an important part of the school program and philosophy. Making a choice to attend the school, the student (with parent support) agrees to follow all dress code requirements. **The dress code is not an option for the student or parent.** Not choosing to follow the dress code may lead to suspension or expulsion.

The **Capital Collegiate Preparatory administrators** are the prime enforcers of this policy.

Students are required to wear school uniform daily.

The student dress code is as follows:

- Solid white or blue blouse, dress shirt, or knit shirt with collar

- Solid white garment worn under blouse or dress shirt**
- Solid dark blue, black, or khaki skirts to knee
- Solid dark blue, black, or khaki shorts to knee
- Solid dark blue or black jumpers to knee
- Solid dark blue, black, or khaki long pants
- Solid dark blue, black, or white socks, tights, or hosiery
- Solid black or dark brown close toed shoes OR solid black or white tennis shoes only
- Blouses and shirts must be tucked inside the pants or skirts

****If needed**

- **ABSOLUTELY NO JEANS**
- School administration may make changes to the dress code during the school year if there is an article of clothing that is being worn that is a disruption to the learning environment. The school administration will first notify parents in writing that the changes are to be made. Students are expected to comply with changes that have been appropriately communicated.

Physical Education Class Dress Code

All grades:

Tennis shoes must be worn on scheduled physical education days. **Students may wear white t-shirts and black shorts for Physical Education Class.**

Dress Down Days: Dress down days are days where students are not required to wear the school uniform. When dress down days are permitted will be determined by administration. On dress down days, students will still be required to wear appropriate attire as shared in the Handbook. No clothing or accessory with obscene language, pictures or statements pertaining to drugs, alcohol, tobacco, sex or violence is permitted. No clothing with holes or tears. Hoodies will not be allowed for dress down days as they are not permitted at any-time according to dress code.

*Please refer to behavior matrix for dress code violation consequences.

D. Attendance⁹

Regular attendance and punctuality are essential for success in school and necessary for success later in life. Each student at the school has the responsibility to attend all classes regularly and to be on time.

The required attendance of students shall conform to the minimum standards prescribed by State Law. Therefore, absences from school should be only for illness or an emergency. In case of an absence from school:

- The parent must notify the school before the beginning of the school day from which his/her child will be absent. Calls are to be made to the school office. Within 120 minutes after the beginning of each school day, the school shall make at least one attempt in compliance with ORC 3321.141 (A)(2) to contact the parent/guardian for any student absent without legitimate excuse. Parents or a designated adult will be required to sign the child out when they leave and then sign in if they return. A sign-in/sign-out sheet is in the school office and a photo ID will be required.

⁹ Board Policy 207

- While permission will be given to keep a dentist or doctor's appointment during school hours, parents are encouraged to make these appointments for times other than class hours, if possible. Every tardy or absence (excused or unexcused) slows the progress of a child's development.
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction is made between "excused" and "unexcused" absences for determining whether a student may have the opportunity to make up class work and whether disciplinary action is in order.
- Per state law, a student will be automatically withdrawn from school if the student does not have a legitimate excuse (see below "excused" absence from class) and fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the students.
- Students who are habitually or excessively absent or tardy may be referred for interventions pursuant to the school's Attendance, Truancy and Withdrawal Policy.

The term "excused" will refer to any absence from a class based on the following:

- Medical appointment;
- Mental Health;
- Educational Experiences (i.e., geographical trip, 8 grade trip, Museum, Science Center, Community Work; Note from parent stating a the type. Two allowed per school year);
- Pursuant to medical advice;
- Death of an immediate family member;
- Personal illness;
- Court appearance;
- Religious observance;
- Military;
- Homelessness;
- Mental health appointments; or
- Other as deemed by the school administrator.

The term "unexcused" will refer to any absence from a class based on the following:

- Leaving school early without proper authorization
- Other unexcused absence defined by the school administrator.

NOTE: Failure to attend any school function outside the regular school day will not be considered an absence.

E. Truancy

Generally

Attendance at school is key to achievement. Students are expected to attend school regularly and on time. Parents are encouraged to partner with the school to ensure attendance and timeliness.

Parents are encouraged to make any medical appointments for times other than school hours.

No student shall be suspended or expelled based solely on the number of absences.



What is the difference between chronic absenteeism, excessive absences and habitual truancy?

Below is a breakdown of how different types of absenteeism compare.

Absenteeism Type	Consecutive Hours	Hours per School Month	Hours per School Year
Chronic Absenteeism	NA	NA	10% of total hours either <i>excused or unexcused</i>
Excessive Absences	NA	38 excused or unexcused hours absent <i>unless</i> the absence is medically excused	65 excused or unexcused hours absent <i>unless</i> the absence is medically excused
Habitual Truancy	30 hours <i>without</i> a legitimate excuse for the consecutive absences	42 hours <i>without</i> legitimate excuses for absences	72 hours <i>without</i> legitimate excuses for absences

Link: <https://education.ohio.gov/Topics/Student-Supports/Attendance-Support/Ohio-Attendance-Laws-FAQs>

Excessive Absences

A student shall be considered excessively absent when the student is absent (with a non-medical excuse or without legitimate excuse) thirty-eight (38) or more hours in one school month or sixty-five (65) or more hours in one school year.

When a student is excessively absent the School, within seven days of the triggering absence, will notify the student’s parents in writing of the student’s absence. The School will develop a truancy intervention plan which may include any applicable appropriate interventions contained in this policy.

Habitually Truant

A student shall be considered habitually truant when the student is absent without legitimate excuse for thirty (30) or more consecutive hours, forty-two (42) hours or more in one school month, or seventy-two (72) hours or more in a school year.

When a student is habitually truant:

1. Within seven (7) days of the triggering absence:
 - a. The **Superintendent or Principal** shall establish an absence intervention team. The team should be based on the needs of each individual student, but the team shall include at a minimum two representatives from the School, one of whom knows the student, and the student’s parent/guardian/custodian/designee/guardian ad litem (“parent”). The team may

also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

- b. The School shall make three meaningful good faith attempts to secure participation on the team by the student’s parent/guardian/custodian/designee/guardian ad litem (“parent”). If the student's parent responds to any of those attempts, but is unable to participate for any reason, the School shall inform the parent of the parent's right to participate through a designee. If seven (7) school days elapse and the student's parent, fails to respond to the attempts to secure participation, the School shall do both of the following:
 - i. Investigate whether the failure to respond triggers mandatory reporting to the public children services agency for the county in which the child resides in the manner described in section 2151.421 of the Ohio Revised Code; and
 - ii. Develop an intervention plan for the student notwithstanding the absence of the child's parent.
2. Within ten (10) days of the triggering absence, the student will be assigned to the selected absence intervention team.
3. Within 14 days after the assignment of the team, the School will develop an absence intervention plan for that student in an effort to reduce or eliminate further absences. Within seven (7) days after developing the plan, the School shall make reasonable efforts to provide written notice of the plan to the student’s parent/guardian.
4. If the student does not make progress on the plan within sixty-one (61) days or continues to be excessively absent, the School will file a complaint in the juvenile court.
5. In the event that a student becomes habitually truant within twenty-one (21) school days prior to the last day of instruction of a school year, the school may, in its discretion, assign one school official to work with the student’s parent/guardian/custodian/designee/guardian ad litem to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year. In the alternative, the School may toll the time periods to accommodate for the summer months and reconvene the absence intervention process upon the first day of instruction of the next school year.

Reporting

The School shall report as soon as practical to the Ohio Department of Education: when a notice of excessive absence is submitted to a parent; when a student meets the definition of habitually truant; when a student has been adjudicated an unruly child for being an habitual truant violates the court order regarding that adjudication; when an absence intervention plan has been implemented.

If the student is violating a court order regarding the student’s adjudication as an unruly child for being habitually truant, the Board hereby authorizes the school’s administrator or his/her designee to inform the student and parent/guardian of the violation and to notify the Juvenile Court.

The School may take legal action against the parent/guardian pursuant to ORC 3321.20 or ORC 3321.38 if a student is not attending school.

See the Board adopted Attendance, Absence, Truancy and Automatic Withdrawal policy for more information.

F. Tardy Policy

All students reporting to school after 8:00 a.m. will be considered tardy. Tardy arrivals are added to hours regarding **chronic absenteeism**, and the student may be referred to Absence Intervention Team. Families will be required to then attend an Absence Intervention Meeting and will discuss a formal plan moving forward. All documentation will be filed and submitted to the state on a regular basis. Failure to adhere to the set attendance plan in place could result in filing for Truancy.

Tardiness to or early check-out from school will be unexcused, unless the student arrives to school late for one of the following reasons (related to the “Attendance” section, above):

- Personal illness.
- Attendance at a required court appointment.
- Appointment with a doctor, dentist, or other professional.
- Late or no school bus

For a tardy to be excused, the student must present a note from the parent/guardian explaining the student’s late arrival or a written note from a doctor, dentist, or other professional.

The tardy notes from the parents shall be limited to three (3) per quarter.

Students must be in their assigned classroom by the start of school day. Just being “in school” or “hanging around” in the restrooms, gym, or the halls is not considered ready for school and in the classroom. Students using such an excuse will be marked tardy.

Parents are encouraged to make dental/doctor appointments for times other than class hours, if possible. Every tardiness, even if excused, slows the progress of a child’s development.

Students **MUST** be signed in by a legal guardian when Tardy and dismissed to class with a pass from the office administration. No Exceptions.

Capital Collegiate Preparatory Academy Attendance Matrix (2025-2026 School Year))

Breakfast: 7:45-8:00 am

Arrival Time: No later than 8:00 am

Tardy: After 8:00 am

State of Ohio Attendance Threshold:	State of Ohio Attendance Coding:	Supports & Action taken by school
<ul style="list-style-type: none"> • 30 Consecutive hours without a legitimate excuse • 42 hours in a month without a legitimate excuse • 72 hours within a year without a legitimate excuse 	Habitually Truant	<ul style="list-style-type: none"> • Once a student is absent for 30 consecutive hours/ 42 hours in a month/ 72 hours in a year (without a legitimate excuse), the school will reach out to the family and will schedule an Absence Intervention Meeting. • Within 10 days of the triggering threshold, the school will partner with the family to offer supports to get student back on track and meet attendance expectations. • Family will have 61 days to make satisfactory progress. If a student does not make satisfactory progress within 61 days, the Attendance Officer (Office Manager) at the school will file a complaint in juvenile court.
<ul style="list-style-type: none"> • 38 hours in month with a non-medical excuse or without a legitimate excuse • 65 hours in a year with a non-medical excuse or without a legitimate excuse 	Excessively absent	<ul style="list-style-type: none"> • Once a student is absent for 16 consecutive hours/ 38 hours in a month/ 65 hours in a year (without a legitimate excuse), the school will reach out to the family and will schedule an Absence Intervention Meeting. • Within 7 days of the triggering threshold, the school will mail a letter to the family and will partner with the family to offer supports to get student back on track and meet attendance expectations.
<ul style="list-style-type: none"> • 10% of total hours in a year either excused or unexcused 	Chronically absent	<ul style="list-style-type: none"> • Once a student is absent for 16 consecutive hours/ 20 hours in a month/ 30 hours in a year (without a legitimate excuse), the school will reach out to the family and will schedule an Absence Intervention Meeting. • School will partner with the family to offer supports to get student back on track and meet attendance expectations.

G. Suspension and Expulsion Procedures

The school recognizes that exclusion from the educational program is a serious sanction and that suspension and expulsion must follow due process mandates. Additionally, the school will comply with all state and federal law pertaining to students with disabilities.

A student may be disciplined for any violation of the student code of conduct, even if the violation occurs on property not owned or controlled by the school if the violation took place during activities connected with the school or if the behavior is directed at a school official.

Any student suspended or expelled under this policy will not be permitted to participate in any extracurricular activities.

Students in grades kindergarten through third grade will only be suspended in accordance with the Board's Suspension, Expulsion, and Permanent Exclusion Policy.

Suspension:

I. General

The School Leader will determine the length of the suspension (up to ten (10) days) and whether the suspension will be served in-school or out-of-school on a case-by-case basis.

The parameters for completing and grading assignments missed because of a pupil's suspension are as follows:

1. The pupil shall have an opportunity to do both of the following:

a. Complete any classroom assignments missed because of the suspension;

b. Receive at least partial credit for a completed assignment.

2. This policy permits grade reductions on account of the pupil's suspension subject to the approval of the Principal or Superintendent.

3. This policy prohibits the receipt of a failing grade on a completed assignment solely on account of the pupil's suspension.

Generally, students in grades pre-kindergarten through three (3), shall not be given out-of-school suspensions. An out-of-school suspension may be imposed upon students in grades pre-kindergarten through three (3) for violating Rules 24, 25, or 26. Also, students in grades pre-kindergarten through three (3) may be given an out-of-school suspension as necessary to protect the immediate health and safety of the student, classmates, and teachers and staff. Whenever possible, the School Leader shall consult with a mental health professional before suspending the student. If the events leading up to the suspension indicate a need for additional mental health services, the School Leader or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating or obtaining those services, including referral to an independent mental health professional.

Any student suspended is not permitted to participate in any extracurricular activities.

II. In-School Suspensions

If a student is issued an in-school suspension, the School Leader will ensure the student is serving the suspension in a supervised learning environment. Notification of an in-school suspension shall be given to the student and the student's parent, guardian, or custodian in the same manner as other forms of discipline.

III. Out-of-School Suspension Procedure

The following procedure does not apply to in-school suspensions.

The School Principal or Administrator may only issue an out-of-school suspension by using the following procedure. Prior to the imposition of the suspension:

- a. A written notice of intent to suspend will be given to the student, which contains the following:
 - i. The reason for the intended suspension; and
 - ii. If the suspension is based on one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the School Principal may seek permanent exclusion.
- b. The student must be allowed an informal hearing before the School Principal or designee to challenge the reasons for the intended suspension or otherwise explain his/her actions.

If an out of school suspension is imposed during the last ten (10) days of the academic year, the suspension will not be carried over into the following year. However, the superintendent may require the student to participate in a community service program or another alternative consequence (the school leader is to prepare a list of alternative consequences) for the number of hours equal to the remaining part of the period of suspension. The student shall begin the community service or alternative consequence during the first full week day of summer break. If the student does not complete the assigned community service or alternative consequence, the school may determine its next course of action, which shall not include the student serving the remaining time of the out-of-school suspension at the beginning of the following school year.

Families have the right to appeal suspensions.

Expulsion:

The following procedure is required before the student's expulsion:

1. Prior to the imposition of the expulsion, the Superintendent must provide the student and the student's parent, guardian, or custodian written notice of the intention to expel and provide an opportunity to appear in person before the superintendent or designee to challenge the reasons for the intended expulsion. The notice must include the following:
 - a. The reasons for the intended expulsion;
 - b. Notification of the opportunity of the student and the student's parent, guardian, or custodian, or representative to appear in person before the superintendent or designee to challenge the reasons for the intended expulsion or otherwise explain the student's actions
 - c. The time and place for a hearing, which must be scheduled not less than three (3) nor more than five (5) school days after giving the notice, unless the period is extended by the Superintendent at the request of the student or the student's parent, custodian, guardian, or representative. The parent, guardian, custodian, or representative must be sent written notice of any extension, and the new time and place to appear.
 - d. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. Within one (1) school day after the expulsion is imposed at the hearing, the Superintendent 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:
 - a. The reasons for the expulsion;
 - b. Notification of the right to appeal to the Board or its designee. The notice must also explain that the intent to appeal must be in writing and received by the Board within 14 days after receiving the notice;

- c. The right to representation at all appeal proceedings;
- d. The right to an appeal hearing before the Board or its designee to be heard against the expulsion;
- e. The right to request that the hearing be held in executive session;
- f. Notice that the expulsion may be extended pursuant to Ohio Revised Code 3313.66(F) if the student is sixteen years of age or older;
- g. If the expulsion is based on one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the School may seek permanent exclusion if the student is convicted of or adjudicated a delinquent child for the violation;
- h. When the Superintendent expels a student for more than twenty (20) school 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 the student's 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 notice shall include the names, address, and phone numbers of the agencies.

The Superintendent is required to initiate expulsion proceedings on expellable offenses even if the student in question withdraw from the School prior to the hearing or the decision to impose expulsion. If it is determined that the student would have been expelled had the student still been enrolled, the expulsion shall still be imposed and the requirements under this policy following the imposition of expulsion are to be followed.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

If the student's expulsion is appealed to the Board or its designee in the manner outlined in the above notice provisions, the student or the students' parent, guardian, or custodian may be represented in appeal proceedings and shall be granted a hearing; pursuant to a request, the Board may hold the hearing in executive session, but its decision may only be made at a public meeting. The Board by a majority vote of its full membership, or by action of the designee, may affirm the expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order. A verbatim record of the hearing is to be made.

Emergency Removal:¹⁰

A student who poses a continuing danger to persons or property or an ongoing threat of disrupting academic progress in the School may be immediately removed, without notice and hearing, from curricular activities by a teacher; such student may be immediately removed, without notice and hearing, the administrator, principal, or assistant principal may remove the student from curricular activities and from the school premises. The teacher, as soon as practicable, shall submit in writing to the principal the reasons for the removal.

An emergency removal of a student in grades **pre-kindergarten through three (3)** may be for the remainder of the school day and the student shall be permitted to return to curricular and extracurricular activities on the following school day without a notice or hearing. A student in grades prekindergarten through three (3) shall not be suspended out-of-school or expelled, unless the student's conduct warranting the emergency removal is a violation of R.C. 3313.66(B)(2)-(5).

¹⁰ Board Policy 215

In light of R.C. 3313.66(C), if an emergency removal of a student in grades **four (4) through twelve (12)** is made, the student must be provided with notice of a hearing and the reason for the removal. As soon as practicable after the emergency removal of a student, written notice shall be given to the student of the reason(s) for the removal and the date, time and place of a hearing on the removal, which hearing shall take place on the next school day after the removal. The individual who ordered, caused or requested the removal shall be present at the hearing.

Unless it is likely that the student will face expulsion for the behavior resulting in emergency removal, the hearing shall be conducted as described in the *Suspensions* section above except that the hearing shall occur on the next school day following the removal.

If it is likely that the student will face expulsion for the behavior resulting in emergency removal, the hearing shall be conducted as described in the *Expulsions* section above except that it shall occur on the next school day after the removal.

If, prior to the hearing, the student is reinstated to curricular activity by the Principal or Superintendent, the teacher supervising the student on reinstatement may request a written explanation of the reinstatement.

Discipline for Students with Disabilities

In matters relating to the disciplining of students with disabilities, the Board of Directors shall abide by federal and state laws regarding suspension and expulsion. The School Principal will follow the guidelines below and ensure they are properly used when disciplining any student with a disability.

Removals of Not More Than 10 Days – The 10-Day Rule

The School may unilaterally remove a Student with a disability who violates a code of student conduct from the Student's current placement for not more than ten (10) school days. This option may be used only if the disciplinary action is consistent with actions taken against students without disabilities. The School may place Students removed under the 10-day rule in an appropriate interim alternative educational setting (“IAES”) if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are generally not considered a “change of placement” and the School is not obligated to provide services to Students during those removals. However, first, the MDR must be conducted. The School can use the 10-day rule to remove a student for either a single removal of ten (10) consecutive school days; or a series of shorter-term removals over the course of the school year that are more than ten (10) school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required.

Removals of More than 10 Days – Change of Placement

In accordance with special education laws, a change of placement occurs if a removal is for more than ten (10) consecutive school days; or if a student is subjected to a series of removals which accumulate to more than ten (10) school days, that constitute a pattern. This may occur for either suspensions or expulsions. **If a change of placement occurs (after a Manifestation Determination Review (see below)), then the School must hold a Placement Review. From here, the school must notify the parents, guardians, or custodian of that decision.** This notice must inform the parents or guardians of all the procedural safeguards accorded under the law. These safeguards include a Manifestation Determination Review, a right to receive services, and a continuation of services for a free appropriate public education (FAPE). The School must provide services that:

- enable the student to continue to participate in the general education curriculum (although in another setting); and
- enable the student to progress toward meeting the goals set out in the Student’s IEP.

Manifestation Determination Review (“MDR”)

Before imposing disciplinary consequences that would amount to a change of placement, the School will conduct an MDR to examine a Student's behavior. The purpose of the MDR is to determine whether a Student’s disability caused, influenced or otherwise impacted the Student’s behavior in question. To make this determination, the Student’s IEP team is required to review certain information and determine whether the behavior causing the disciplinary infraction is or is not a manifestation of the Student’s disability.

No later than the date on which the decision to take a disciplinary action which may be a change of placement is made, the School must notify the parents or guardians of that decision and of all procedural safeguards, including the MDR. The School and the parents or guardians must determine which members of the IEP team are relevant to conduct the manifestation determination. The team will review all relevant information in the Student’s file to determine (1) whether the conduct in question was caused by, or had a direct and substantial relationship to, the Student’s disability or (2) was the direct result of the School’s failure to implement the IEP. If the team determines that either condition is applicable for the Student, it must determine that the conduct is a manifestation of the Student’s disability.

Manifestation – If the team determines that the behavior was a manifestation of the student’s disability, the full IEP team must then:

- conduct a functional behavior assessment and implement a behavior intervention plan for the student, unless the School conducted a functional behavior assessment prior to the manifestation determination;
- if the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and
- return the Student to the placement from which he or she was removed.

No Manifestation – If the team determines that the behavior was not a manifestation of the disability, the School may discipline the Student using the relevant disciplinary procedures applicable to Students without disabilities in the same manner and for the same duration, continuing to provide services to Students with disabilities.

If a student’s behavior was not a manifestation of the disability, the School will still take steps to attend to the Student’s behavior. The student must receive, as appropriate, a functional behavior assessment, behavioral intervention services, and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

Exceptions to the MDR Requirement – The Unilateral Change in Placement and 45-Day Rule

School personnel may remove a Student to an IAES for up to forty-five (45) school days, without a prior MDR or IEP meeting and must remain there during the pending of any due process proceeding, when a student:

- carries or possesses a weapon (a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 1/2 inches in length);

- knowingly possesses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. 812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV or V in the Controlled Substances Act); or
- has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

This authority can be exercised if a student commits any of the offenses described above at the School, on the School premises, or at a School function.

The IEP team will meet subsequent to the unilateral placement in an IAES and must:

- determine what the permanent setting will be,
- take steps to modify the student's IEP, as appropriate,
- provide appropriate behavioral intervention services and modifications designed to address the behavior violation so that it does not recur, and
- continue to provide the student with educational services to enable him or her to participate in the general education curriculum and to progress toward IEP goals.

The School must still conduct an MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the School must still meet all of the requirements outlined above for the MDR, with the additional exception that the Student stay in the alternative placement for up to 45 school days, during the pendency of MDR.

Due Process Complaint

Parents or guardians who disagree with any decision regarding placement or the outcome of an MDR may appeal the decision through the filing of a due process complaint and may request an expedited due process hearing.

The School may request a hearing to change a Student's placement if the School believes that maintaining the Student's current placement is substantially likely to result in injury to the student or others. Under those circumstances, the hearing officer may order a change in placement of a student with a disability to an IAES for a period of up to forty-five (45) school days if the hearing officer agrees with the School's assessment.

During any due process proceedings, the student's placement, through a disciplinary action, must not change unless the parents/guardians and the School agree otherwise, or upon admissions to the School and parent/guardian consent.

In the case where a student has been placed in an IAES, the Student will remain in the IAES chosen by the School, pending the hearing officer's decision or until the time period expires, whichever occurs first, unless the Parent and School agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within twenty (20) days of the hearing request, and the hearing officer must make a determination within ten (10) school days after the hearing.

Disciplining a 504 Student

Section 504 Manifestation Determination Reviews

A Student on a 504 Plan is to be afforded due process relating to any proposed change in educational placement where the student is subject either to expulsion or suspension for a period of more than ten (10) consecutive school days or a series of suspensions that are each ten (10) or fewer school days in duration, but exceed ten (10) school days in the aggregate and create a pattern of exclusions. In all such cases, except in the case where such suspension or expulsion pertains to the use or possession of illegal drugs or alcohol as detailed below, the School shall follow the procedures pertaining to discipline/suspension/expulsion of students with disabilities.

Disciplinary Procedures for Students Possessing or Using Alcohol or Illegal Drugs

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any Student on a 504 Plan who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students without disabilities.

Emergency Removal from Placement

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

H. Withdrawal Policies and Procedures

Voluntary Withdrawal

Parents withdrawing students from School are asked to give the school at least one week's notice. The School requests that parents use the Withdrawal Form available from the School Office to provide notification of the new school the student will be attending. This signed form gives official notice of the child's withdrawal. Records will not be released until a Release of Information form is completed by the legal parent or a request for records is received from a subsequent school.

Mandatory Withdrawal – 72 Consecutive Hours

Per Ohio law, students must be withdrawn if they are absent for seventy-two (72) consecutive hours and have not provided the school with documentation of approved excused absences. The student's parent will be sent a notification in accordance with the Attendance, Truancy, and Automatic Withdrawal Policy.¹¹ If a student reaches seventy-two (72) consecutive hours missed, he or she will be withdrawn. Final withdrawal letters will be sent to the parent and the appropriate truancy procedures will begin.

VI. Academics

A. Curriculum

The school provides a high-quality standards-based curriculum using an inquiry model to enable the students to meet individualized goals and prepare for their lives after elementary school. The school shares the student progress with parents and provides an explanation of the results to parents during the school year.

¹¹ Board Policy 207

B. Assessment and Intervention

Assessment is an ongoing evaluation of student progress at all grade levels and in all courses. Classroom assessment occurs daily and includes such strategies as observations, oral presentations, reports, role-playing, reviews, projects, homework, quizzes, and tests. In addition, grades Kindergarten through Eighth will complete diagnostic assessments, and grades three (3) through eight (8) will complete additional required state testing. Nationally normed assessments will also be administered for grades Kindergarten through Eight (8). These assessments are mandatory for all students.

Intervention is supplemental instruction based on student needs, designed to provide remediation, reinforcement, enrichment, or support for student learning about specified student performance objectives.

State law requires that each school district in Ohio assess reading skills for students in kindergarten, first, second and third grades by September 30th of each year to determine whether they are reading at grade level. If a student is not reading at grade level, the school will notify the parent or guardian and the school will provide intervention services to improve the student's reading performance. A copy of the complete Reading Skills Assessments and Interventions Policy, including information regarding the midyear promotion of retained students, is available from the Principal.

C. Make-Up Work

When an excused absence occurs, students are responsible for making up the assignments that are missed. The teacher will assign make-up work and set a date for completion, which shall be the same number of days as the corresponding absence. Assignments not completed will result in failing grades.

In the event of a planned excused absence, the school must be provided with three (3) or more days of advanced notice for teachers to provide class assignments. Students must return completed assignments within two days of returning to school.

Make-up work will not be provided for unexcused absences.

It is strongly suggested that absences not occur during state testing week(s).

D. Report Cards

Report cards are sent to the home through the mail, given directly to the parent, or sent home with the student for each grading period (four times a year). See the school calendar for these dates. Please check with the administrator to learn what distribution method is used at the school.

Copies of all report cards are placed into the student's cumulative file.

Kindergarten students will receive a report card at the conclusion of the second and fourth grading period. Kindergarten students will receive an Interim Report at the conclusion of the first and third grading period.

The grading scale, K-8, is as follows:

Kindergarten Grade Scale:

E -Exceeds Expectation

M -Meets Expectation

N -Not Meeting Expectations

The grading scale, 1st-8th, is as follows:

90%-100%	A
80%-89%	B
70%-79%	C
65%-69%	D
64% and below	F

Interim Behavior and Effort Expectations:

A – Almost Always (90-100%)

M – Most of the time (80-89%)

S - Some of the time (60-79%)

R- Rarely (Below 59%)

E. Parent / Teacher Conferences

Formal parent-teacher conferences are conducted at least once a year. Conference dates are specified in the school calendar. Conference schedules will be issued through the school office but arranged by each student's teacher. Once a conference date and time have been arranged, parents should contact the student's teacher if a change is necessary. Parents may request conferences throughout the year.

Parent-teacher conferences are a focal point in student evaluation and reporting to the parents. This is a two-way avenue for both parents and teachers and may be initiated by either party as needed.

F. Open House

Open house will be held during the month of September or October. Parents will be notified of the exact dates and are encouraged to attend.

VII. School Operations

A. School Day Arrival and Dismissal

School days and vacations are provided in the school year calendar.

All students arriving after **8:00 am** must be signed in at the office by their parent/guardian and will be considered tardy.

Students may not be dropped off before designated drop off time. No supervision is provided prior to published drop-off times. Students should be picked up no later than 30 minutes after dismissal each day. Any student who remains on campus after dismissal must report to the designated after-school area. **A student on campus unsupervised before drop off time or after dismissal time become subject to the custody and/or services of the county or state children's services agency. The school, at its discretion, may contact the local children's services agency if a child appears at the school prior to drop-off time, remains after pick-up time as explained in this section, or remains at the school for an elongated period where a parent is to retrieve an ill child.** The school reserves the right to contact the appropriate authorities for serious infractions.

DISMISSAL: Afternoon dismissal procedures begin promptly at **3:05 p.m.** From **3:05 p.m.** until the last loaded bus leaves the campus, the school will no longer permit parents to enter the building. Parents attempting to pick up their child from school **after 2:30 p.m.** should wait at their cars, or outside the student pick-up area (located at the back of the building by the Gymnasium) until school personnel release their child to them.

B. Illness

Parents are encouraged to examine their child each morning before sending him/her to school to see if any signs or symptoms of illness are present.

If a student is ill, please keep the student at home and notify the school of the absence. Should a condition persist, the student's physician should be consulted. Parents are urged to establish children with a physician so that one can be promptly called when the need arises. Cooperation in the communicable disease program will be greatly appreciated. Students should not return to school until a 24-hour period of a normal temperature has elapsed. All guidelines regarding COVID-19 prevention must be followed.

By signing the acknowledgement page of this handbook, we acknowledge that we are aware that the symptoms of COVID-19 may include fever, chills, muscle pain, cough, sore throat, shortness of breath/difficulty breathing, and/or new loss of taste or smell (This list does not include all possible symptoms. CDC will continue to update its website as we learn more about COVID-19. See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>). We acknowledge that if my child/Student develops these symptoms that the parent/ guardian will immediately contact the School. We agree to support and adhere to guidelines for safety. For updated information and resources regarding COVID-19, please visit www.coronavirus.ohio.gov or <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

C. Emergency Phone Calls

Parents should not call the school for the delivery of messages to children, except in cases of emergency.

Students may give the school's phone number to relatives for emergency purposes only. The main office will take a message and forward it to a student as soon as possible.

Students are not permitted to use school phones without approval from school personnel.

D. Early School Dismissal

Occasionally, weather conditions or other building emergencies may arise that necessitate sending students home earlier than the regular dismissal time. Every possible effort will be made not to make such a closing. In case of closing, every effort will be made to contact the parents under these conditions. It will be necessary for the parent to arrange procedures (such as stay with a neighbor, friend, relative, etc.) for their child to follow in case there is no one home to meet him/her. Parents should make these arrangements beforehand and instruct the child on what he/she is to do. The school cannot make any such decisions. Due to safety and Dismissal procedures, at **2:30 pm** each day, families will not be permitted to enter the building after **2:30 pm** to sign students out for Early Dismissal. Families will need to pull into the Dismissal line and wait for their child to be called down.

E. Emergency School Closings

Should it be necessary to close the school for weather or other unforeseen emergencies, information will be given over radio and television stations. Usually, if the city school district in which the school is located is closed, the school will also close; however, this is not always the case. Consequently, parents are asked to monitor their television or radio to be certain. Primary contacts receive automated phone calls to alert of the school closing.

F. Cars / Parking / Buses

For the sake of order and safety, parents coming to drop off or pick up their children are to park in designated areas only. The school will give traffic, parking, and bus information before the opening of school. No vehicles should be parked in front of the school. There are designated parking areas that are marked with signage and all families should follow the arrival and dismissal procedures and expectations.

G. Breakfast / Lunch

Families needing financial assistance may apply for free or reduced breakfast/lunch fees through the school office. Information for the free and reduced breakfast/lunch program is sent home early in the school year and the forms are available throughout the year in the school office. Note: it is the responsibility of the parent to see to it that their child is provided lunch or to notify the school of qualification for free or reduced lunch.

Some ACCEL schools participate in the Community Eligibility Provision (CEP) food program. Students at schools participating in the program may receive breakfast and/or lunch at no cost to the family.

H. Recess

When scheduled, students are expected to participate in outdoor recess activities during the school day – weather permitting (**exceptions will be at the discretion of the administration**). Parents must ensure that the student has the appropriate clothing with him/her for outdoor activities. Coats, hats, and gloves should be worn as recess will be outside unless the temperature is 32 degrees or less (actual or wind chill).

I. Textbooks

Students are expected to take care of and are responsible for the textbooks assigned during the school year. Parents will be responsible for paying a replacement fee for lost or damaged books. The school will exercise any actions not in violation of law to recover from parents the costs of damaged books and other school items. We desire for every student to have an enriching experience, and a part of that experience is being able to share properly maintained textbooks and school items and supplies.

J. Money

All money turned into the school should be in an envelope marked with the child's name, grade, amount, and purpose. The children are not to bring additional money to the school. The school will not be responsible for any money brought to the school.

K. Lost and Found

Any personal items that have been left at the school will be taken to the main office. If students find personal items that belong to others, they should turn the items into the main office as soon as possible. The school is not responsible for lost money, jewelry, phones, or other personal items.

Many clothing items find their way into the lost and found containers. Parents are encouraged to have their children request permission to look for missing items. Many good clothing items are never claimed and are given to various charitable organizations as space permits.

Money, jewelry, and other personal items may be turned in at the office. Students should ask permission from their teacher to come to the office to claim any such items.

L. Student Photographs

School pictures will be taken in the fall of each school year. Parents/Guardians will be offered a package of individual and class photographs through the photography company. All students will be photographed whether or not a package is purchased unless the parent sends a written refusal.

M. Visitors

Visitors to the school are subject to the School Visitor Policy adopted by the Board. A copy of the Policy can be obtained from the Principal.

Visitors are required (for the safety and security of everyone) to report to the school office before their visit to a classroom or other parts of the building. All visitors must sign in upon arrival, sign out before leaving the building, and wear a visitor's identification badge while in the building. Visitors are not to approach students and should always be escorted by a staff member while in the building.

All visitors must pre-arrange, through the office, any meetings or visits with the teacher or classroom. The length and repetition of visits shall be determined by the school administrator to be in the student's and the school's best interest.

Visitors are asked not to attempt an impromptu parent-teacher conference, particularly while students are in the classroom.

The school reserves the right to deny access to anyone, including parents, to the school facility and grounds.

N. Volunteer Program

Parents and members of the community may be asked or wish to give of their time in the form of volunteering. Information regarding these opportunities will be forwarded to the parents as appropriate. This is a wonderful opportunity to become more involved with the child's school.

Please note: Recurring volunteers will be required to comply with the school's background check policies.

O. Field Trips

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate. Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips.

Students must adhere to the following guidelines in order to participate in field trips.

- 1) Students must have good behavior (No suspensions the week of the field trip, no more than 2 off task behaviors within 1 week's span)
- 2) Strong attendance (90 % on average each week)
- 3) Classroom Academic Progress (90 % engagement and participation measured by Class Dojo, Completion of all assignments, and showing academic progress on assessments)

Please note: To be considered as a chaperone, it is required that you obtain a BCI/FBI check with no disqualifying offenses prior to participating in any school activity.

P. Classroom Parties

Parties may be scheduled for special holidays and/or special occasions. The classroom teacher will coordinate and communicate dates, times, and procedures for such events. Each classroom teacher will establish a party policy for his/her individual classroom. Parental requests for parties will be approved or denied by the classroom teacher. Any request for a child not to participate in any/all such parties or activities should be in writing and forwarded to the teacher ahead of time.

Students must adhere to the following guidelines in order to participate in Classroom Parties.

- 1) Students must have good behavior (No suspensions the week of the field trip, no more than 2 off task behaviors within 1 week's span)
- 2) Strong attendance (90 % on average each week)
- 3) Classroom Academic Progress (90 % engagement and participation measured by Class Dojo, Completion of all assignments, and showing academic progress on assessments)

Q. Cell Phones

Possession and use of cell phones, computers, and other devices capable of electronic communications at school is a privilege and not a right. Possession and use of such devices at school activities shall be subject to school approval and regulations. All cellular phones, cell phone accessories, and electronic devices must be turned off and kept in one location during the school day and while in a school building. The school will not be responsible for damage to, loss or theft of any cellular phone or electronic device a student brings to school. If a school employee observes a student using any cell phone or other telecommunication device

during the school day, the school employee may report it to the Behavior Specialist or Director of Academics. School administrators shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities or attending school-sponsored or school-related activities on or off school property.

The school further prohibits students from possessing other electronic devices – including but not limited to radios, CD players, iPods, iPads, tablets, electronic games and other similar devices – on school property during the school day. These devices disrupt classes and distract others from learning. If a school employee observes a student using any electronic device during the school day, the school employee shall report it to the Behavior Specialist or Director of Academics. Any such device may be confiscated, powered on and searched by school officials if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items. Any student refusing to give a cell phone or other electronic device to school staff shall be subject to disciplinary penalties in accordance with the Code of Conduct as written above in this Handbook. The school Principal reserves the right to approve certain electronic devices for specific classes, for instructional purposes only, pending completion of necessary forms.

Please Note: The school is not responsible for the cost, usage, or replacement of lost, damaged, or stolen cell phones that are brought to the school whether confiscated by staff or in possession of a student.

R. Personal Items Brought to the School

Students are not allowed to bring personal items to school. To avoid disruption of the educational process, currently popular items such as trading cards, electronic games and action figures are to be left at home. Such articles will be taken and returned only to the parent or the law authorities if deemed prudent to do so by the building administrator. Except for approved fundraisers, students are not permitted to sell or trade anything among themselves at school, on the school grounds or the bus. This includes food from lunches. Pets should never be brought to school without prior permission of the administrator. Further, items should not be brought in glass jars because of the danger of breakage (e.g., lunch items).

Please Note: The school is not responsible for replacement of lost, damaged, or stolen items brought to school.

S. Stolen Items

The school **is not responsible** for stolen personal items, including cell phones, even if turned over to school personnel.

T. Backpacks, Desks, Lockers, and Other Personal Storage Areas

All lockers, desks, and other storage areas provided to the student for use remain the property of the school. The student has no expectation of privacy in any storage area assigned to them. No student shall lock or otherwise impede access to any locker or storage area, except with a lock (if any) approved and provided by the school. Unapproved locks will be removed and destroyed with no compensation. Upon authorization of the building administrator, personal storage areas may be searched at any time for any reason.

Upon authorization of the search team, including the administrator or designee, backpacks, desks, and other personal storage areas may be searched at any time for any reason. The search team may at any time, with

reasonable suspicion, call upon the assistance of the local police authorities to conduct a search of backpacks, desks, and other personal storage areas, and the contents contained therein, as provided in the **Search Policy (Board Policy 317)** attached as **Appendix 3**.

U. Pesticide Notice and Log Policy

In accordance with Ohio law, parents and guardians of minor children, adult students, faculty, and staff who are enrolled or employed at the school may request and receive prior notifications of the applications of pesticides that are scheduled for a time when school is in session. All such requests shall include the requesting party's email address or telephone number and shall be submitted to the school administrator at the school office. The school administrator is designated as the contact person for all pesticide applications made at the school.

Additionally, pesticide logs shall be available for inspection at the school office during normal school hours. Said logs shall be retained for one year following the date of the pesticide application.

This Policy shall not apply to disinfectants, sanitizers, germicides, and anti-microbial agents.

VIII. Health and Safety

The school provides a safe and clean environment and takes precautions to protect students and staff.

The building doors are locked during the school day. Entrance to the building is by office permission. Closed circuit cameras cover all entrances and are placed at strategic locations throughout the building.

A. Reporting Injuries

If a student is injured at the school, he/she must immediately report the injury to school personnel. The main office will complete an injury report and will provide a copy of the report to the parents/guardians as notice of the incident.

B. Health Clinic

When available, the school nurse or health aide handles all first aid; otherwise, first aid issues will be handled by other school personnel. All students are required to have an Emergency Authorization Form on file at the school. These forms will be used in case there is a medical emergency or illness.

C. Control Of Casual-Contact Communicable Diseases and Pests

Because the School has a high concentration of people, it is necessary to take specific measures when the health and/or safety of the group are at risk. The School's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific diseases include: diphtheria, scarlet fever, ringworm, strep infection, whooping cough, mumps, measles, rubella, pink eye, impetigo, coronavirus, and other conditions indicated by Local and State Health Departments.

If a child contracts a Communicable Disease, the School Office should be notified as to the nature of the illness and the student shall not return to the Academy until a Physician gives written permission to do so. This is a means of protecting all children.

D. Control Of Noncasual-Contact Communicable Diseases

In the case of noncasual-contact communicable diseases, the School still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have their status reviewed by a panel of resource people, including the applicable Board of Health, to ensure that the rights of the person affected and those in contact with that person are respected. The School will seek to keep students and staff persons in the School unless there is definitive evidence to warrant exclusion.

Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), AIDS Related Complex, HIV (Human-immunodeficiency), Hepatitis B, and other diseases that may be specified by state law, or applicable regulation.

Parents/Guardians will be requested to give consent to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at the School and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

E. Emergency Medical Authorizations

Each parent is asked to complete and return to the school an Emergency Medical Authorization Form, which will be included in the student's cumulative record folder. Parents are responsible for ensuring that this authorization form includes the necessary information the school must have should an emergency arise. It is extremely important that this authorization form is fully completed and updated as medical needs change.

F. Medication Administration

All medication administration is governed by the **policy¹²** adopted by the Board of Directors. A copy of this policy can be requested from the Principal.

Per Ohio Revised Code Section 3313.716 students are permitted to possess and use a metered dose or dry powder asthma inhaler to alleviate or prevent asthmatic symptoms at the school.

Per Ohio Revised Code Section 3313.718(B) and 3314.03(A)(11)(d) students are permitted to carry and use an epinephrine auto-injector to treat anaphylaxis (an intense allergic reaction). In order for a student to properly possess or use an epinephrine auto injector at the school written approval from the student's physician and parent must be signed and received by the school.

For medications asthma inhalers and epinephrine auto injectors, written approval by the student's physician must include all information as detailed herein below or as indicated on the Food Allergy Action Plan, if applicable. If a student has a serious food allergy, the parent must complete a Food Allergy Action Plan.

“Written Approval” hereunder must include the following information:

1. The name and address of the student;

¹² Board Policy 314

2. The name of the school and class in which the student is enrolled;
3. The name of the medication and the dosage to be administered;
4. The times or intervals at which each dosage of the medication is to be administered;
5. The date the administration of the medication is to begin;
6. The date the administration of the medication is to cease (if applicable);
7. Acknowledgement that the physician has determined that the student is capable of possessing and using auto injector appropriately and has provided the student with training in the proper use;
8. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency;
9. Instructions outlining procedures to follow if the asthma inhaler does not provide adequate relief;
10. A list of adverse reactions that may occur if an individual for whom the asthma inhaler was not intended uses the medication; and
11. At least one emergency telephone number for contacting the physician and one number for contacting the parent
12. Any other special instructions.

Should any information regarding the medication change, the parent must submit a revised written statement. All medications must be in the prescribed container.

The school shall acquire and retain copies of each request and accompanying statement. The statement shall be given to the employee authorized to administer the drug by the next school day after receipt.

The school shall store the medication in a locked location in the school office or other location as determined by School personnel that meets legal requirements for storage. Any drugs that require refrigeration shall be stored in a refrigerator located in a place not commonly used by students.

Properly trained school staff may administer epinephrine in an emergency situation, in accordance with the Written Approval and/or the student's Food Allergy Action Plan when emergency medical service providers are not immediately available, and the exigency of the circumstance requires immediate action. School staff will immediately request assistance from an emergency medical service provider whenever a student is administered epinephrine at the school or at an activity, event, or program sponsored by the school. This request for medical assistance applies whether the student self-administers the medication, or a school staff member administers it to the student.

Students with Diabetes

All students enrolled in the school will receive appropriate and needed diabetes care in accordance with an order signed by the treating physician. The care includes any of the following:

1. Checking and recording blood glucose levels and ketone levels, or assisting the student with the check
2. Responding to blood glucose levels outside of the student's target range
3. Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia
4. Administering or assisting in the administration of insulin
5. Providing oral diabetes medication
6. Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician's order
7. Following the physician's instructions regarding meals, snacks, and physical activity

8. Administering diabetes medication as long as the following conditions are met:
 - a. Administered by a school nurse, or in the absence of a school nurse, an employee trained in diabetes care.
 - i. Any training shall be coordinated by a school nurse or a licensed health care professional with expertise in diabetes;
 - ii. Each year the training shall take place prior to the beginning of the school year, or as needed, not later than fourteen days after receipt of a physician's order;
 - iii. Any individual who completes the required training shall be considered by the Board as qualified to administer diabetes care.
 - iv. The school nurse or licensed health care professional shall provide follow up training and supervision.
 - b. The school receives a written request with the following information:
 - i. The name and address of the student
 - ii. The school and class in which the student is enrolled
 - iii. The name of the drug and the dosage to be administered
 - iv. The times or intervals at which each dosage of the drug is to be administered
 - v. The date the administration of the drug is to begin
 - vi. The date the administration of the drug is to cease
 - vii. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency
 - viii. Special instructions for administration of the drug, including sterile conditions and storage
 - c. The parent agrees to submit a revised statement upon any changes.
 - d. The person administering the drug has a copy of the statement.
 - e. The medication is in the prescribed container.

Within fourteen (14) days of receipt of a physician's order regarding a student with diabetes, the Board or Governing Authority shall inform the student's parent that the student may be entitled to a 504 plan.

Upon written request of a parent, a student with diabetes shall be permitted to attend to his/her own care in accordance with the physician's order if the student's treating physician determines the student capable of performing the tasks. The student shall be permitted to perform the care tasks in any area and to possess all necessary supplies and equipment. If the student uses the medical equipment for purpose other than the student's own care, the Board may revoke the student's permission to attend to his/her own care.

The School, members of the Board, and employees of the School are 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 associated with diabetes care unless the act or omission constitutes willful or wanton misconduct.

No later than the last day of December of each year, the Board shall report to the Ohio Department of Education, the following information:

1. The number of students enrolled during the previous school year;
2. The number of errors associated with the administration of diabetes mediation during the previous school year.

G. Food Allergy Action Plan¹³

If a student has a serious food allergy, the student and his/her parent must complete a Food Allergy Action Plan.

H. Vision, Hearing, and Scoliosis Screening¹⁴

Screening for the students will be conducted in accordance with state guidelines. The school nurse will notify the parent of the results. Any conditions discovered that might impede the student's health or school progress will be brought to the parent's/guardian's attention by the school nurse.

I. Eye Protective Devices

Staff and Students shall wear eye protection which complies with Federal and State standards when working in areas involving:

- flying particles
- molten materials
- acids, caustic, or explosive materials
- chemical mists or vapors
- potentially injurious light radiation
- welding, milling, sawing, drilling, turning, shaping, cutting, grinding, buffing

J. Wellness Program

In light of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 by Congress, the school recognizes the role it can play in building nutrition knowledge and skills in students to promote healthy eating and physical activity choices. This law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The passing of the Healthy, Hunger-Free Kids Act of 2010 added provisions to expand upon the previous local wellness policy requirement of the 2004 Act. The school supports student health and wellness. For further information regarding the Wellness **Policy¹⁵**, refer to the policy adopted by the Board of Directors.

K. Reporting Child Abuse / Neglect

When any staff member suspects abuse or neglect, he/she will first notify the building administrator. The staff member will then call the local reporting agency in the presence of the administrator. The staff member will document the notification. All reports are to be confidential. For further information regarding reporting of child abuse or neglect, refer to the policy adopted by the Board of Directors¹⁶.

L. Technology and Internet Safety

As more fully outlined in the school's Technology and Internet Safety Policy¹⁷, the use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make

¹³ Board Policy 313

¹⁴ Board Policy – Protective Eyewear Policy

¹⁵ Board Policy 301

¹⁶ Board Policy 318

¹⁷ Board Policy 222

determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:

- To abide by all school policies relating to the use of technology;
- To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the student may have his/her privileges revoked or other disciplinary actions taken against him/her for actions or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the school;
- Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for any and all costs; and
- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

M. Harassment, Intimidation, Bullying

As more fully set forth in the school’s Policy on Harassment, Intimidation and Bullying, and Title IX Policy and Procedure, Section 504 Policy, harassment, intimidation, or bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include counseling, suspension, or expulsion from school. The school’s commitment to addressing harassment, intimidation, and bullying, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty, or school personnel.

It is imperative that harassment, intimidation, and bullying be identified only when the specific elements of the definition are met, because the designation of the conduct of such behavior carries with its special statutory obligations. Any misconduct by one student against another student or staff, whether or not appropriately defined as harassment, intimidation, or bullying will result in appropriate disciplinary consequences for the perpetrator.

N. Prohibited Gang Activity

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event whether at the school or outside of the school facility, and on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

The term “gang” is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term “gang activity” is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty, or membership in any way while on school grounds or while attending a school function.

These activities may include things such as recruiting students for membership in a gang and threatening or intimidating other students or staff against their will to promote the common purpose and design of any gang.

O. Drug-Free School

In accordance with applicable law, the school prohibits the use, possession, concealment, or distribution of drugs by students on the school grounds, in the school building, on school buses, or at any school related event. Drugs include any alcoholic beverage, an anabolic steroid, and any dangerous controlled substance as defined by state or federal statute, or any substance that could be considered a “look alike” controlled substance. Compliance with this school policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action as specified in this Parent/Student Handbook, up to and including expulsion from the school. When required by state law, the school will also notify law enforcement officials.

P. Weapon-Free School

No student at any time, for any reason shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon or considered a “look-alike” weapon in or on property of the school, school bus, or any school-sponsored activity held away from the school property. Possession of a weapon may result in immediate expulsion and involvement of local law enforcement.

- A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear (examples: guns, knives, knuckles, clubs, box-cutters, etc.).
- A dangerous instrument is anything that although not specifically designed to hurt someone, can be used to hurt someone, or put someone in fear (examples: belts, combs, compasses, etc.).
- An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.).
- Any object that closely resembles a weapon or explosive and could put persons in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.).

Firearm has the same meaning as provided under the “Gun Free Schools Act of 1994.” At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter’s gun) which will or is designed to or can 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. If the definition of a firearm as provided by the “Gun Free Schools Act of 1994” changes, then the definition outlined in this policy shall automatically change to conform to it.

Knife is defined as a cutting instrument consisting of a sharp blade or edge, not to include scissors, wire cutters or other similar tools determined by the administrator to be necessary for the school setting at a particular building or grade level, if used only for the necessary purpose.

IX. School Records

The school takes student records and their confidentiality very seriously and has a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon properly authorized request from that school or from a signed release by the parent or as otherwise required by law.

A. Current Information

To ensure student records are up-to-date parents must inform the school of address, telephone (home/work), and legal custody changes as they occur during the school year.

B. Request for Records

The school secretary will request student records from the previous school(s) upon completion of enrollment. Pursuant to the Ohio Revised code, the requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

C. Student Directory Information

Family Educational Rights and Privacy Act of 1974 (FERPA) permits schools to adopt a policy allowing the release of Directory Information Policy under which “directory information” concerning students may be released to the public under certain circumstance, schools are not required to do so. Board Policy 220, which relates to FERPA and school records, may be requested from the Principal. Parents have the right to submit a written request to the school, preferably within two weeks after the first day the student is enrolled in a school year, directing the school not to release directory information (as defined in the policy) concerning their child to third parties.

D. Audio-Visual Information

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in school is an integral part of the reporting responsibility to the community. The school will, however, respect parents’ wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student’s name, picture or work product for presentations or other uses.

E. Release of Student Records¹⁸

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect and request corrections to student records. Parents are required to submit their request to inspect student records in writing to the administrator to allow him/her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental inspection only under the direct supervision of administrator or his/her designee. The school must comply with the parent’s request for inspection within forty-five (45) days.

Parents have the right to request corrections to student records. Requests for corrections must be submitted in writing to the administrator in a letter that includes the basis for such correction. Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect.

¹⁸ Board Policy 220

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

Parents have the right to file a complaint with the Ohio Department of Education if they think that the school or the school district their student previously attended is not complying with the federal laws or regulations regarding student records.

F. Non-Custodial Parent Record Request

The school will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

G. Protection of Pupil Rights Amendment (PPRA) Notification

Description of Intent

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents of minors' certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- The right to provide consent before students are required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:
 1. political affiliations or beliefs of the student or student's parent
 2. mental or psychological problems of the student or student's family
 3. sexual behavior or attitudes
 4. illegal, antisocial, self-incriminating, or demeaning behavior
 5. critical appraisals of others with whom respondents have close family relationships

6. legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. religious practices, affiliations, or beliefs of the student or parent/
 8. income, other than as required by law to determine program eligibility
- The right to receive notice and an opportunity to opt a student out of the following:
 1. any other Protected Information Survey, regardless of funding
 2. any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 3. activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
 - The right to inspection, upon request and before administration or use, of the following:
 1. Protected Information Surveys of students
 2. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. instructional material used as part of the educational curriculum

Notification Procedures

The school will work to develop and adopt policies regarding these rights in consultation with parent. The school will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parent of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available method, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parent will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

Reporting a Violation

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5901

X. Child Find¹⁹

The school is participating in an effort to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE).

School districts across the State of Ohio are also participating in this effort to identify disabilities such as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive impairments, physical impairments, autism, traumatic brain injury, and other health impairments.

The school is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, to accomplish this, the school must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age twenty-one (21), who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the school's administrator.

The school will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether a special need exists. If a need is identified, the child can begin receiving special education and related services.

XI. Parents' Right to Know Teacher Qualifications

A parent or guardian may request information on the professional qualifications of each classroom teacher who provides instruction to the parent's or guardian's child. The information that may be requested includes:

- Licensure and certification information
- Educational background
- Qualifications of instructional aides (if applicable)

XII. Parent Involvement Policy

The school recognizes that the involvement of parents (hereinafter including guardians/caretakers/foster caregivers) and families in their children's education is critical to students' success. In order to accomplish the goal of welcoming, encouraging, and promoting parental/family involvement, the school shall:

1. Create a welcoming school climate.

- Provide a welcome packet for all parents visiting the school, including important school contact information, school calendar and information about the vision and mission of the school.
- Have teachers make personal contacts with families through e-mail, phone calls or home visits.
- Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building, and meet other families.

¹⁹ Board Policy 210

2. Provide families information related to child development and creating supportive learning environments.
 - Provide information for parents on typical development and appropriate parent and school expectations for various age groups.
 - Print suggestions for parents on home conditions and activities that support learning at each grade level.
 - Partner with local agencies to provide resources to families.
3. Establish effective school-to-home and home-to-school communication.
 - Provide information for parents on homework policies and on monitoring and supporting student work at home.
 - Send home student work for parent review and comment.
 - Allow access so families can frequently monitor their children's progress.
 - Clearly communicate school policies to all families.
 - Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
 - Create a "suggestion or comment" box (electronic or onsite) for families to anonymously provide their questions, concerns and recommendations.
4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
 - Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
 - Make regular homework assignments that require students to discuss with their families what they are learning in class.
 - Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
 - Inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
 - Engage families in opportunities to work with their children in setting their annual academic and career goals.
5. Engage families in school planning, leadership and meaningful volunteer opportunities.
 - Invite parents to be involved at the School, including Title One planning.
 - Identify family volunteer interests, talents, and availability, matching these resources to school programs and staff-support needs.
(Recurring volunteers will be required to comply with background check policies of the school.)
 - Create volunteer recognition activities such as events, certificates, and thank-you cards.
 - Host events which encourage interaction among parents.
6. Connect students and families to community resources that strengthen and support students' learning and well-being.

- Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.
- Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
- Connect students and families to service-learning projects in the community.
- Invite community partners to share resources at annual open houses or parent-teacher conferences.

XIII. Complaint Procedure²⁰

The Board of Directors ("Board") believes that Complaints from parents or other members of the community regarding school personnel should be addressed thoroughly and completely. The people involved should treat one another with the highest level of respect and dignity.

Initially, Complaints shall be addressed formally or informally with the staff member. Complaints must be made in a civil/respectful manner in order to be considered by school personnel. Where appropriate, the Complaint should be in writing on a form developed by the Principal and should contain a statement of the facts and the specific outcome desired by the parent or other person making the Complaint ("Complainant"). The Complainant may sign the Complaint and should be given a copy. The staff member should work with the Complainant to resolve the issue in a timely, professional, and courteous manner. The efforts used to resolve the Complaint and the outcome should be noted on the form. Allegations involving illegalities should be reported immediately to the Principal.

Complaints unresolved through a parent-staff member communication or Complaints involving teachers or staff members should be in writing as noted above and directed to the Administrator. The Administrator shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Administrator cannot resolve the issue with consultation with school advisors or consultants, the Complaint (with documented history or preceding steps) is forwarded in written form to the Board of Directors and a copy to the school's legal counsel.

XIV. Non-Discrimination and Title IX/Section 504 Notice²¹

The school does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender, sexual orientation, economic status, homelessness, or disability in its programs and activities.

All employees shall report to the Title IX coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The following have been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific civil rights grievance procedure.

Title IX Coordinator
Capital Collegiate Preparatory Academy
 Carol Norwood
 1414 Gault Street

²⁰ Board Policy 219

²¹ Board Policy 203 and 204; Title IX Policies and Procedures

Columbus, Ohio 43205
614-300-3685

Section 504 Coordinator

Carol Norwood
1414 Gault Street
Columbus, Ohio 43205
614-300-3685

Regional Sped Coordinator

ACCEL Schools
Scott Bates
1414 Gault Street
Columbus, Ohio 43205
614-300-3685

XV. Homeless Policy²²

The School provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. Accordingly, the School will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The School shall fully comply with McKinney-Vento Homeless Assistance Act.

The School shall designate a staff member to be the school liaison for homeless students ("School Liaison"). The School shall display the contact information for the School Liaison in the building. Homeless issue awareness training shall be provided to all staff members. All questions and concerns of the staff members should be referred to the School Liaison.

The School Liaison for Homeless Students shall ensure that the parent or guardian of a homeless student and any unaccompanied youth is:

- Assisted in accessing transportation to the selected school
- Provided assistance in exercising the right to attend the school of his/her choice
- Serviced without being labeled as homeless by school personnel
- Provided the information in this policy in a manner and form understandable to the parent or guardian, and if necessary, in the native language of the parent or guardian
- Assisted in the Dispute Resolution process as outlined herein

Eligibility:

A student may be considered eligible for services as a "Homeless Child" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- With other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubling up")
- In a shelter, temporary shared housing, or transitional living program

²² Board Policy 205

- In emergency or transitional shelters
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus or train station, park, car, or abandoned building, public spaces, substandard housing
- In a temporary or transitional foster care placement or awaiting placement
- Abandonment in hospitals
- 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
- Migratory students

Placement: The School shall make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student’s parent or guardian or otherwise not in the best interest of the student.

To the extent feasible, the School shall comply with a request made by parents regarding school placement regardless of whether the student lives with the homeless parents or is temporarily residing elsewhere.

Immediate Enrollment: Should a dispute arise over eligibility, school selection, or enrollment the dispute resolution procedures shall be followed as provided herein and the student shall be immediately enrolled during the pendency of the dispute and all appeals. Proof of residence, birth certificate, immunization records, and other documentation cannot serve as a barrier to enrollment in a school.

School Selection: The eligible student has the right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

Participation in Programs: Eligible students have a right to access all of the school’s programs and services on the same basis as all other students, including special education, school breakfast and lunch, and any extra-curricular activities.

Transportation: Any eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: The student, parent or guardian has the right to appeal any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent or guardian through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

Should a dispute arise over eligibility, school selection, or enrollment in a school the following procedure is to be followed:

1. The School shall immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment for these purposes is defined as attending classes and participating fully in school activities.

2. Upon determination of eligibility, enrollment, or school selection, the School will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The School should use Attachment 1 in order to capture all relevant information. Regardless of what form is used, the written explanation should be easy to understand and free of jargon. When appropriate, the School will translate the decision into the recipient’s dominant language. At a minimum, the written explanation of how the School reached its decision regarding eligibility, school selection, or enrollment will include:
 - A description of the action that the School proposed or refused
 - An explanation of why the School proposed or refused the action
 - A description of any other options the School considered
 - The reasons why the School rejected any other options
 - A description of any other factors relevant to the School’s decision and information related to the eligibility or best interest determination. (This includes the facts, witnesses and evidence relied upon and their sources.)
 - Appropriate timelines to ensure any relevant deadlines are met
 - Contact information for the School liaison and state homeless education coordinator and a brief description of their roles
 - Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal
3. The School will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the Schools follows the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal the School’s eligibility, school selection or enrollment decision as parents and guardians. The role of the Liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
4. Following an appeal at the School level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education. The School Liaison will forward all written documentation and related documents to the state coordinator for Homeless Education at the Ohio Department of Education. The School Liaison may use Attachment 2 to help capture all relevant information. Upon receipt of any requested documentation, the state coordinator for Homeless Education will investigate the dispute and request applicable documentation. The Ohio Department of Education will make a decision within 15 school days from the receipt of all necessary materials. The Department will provide the final decision to the School superintendent, building principal, School Liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

XVI. SAFER OHIO SCHOOL TIP LINE

844-SaferOH (844-723-3764)

The Safer Ohio School Tip Line is a free safety resource available to all Ohio schools. The tip line is an anonymous reporting system that accepts both calls and texts 24 hours a day.

This tip line allows students and adults to anonymously share information with school officials and law enforcement about threats to student safety—whether that involves a threatened mass incident or harm to a single student.

Things to report to the tip line include (but are not limited to):

- Bullying incidents;
- Withdrawn student behaviors;

- Verbal or written threats observed toward students, faculty or schools;
- Weapon/suspicious devices on or near school grounds;
- Gang related activities;
- Unusual/suspicious behavior of students or staff;
- Self-harm or suicidal sentiments; and
- Any other school safety related concerns.

Every tip can remain anonymous. School safety analysts may ask for additional information, but the caller can remain secret or leave his or her contact information for later follow-up.

Calls or texts to **844-SaferOH (844-723-3764)** are answered by analysts within Ohio Homeland Security. If action is needed, the analysts immediately forward information to local school officials, law enforcement agencies and the Ohio School Safety Center (OSSC) for action and follow up. The OSSC partners with the Ohio Department of Education to follow up with affected school and law enforcement agencies to make sure that the incident is investigated, action is taken and resources and supports are provided when necessary.

CRISIS TEXT LINE

Do you need help now? Text the keyword “**4hope**” to **741 741** to be connected to a trained Crisis Counselor within 5 minutes.

Any person may need help in coping with a stressful situation. Reach out by text to communicate with someone trained to listen and respond in a method that is private, secure and confidential. The Crisis Text Line is a free, confidential service available 24/7 via text on mobile devices.

Throughout Ohio, you can text the keyword “**4hope**” to **741 741** to be connected to a trained Crisis Counselor. Data usage while texting Crisis Text Line is free and the number will not appear on a phone bill with the mobile service carrier. People of all ages can use Crisis Text Line.

Parent/Student Handbook Contract 2025-2026

Student's Name: _____ Grade: _____
PRINT

Parent's/Guardian's Name: _____
PRINT

We have read and understand all the information contained in this manual including student code of conduct, internet usage policy and related policies. We agree to abide by and support the school's policies and code of Conduct in the Parent – Student Handbook.

Agreed to by:

Student's Signature: _____ Date: _____

Parent / Guardian's Signature: _____ Date: _____

Please return signed form to school Office.

This agreement will be placed into the student's file.

Media Release

STUDENT INFORMATION FORM

Please print clearly:

_____ Age _____
Name of participating student

School

_____ grade
city/town/zip

TO BE COMPLETED BY PARENT or GUARDIAN:

I/We understand that as part of my/our child's/my attendance at the school, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

_____ date
Signature of parent or guardian

- PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.
- PLEASE RETURN THIS FORM TO THE OFFICE.

Capital Collegiate Preparatory Academy Attendance Contract

I have read and understand the attendance expectations at Capital Collegiate Preparatory Academy. I acknowledge that if my child meets any of the outlined attendance thresholds, the school will follow the support and action plan stated in the matrix.

Student Name: _____ Grade: _____

Parent/Guardian Signature: _____ Date: _____

Student Behavior & Consequences Agreement

We have read and understand all the information contained in this Behavior Matrix. We agree to abide by and support the school's policies and the Behavior Matrix put in place to support the board adopted Student Code of Conduct.

Student's Name: _____ Grade: _____
PRINT

Parent's/Guardian's Name: _____ Date: _____
PRINT

Parent's/Guardian's Signature: _____

Please return signed form to school Office.

This agreement will be placed into the student's file

