

CERTIFICATION OF RESOLUTION

PARENT-STUDENT HANDBOOK  
2024-2025 ACADEMIC YEAR, AMENDED

CAPITAL HIGH SCHOOL  
*(An Ohio Non-Profit Corporation)*

The Governing Authority (the "Board") of West Columbus Drop Back In, dba Capital High School (the "School"), a non-profit corporation organized under the laws of the State of Ohio, hereby resolves as follows:

IT IS HEREBY RESOLVED that the School shall adopt the amended Parent-Student Handbook for the 2024-2025 Academic Year as reflected in Exhibit A, attached hereto and incorporated herein as restated. The amended handbook reflects current grade promotion criteria.

APPROVAL AND ADOPTION

Motion to adopt the amended Parent-Student Handbook for the 2024-2025 Academic Year (with without) amendments,

made by KIMBERLY GIBSON,

seconded by CHRIS GAWRONSKI

<b>Board Member</b> <i>Name/Initials</i>	<b>AYE</b>	<b>NAY</b>	<b>OTHER</b> <i>(Abstain, Absent, etc.)</i>
Kimberly Gibson	✓ <i>KG</i>		
Desmond Bryant			
Raymond Hutson			
Chris Gawronski	✓ <i>CG</i>		
Terrence Lawrence	✓ <i>TL</i>		
Anthony Forte, Chairman	✓ <i>AF</i>		

As adopted on this 15<sup>th</sup> day of August, 2024.

  
\_\_\_\_\_  
*Anthony Forte, Chairman*  
*Capital High School*

# Exhibit A

# CAPITAL HIGH SCHOOL

640 Harrisburg Pike  
Columbus, OH 43223  
614-636-6775 office  
614-636-6778 fax

## **Student / Parent Handbook 2024-2025**

*Revised: August 2024*

## **GENERAL INFORMATION**

Capital High School (the "School") provides students with an alternative path to a high school diploma. Utilizing online courses aligned to the Ohio Department of Education Standards and Course of Study, students work to bridge skill gaps and earn credits in a supportive and focused environment. The program provides a minimum of five hours of daily instructional time.

The program includes the following program elements:

- Reading online diagnostic administered upon enrollment to identify skill gaps
- Daily targeted online reading instruction through RTI as needed.
- Evaluation of skill gaps in math and enrollment in an online remediation program as necessary
- Academic program focused on core content and graduation requirements
- Study Skills instruction
- Blended instructional model incorporating online courses and direct instruction by classroom teachers
- Strong academic support and guidance
- Regularly scheduled conferences with student and parents to monitor progress
- Personal and social skills development
- Life skills, values, and character education curriculum

## **MISSION STATEMENT**

Our mission is to enable students to have a second chance at achieving their American Dream by providing an experientially focused education program combined with individualized support to address their specific needs, resulting in earning a high school diploma, access to higher education and technical certifications to secure a good paying job.

## **PHILOSOPHY**

We understand that every student learns differently. We believe each student has the potential for greatness if given the right resources, tools, and opportunities. We will work with each student to create a customized pathway to graduation and a job. These pathways are designed around the students' personal situation and learning objectives with a focus on providing foundational, experiential learning opportunities.

## **GOALS**

- Provide flexible, individualized, and self-paced learning experience;
- Offer technical education programs that lead to a meaningful career;
- Establish a supportive school environment and expansive community network;
- Provide individual attention and engagement to each student;
- Ensure student success.

## **Attendance**

The program day is a 5-hour session offered Monday through Friday, beginning at 8:00am. The program follows a calendar approved by the governing authority and reviewed by the sponsor.

Students are expected to be in school every day. The following constitute excused absences: religious observances, death of a family member, medical, dental, legal and/or family/personal illness.

All excused absences must have a written note on file. In addition, a parent/guardian must call the school office at 614-636-6775 to report each absence.

A student who knows in advance that he/she will be absent is expected to notify the staff of the anticipated absence.

Again, following the absence, a signed written note by a parent/legal guardian must be presented to the school in order for the absence to be codified as excused.

In the event a student cannot participate in a class or activity because of health reasons, a medical note is necessary.

## **Director**

The School will be administered by a designated person who may or may not hold the title of Director, but such administrator is, for all purposes listed in this Handbook, the "Director".

## **Tardiness**

If the student will be absent from or tardy from a school day, the student or, if the student is under 18, the parent/guardian must call the School and inform them of the absence or tardy arrival. Within 120 minutes after the beginning of each school day, the attendance officer, their assistant, or designee, will make at least one meaningful attempt to notify the parent (or, as applicable, the student) of any student being absent without legitimate excuse.

Unexcused absences and tardy arrivals will reduce the student's overall average attendance percentage. Excused absences and tardies will also reduce the student's overall average attendance percentage, but their classification will be taken into account should the total attendance percentage drop below 60%.

Excused absences and tardies require verification, if any, in the timeframe and manner deemed appropriate by the Director. Where appropriate, the School may require written documentation. An excused absence or tardy may be granted if the student is not in School for the following reasons:

- Medical, including dental, appointment
- Under a doctor's care
- Automotive
- Scheduled road test for a driver's license
- Employment (which cannot be conducted outside of school hours)
- Death of an immediate family member
- Personal illness
- Court appearance
- Appointments that cannot be scheduled outside of school hours such as case workers, probation officer, signing a lease

- Placement in foster care or change in foster care placement
- Homelessness
- Other absences as deemed appropriate by the Director

Prolonged absence due to illness or other permitted reason will also be excused. Excused absences with documentation, such as a doctor's note or verification from the court, can still count against a student's average attendance percentage.

Unexcused absences include the following:

- Any absence where a student fails to provide appropriate verification of the absence in the timeframe and manner deemed appropriate by the Director
- Leaving the school day early without proper authorization
- Each day that a student is late without appropriate verification, and
- For any other unexcused absence as defined by the Director

### **Early School Dismissal**

Students will be allowed to leave school early only for sudden illness or documented appointments. Students who fail to stay the full 5.5 hours will be considered absent for that day. Parents/guardians must call the school or send a note for early dismissal. Students with legitimate reasons for leaving early must notify the program director within 30 minutes of arrival to school. Students who do not stay the full 5-hour session are NOT eligible to receive a bus ticket.

### **Emergency School Closings**

Should it become necessary to adjust the program schedule for weather or other unforeseen emergencies, information will be broadcast over television stations 4, 6, and 10. Students/ parents will also be notified via the school's automated telephone system.

### **Electronic Devices**

Cell phones and tablets are permitted, with limited use in the building for educational purposes only. If at any time the use of the electronic device becomes disruptive to the educational process, it is expected that the device will be surrendered to a faculty member upon request.

### **Instructional Materials**

The school will provide textbooks, paperback books, supplemental material, and computer access to all students. As a result, it is not necessary for students to bring backpacks or large handbags. Backpacks and large handbags will be subject to search and may be stored by staff during the school session.

### **Parent Conferences**

The program maintains an open-door policy, and parents/guardians are encouraged to request a conference at any time. In addition, formal conferences are scheduled throughout the year. Parents are also welcome to schedule a time to visit the lab and classrooms. Advance notice must be given for such visits.

### **Progress Reports**

Students and parents have access to the student's progress at all times by logging on to the computer and viewing grades through the APEX portal at: <https://www.apexlearning.com/>

As such, parents have the ability to view daily progress reports. In addition, to keep parents informed on an on-going basis, teachers will quarterly send home progress reports. The school's staff will regularly conference with students to monitor progress and assess pacing and engagement.

### **Visitors**

Visitors to the school are welcome during active business hours. To help ensure a safe and secure learning environment for students, visitors are required to sign in at the school office and be wanded by security staff. Identification is required. Additionally, all visitors must sign out before leaving the building. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

All visitors must pre-arrange, through the office, any meetings or visits with the teacher or classroom. All visits are on a limited time basis. Visits for extended time periods are discouraged. Extended visits are granted only through the permission of the Director.

Visitors are asked not to attempt a parent-teacher conference while students are in the classroom.

## **ACADEMIC PROGRAM**

### **Overview**

Individual Graduation Plans (IGPs) are established when a student enrolls. These are intended to be living documents and will be revised as needed but a minimum at least once per year, and particularly as students complete courses and earn credits. Students will be assigned courses that are aligned with Ohio graduation requirements. Additionally, students will complete all state required tests. Individual Graduation Plans act as roadmaps that lead to earning diplomas. Regular meetings with the counselor will provide opportunities to review progress and modify plans.

The IGP developed pursuant to these provisions is a supplement to the school's policy on career advising.

The school may use the individualized education program developed for a student pursuant to section 3323.08 of the Revised Code in lieu of developing an IGP under these provisions, if the individualized education program contains academic goals substantively similar to a graduation plan.

### **General Information**

Students, upon enrollment in the program, participate in a Student Orientation designed to support student success from day one. Students will take a level assessment for placement in state MAP assessments. Students will participate in a note taking and study skills tutorial designed to set a foundation for success in the program. Teachers will regularly monitor progress of their students and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep students on track.

### **Online Learning**

Online learning provides students the opportunity to learn and achieve with:

- Improved access to individualized learning

- Engaging and rigorous curriculum
- Top-quality instruction

Online Courses emphasize:

- Personal, customized learning experience for every student
- High levels of student engagement
- Robust reporting capability
- Student focused, data-driven decision making using real-time achievement data

### **Parental Notification of Sexual Violence Prevention Education Curriculum**

The law requires the School to include in its curriculum developmentally appropriate instruction in sexual violence prevention education. A parent may request the opportunity to examine the materials used for such instruction by submitting a written request to the Director. Additionally, a parent may request a student be excused from such instruction upon written request submitted to the Director.

### **Standardized Testing**

Standardized testing will be administered according to the requirements of the Ohio Department of Education. Staff will assist in preparing students for all standardized tests and providing academic intervention services as needed.

Accommodations shall be made to the tests or testing procedures based on the needs of students and as allowed and appropriate for the test. Students with disabilities will be provided accommodations that are allowed on standardized testing per their Individual Education Plans (IEPs).

### **Grades/Credits**

Grades and credits are based upon student performance. Grades/credits will be calculated under the direct supervision of the Counselor. In order to receive passing grades, students are responsible for completion of all coursework and assignments including course notes.

### **Grading Policy**

Grades are evaluative instruments which measure students' achievements, efforts, and extent of progress in their classes. The components of a grade should be academically oriented and reflect each student's competency in the course content. Grades are not tools of discipline, nor shall they be based on the students' attitudes or personalities. It is important for teachers to provide meaningful feedback to students regarding their personality development, behavioral characteristics, level of maturity, and commitment to responsibility; however, only academic performance and level of progress should be used in determining course grades.

All of the following components shall contribute to the assessment of a student's academic performance:

- Classroom examinations and quizzes;
- homework assignments;
- online course lesson completion; and
- classroom effort and participation.



Students and parents will have access to the student's grades at all times by logging on to the APEX portal at: <http://www.apexlearning.com/>.

### High School Graduations Requirements

Required Courses	Units Required
English	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Science	3 Credits
Fine Arts	1 Credit
Physical Education	.5 Credits
Health	.5 Credits
Financial Literacy	.5 Credits
Electives	5 Credits

Students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts (during grades 7-12). Beginning with students who enter 9<sup>th</sup> grade after July 1, 2022, students need ½ credit of financial literacy. Fine arts may not be required for students in approved career-based pathways.

#### Credit Flexibility Plan Option

The School offers the Credit Flexibility Program (CFP) to all students, which allows students to meet curriculum requirements and earn units of high school credit based on subject area competency demonstrated through activities such as online learning, work-based learning, and community-based projects. However, the following prerequisites for participation apply:

- Students who enroll with less than four (4) core academic credits may participate in the CFP only after completing Discovery and one full core academic credit in the School.
- Students who enroll with four (4) or more core academic credits may participate in the CFP upon completion of Discovery.
- Currently enrolled students may participate in the CFP at any time.

The School will permit CFP in accordance with Ohio law. For information on how to initiate a Credit Flexibility Program contact the Director.

#### Grade Levels

In order to be promoted in grade levels Students must achieve the following:

Promotion to 10<sup>th</sup> grade: Students must have at least 5 credits.

Promotion to 11<sup>th</sup> grade: Students must have at least 10 credits

Promotion to 12<sup>th</sup> grade: Students will be promoted to 12th grade when they complete one of the following:

- Earn 15 credits and competency scores of 684 or greater on Algebra 1 and ELA 2
- OR
- the student is determined to be a verified potential graduate.

State law prohibits the School from promoting a student to the next grade level if the student has been truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the Director and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

In addition to fulfilling curriculum requirements and meeting the competency requirements listed, students also must show they are prepared for their next steps after high school. Students will demonstrate readiness for their post-high school paths by earning seals that allow them to demonstrate important foundations and well-rounded academic and technical knowledge, professional skills, social and emotional competencies, and leadership and reasoning skills. A minimum of two readiness seal must be earned in order to graduate, at least one seal earned must be a State-defined seal.

**State-defined diploma seals:**

- Ohio Means Jobs Readiness Seal
- State Seal of Biliteracy Seal
- Industry-Recognized Credential Seal
- College-Ready Seal
- Military Enlistment Seal
- Citizenship Seal
- Science Seal
- Honors Diploma Seal
- Technology Seal

In addition to the State-defined diploma seals, the School offers the following seals:

- Community Service Seal
- Fine and Performing Arts Seal
- Student Engagement Seal

Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

### **State-defined diploma seals:**

**OHIO MEANS JOBS READINESS SEAL** – To earn the Ohio Means Jobs-Readiness Seal students must demonstrate certain professional skills required for success in the workplace. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community. Students will earn the Ohio Means Jobs-Readiness Seal by satisfying each of the following: 1. Demonstrate proficiency in each of 15 identified professional skills; 2. Use the Ohio Means Jobs-Readiness Seal Form to record demonstration of each professional skill; and 3. Work with a mentor to validate (confirm) each skill across a minimum of two of the three environments (school, work, community).

**STATE SEAL OF BILITERACY** – Students will earn the Seal of Biliteracy by satisfying each of the following: 1. Demonstrate eligibility for a high school diploma; 2. Demonstrate English language arts proficiency; and 3. Demonstrate world language proficiency.

**INDUSTRY-RECOGNIZED CREDENTIAL SEAL** – An industry-recognized credential is a qualification of a specific set of competencies related to an industry or occupation. These credentials can take many different forms, including certificates, certifications and licenses. To earn Ohio's Industry-Recognized Credential Seal, students must do one of the following: • Earn a 12-point industry-recognized credential; or • Earn a group of credentials totaling 12 points in a single career field – as outlined here.

**COLLEGE READY SEAL** – To earn the college and career readiness seal, students must earn remediation-free scores on the ACT or SAT.

**MILITARY ENLISTMENT SEAL** – To earn Ohio's Military Enlistment Seal, students must complete one of the following: 1. Show evidence of enlistment in a branch of the armed services; or 2. Participate in a JROTC program.

**CITIZENSHIP SEAL** –To earn a Citizenship Seal, students must satisfy one of the following: 1. Earn a score of proficient on Ohio's State Tests in American History and American Government; 2. Earn a score equivalent to proficient on an Advanced Placement or International Baccalaureate test; or 3. Earn a "B" or higher in appropriate College Credit Plus courses.

**SCIENCE SEAL** – To earn the Science Seal, students must satisfy at least one of the following: 1. Earn a score of proficient on Ohio's State Test in Biology; 2. Earn a score equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate science test; or 3. Earn a "B" or higher in a College Credit Plus science course.

**HONORS DIPLOMA SEAL** – To receive the Honors Seal, students must earn one of six honors diplomas: 1. Academic Honors Diploma; 2. Career-Tech Honors Diploma; 3. International Baccalaureate Honors Diploma; 4. STEM Honors Diploma; 5. Arts Honors Diploma; or 6. Civics and Social Sciences Honors Diploma.

**TECHNOLOGY SEAL** – To earn the Technology Seal, students must satisfy at least one of the following requirements: 1. Earn a score equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate test; or 2. Earn a "B" or higher in an appropriate College Credit Plus technology course; or 3. Complete a technology course that meets criteria established by the Ohio Department of Education.

### School-defined diploma seals:

COMMUNITY SERVICE SEAL - Students will meet the requirement of the Community Service Seal by completing a community service project that meets the following guidelines:

- Completing a minimum of **50** hours (unpaid) of a community service project that has been approved by the Director or their designee; **and**
- Completing a reflection paper or presentation, including a description of the work the student completed, how the project benefits the community, and what the student learned or what skills the student developed by completing the project. **[Students will be required to complete a summary of their experience choosing among a written paper, a PowerPoint with live presentation, or an additional activity approved by the Director]**

Students will need to provide documentation of completed hours to the School in an agreed upon manner and timeline, such as weekly, monthly, or upon project completion. Hours completed before receiving approval for the project will only count towards earning the Community Service Seal at the School's discretion. Court appointed hours of community service and hours of community service completed by the student prior to enrolling in the School may be counted towards earning the Community Service Seal at the discretion of the School.

FINE AND PERFORMING ARTS SEAL - Students will meet the requirement of the Fine & Performing Arts Seal by demonstrating skill in the fine or performing arts aligned with the following guidelines:

- Successfully completing at least **1 or 2** of fine art and/or performing art projects, as determined by administration that are offered by the School, or a community or professional organization as approved by the administration;
  - Successful completion of arts projects is demonstrated by achieving at least a "meets expectations" using a performance designed rubric or a "C" using a grading scale based on a rubric.
- Participating in at least **2** of the following fine arts or performing arts extracurricular activities offered or courses approved by the School.
  - Examples may include:
    - Fine Art course - APEX
    - History of Art course - APEX
    - Music Appreciation - APEX course
    - Participation in a community performing arts organization (BalletMet, Children's Choirs, Community choirs, Dance recitals, Shakespeare in the Park, Theater programs, Lincoln Jazz, or similar.)
  - Each extracurricular activity may have individual participation requirements which will be presented to students at the beginning of the activity's normal starting date.
  - In determining whether to approve a Community Art Show or Project, the School will consider, among other things, the associated benefit to the community; and

the time, attention and skill necessary for the student to complete the Show or Project.

**STUDENT ENGAGEMENT SEAL** - Students will meet the requirements of the Student Engagement Seal by participating in extracurricular activities such as (but not limited to) athletics, clubs or student government, to a meaningful extent, in accordance with the following guidelines:

- Demonstrating meaningful participation in at least **3 school sponsored single events or 2 school sponsored multi-meeting events** of the following student engagement activities:
  - Examples may include:
    - Student Government
    - Skills USA club
    - Student clubs or organizations approved by administration
    - School Sponsored Clubs

Students will need to meet 75% attendance requirements associated with the specific extracurricular activity as determined by the School. Documentation of attendance is to be kept and monitored by the supervisor of the School organization or outside leadership organization. Each extracurricular activity may have individual participation requirements which will be presented to students at the beginning of the activity's normal starting date. Students must also present a summary reflection of their experience via a written paper, live presentation, or other means as determined by the administration which describes how they were impacted by the experience of participating in the approved activities.

### **Students at Risk of Not Qualifying for a High School Diploma**

In compliance with ORC 3313.617, the School takes the actions described in this section for each student at risk of not qualifying for a High School Diploma.

The student's IGP is reviewed to determine student progress. If potential issues in graduating are identified, further review shall be conducted using Discovery Program criteria for identifying at-risk students, which shall identify a student's lack of adequate progress in meeting the terms of a graduation plan developed or updated under these provisions and additional parameters created by the School.

The School will send out notices to an at-risk student's parent, guardian, or custodian in each year in which the student has been identified as at-risk. The notice will include all the following:

- (1) A statement that the student is at risk of not qualifying for a high school diploma;
- (2) A description of the school's curriculum requirements, or the student's individualized education program, and, as appropriate, the graduation conditions prescribed under section 3313.618 or 3313.619 of the Revised Code; and,
- (3) A description of any additional instructional or support services available to the at-risk student through the school.

The school will assist at-risk students with additional instructional or support services to help the students qualify for a high school diploma. The instructional and support services may include any of the following:

- (1) Mentoring programs;
- (2) Tutoring programs;
- (3) High school credit through demonstrations of subject area competency under division (J) of section 3313.603 of the Revised Code;
- (4) Adjusted curriculum options;
- (5) Career-technical programs;
- (6) Mental health services;
- (7) Physical health care services;
- (8) Family engagement and support services.

The school will include a student's lack of progress in meeting the terms of the IGP developed or updated as a criterion for identifying at-risk students of not qualifying for a high school diploma.

## **Student Records**

### **Statement of Policy**

A cumulative record shall be maintained for each student from his entrance into school through the twelfth grade. This record shall contain only verified information of educational importance and may be used only for the benefit, promotion, or welfare of the student. All material in each student's file shall be confidential and access thereto strictly limited as set forth in this policy. Information will be shared between and among Columbus City Schools and the School's personnel as required for student record maintenance. Any further distribution of information will adhere to FERPA rules and regulations.

The School takes student records and their confidentiality very seriously. A policy is in place to not disclose any student records to anyone outside of the School, except in strict accordance with state and federal law. As such, the only people that will have access to student records are our program and management personnel. Records of students are only released to another school upon receiving a signed release form from that school or from a signed release by the parent/guardian, or otherwise required by law.

## **Additional Programs**

### **Advisory Program**

Through our advisory program we help students understand themselves in light of their abilities, aptitudes, interest, attitudes, strengths, and limitations. This process is meant to assist students in the development of their potential, their decisions relating to personal, educational and vocational matters and in becoming capable of mature self-guidance. The program will:

- Assist students in achieving their potential growth;
- Enable students to obtain maximum benefit from the offerings of the instructional program of the School;
- Aid students in identifying options and making choices in vocational and academic planning;
- Help integrate all the student's experience so that s/he can better relate school activity to life outside the school;

- Help students learn to make their own decisions and solve problems independently.

### **Field Trips**

The School may offer field trips to a variety of locations throughout the school year. These trips are extracurricular activities and are not mandatory. Students are encouraged to attend whenever possible. Students who plan to attend a specific event must make a prior reservation and provide a completed permission slip, unless otherwise specified.

Parents may be responsible for costs incurred while attending a sponsored event such as transportation and meals.

Students must meet the following criteria before they are permitted to attend a field trip:

- The student must comply with all school policies;
- The student must not be under any conduct restrictions; and
- As always, students are expected to dress appropriately. It is inappropriate for students to wear immodest, suggestive, unclean, vulgar, obscene, or distracting attire.

Students should remember that when they are on a field trip or in any other public place in a school-related capacity, they are representatives of the School community. They should conduct themselves in an appropriate manner at all times, as their conduct is a direct reflection on themselves, their families, and their school. Students must comply with all School policies and must follow the direction of the School staff supervising the event.

### **Code of Conduct**

Effective learning cannot occur without an approach to student behavior that stresses self-discipline consistent with the maturity level of the students. Discipline, which reflects the School's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline 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 student.

Parents and students must be aware of School policies concerning acceptable and unacceptable behavior. Our behavior program is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the School have the responsibility for creating a positive environment within the building, on school property, or at any school event.

We are committed to keeping students engaged in learning and removal from the learning environment is the last resort. High standards, consistent expectations, and strong classroom management are proactive measures in maintaining a safe and respectful learning environment.

The School is committed to educating students. We will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the School itself. The School utilizes an acceptable use practice to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). "User" includes anyone using the computers, Internet, email, chat rooms

and other forms of direct electronic communications or equipment provided by the District. Only current students or employees are authorized to use the network.

The School will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The School reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of the School's property, network and/or Internet access or files, including email.

### Levels of Offenses

Truancy and chronic absenteeism are addressed separately from these levels of offenses. Acts of misconduct that are not specifically attendance-related are categorized into the following four levels of offenses:

**A. Level I:** Violation of general classroom, bus or school rules – Level I consists of minor offenses that generally occur in the classroom, on the bus or on school premises and can be corrected by the teacher, bus driver or Director.

**B. Level II:** Conduct requiring administrative intervention – Level II consists of offenses that are more serious in nature or persistent or serious Level I misconduct.

**C. Level III:** Suspension and/or removal from the classroom to an alternative learning environment – Level III consists of offenses that significantly disrupt the educational process, school environment, and/or school-related activities, including bus transportation, or persistent or serious Level I or II misconduct.

**D. Level IV:** Expulsion and/or removal from the classroom to an alternative learning environment – Level IV consists of serious offenses which include willful or malicious acts that have the effect of materially and substantially disrupting the educational environment in the school, on the school bus or at school activities or Level I, II, or III infractions depending on the severity or persistence of the act.

### Level I Offenses

**Rule 1: Dress Code.** Student dress should enhance a positive image of students and the School. The standards of dress and grooming outlined are necessary to promote discipline, maintain order, secure student safety, and provide a healthy environment that is conducive to learning.

(A) When a student is at school, participating in school activities or at school-sponsored events, his/her dress and grooming must not:

- I. Present a health or safety hazard to the student or to others in the school or attending the school-sponsored activity;



- II. Materially interfere with school work, create disorder, or disrupt the educational environment;
- III. Cause excessive damage or wear-and-tear to school property; and/or
- IV. Keep the student from participating safely in his/her own education.

(B) To facilitate a consistent pattern of application of the student dress code, the following standards shall be applied:

- I. Shirts and tops must cover all undergarments and have high enough necklines to cover all cleavage. Strapless, crop, and see-through tops are not acceptable;
- II. Lower garments should not drag on the floor or allow undergarments to be exposed when the student sits, stands, raises his/her hand, or bends over. Form-fitting lower garments must be worn under a shirt, skirt or dress that extends to the thighs;
- III. No skin should be visible between a student's top and bottom garment when the student sits, stands, raises his/her hand or bends over;
- IV. Clothing or accessories that include obscene, violent, gang, tobacco, drug or alcohol related writing or images are not acceptable. Items of clothing that belittle others may not be worn (i.e., race, religion, gender, etc.);
- V. Coats and jackets meant for outdoor wear, book bags and oversized bags must be kept in the school locker or other designated area during the school day;
- VI. Recreational head coverings and sunglasses should not be worn inside any building; and
- VII. Appropriate footwear must be worn to provide for safe and sanitary conditions.

(C) Directors or their designees shall judge student dress and grooming at School and School functions. The Director may exclude (i.e., not admit to class or suspend) any student when, in the Director's judgment, the student is not following appropriate dress and grooming standards.

(D) Exceptions to these standards may be considered based on personal circumstance, cultural beliefs and to promote school spirit. Students who request an exception must have parental permission to do so and obtain permission from the Director prior to deviating from the standards of dress. A parent conference may be requested by the Director.

**Rule 2: Tardiness.** A student shall be prompt to school and to class according to the scheduled time. Note: No student will be suspended or expelled solely for tardiness or absenteeism though students may be subject to other disciplinary actions and/or required to participate in one or more absence intervention programs.

**Rule 3: Student Drivers.** In order to promote safety and enable the school to effectively supervise students immediately before and immediately after school hours, only students who secure a valid school parking permit are allowed to park on school property.

**Rule 4: Miscellaneous Offenses.** Disciplinary problems such as not doing required homework, throwing objects in school, and other such offenses are prohibited and may result in disciplinary actions.

### Level I Disciplinary Options

Disciplinary options or responses to Level I offenses will include one or more of the following:

- A. Verbal correction
- B. Teacher-student conference
- C. Student-counselor conference
- D. Teacher-parent conference
- E. Behavioral probation
- F. Detention (maintained by teacher before or after school or during recess)
- G. Parent shadowing
- H. Restriction of school bus privileges by the Director
- I. Other appropriate disciplinary action
- J. Serious or repeated violations may be treated as Level II or III infractions

### Level II Offenses

**Rule 5. Skipping Detention.** A student assigned to detention shall report on the assigned day and at the assigned time.

**Rule 6: Forgery.** A student shall not change a grade or place the name of a parent, guardian, teacher or other individual as representative of that individual's signature on a school document or on an official document for school purposes.

**Rule 7: Use of Tobacco.** A student shall not use tobacco or any tobacco products such as cigarettes, cigars, dip, chewing tobacco, etc.

**Rule 8: Gambling.** A student shall not participate in gambling.

**Rule 9: Stealing.** A student shall not steal or attempt to steal school property or the private property of others.

**Rule 10: Insubordination.** A student shall not repeatedly violate rules or fail to comply with directions of teachers, student teachers, substitute teachers, teacher aides, the Director, or other authorized school personnel.

**Rule 11: Violation of Ohio Criminal, Traffic, or Juvenile Code.** Commission by a student of any crime in violation of the Ohio Criminal Code, Ohio Traffic Code, or the Ohio Juvenile Code on or off the school grounds, regardless if school related or not, that would, in the judgment of school officials, be a detriment to the ongoing educational processes and/or orderly administration of the school if the student were permitted to continue regular school attendance.

**Rule 12: Violation of the Network Acceptable Use Policy.** Students must have a signed Acceptable Use Agreement before gaining access to the School's computer network. Students shall abide by the School's Network Acceptable Use Policy and any school or classroom rules for network access.

**Rule 13: Personal Communication Devices.** Students may possess and use personal communication devices (PCDs) on school property, school-provided transportation, or at school-sponsored activities only during approved times and for approved purposes. Student use of PCDs on school property is a privilege and not a right. This privilege may be revoked by the School at any time. The School reserves the right, in its sole discretion, to determine which types of PCDs it will allow students to use. Such determinations are subject to change. Notwithstanding the foregoing, Students may possess and use PCDs on school property and at school-sponsored curricular and extra-curricular activities when specifically permitted by staff or administration of the School. Such use shall not create a distraction, disruption, or otherwise interfere with the educational environment. Authorized student use of PCDs shall include the following:

- A. Before and after the student instructional day;
- B. During designated lunch periods;
- C. In between class periods. However, PCDs must be powered off and stored out of sight prior to the start of and during the entirety of any class period;
- D. During participation in curricular and extracurricular activities for instructional or educational purposes, and at the discretion of the School Official;
- E. When authorized pursuant to an Individual Education Plan ("IEP"), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.

**Rule 14: Academic Dishonesty.** Students shall not cheat on tests; copy tests, assignments or papers; plagiarize; or violate copyright policy or law.

### Level II Disciplinary Options

Disciplinary options or responses to Level II offenses will include any of the previous (Level I) options and/or one or more of the following:

- A. Phone and written notification to parent or guardian
- B. Behavioral probation
- C. Director/teacher/student conference
- D. Detention
- E. Parent shadowing
- F. Exclusion from extracurricular activity
- G. Mediation
- H. Behavioral contract
- I. Confiscation of a problematic item
- J. Temporary removal of the student from the classroom
- K. In-school suspension
- L. Friday/Saturday school
- M. Suspension of transportation privileges
- N. Monetary restitution for damages
- O. Report to Juvenile Court and/or Bureau of Motor Vehicles
- P. Another appropriate disciplinary option or logical consequence determined by the Director
- Q. Serious or repeated Level II misbehavior may result in a more serious consequence including but not limited to any disciplinary option for a Level III offense or expulsion

### Level III Offenses

**Rule 15: Disruption of School.** A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

**Rule 16: Damage or Destruction of School or Private Property.** A student shall not intentionally cause or attempt to cause damage to public or private property, including that of other students, teachers, administrators, the Director, and other school employees.

**Rule 17: Discrimination and Harassment.** No student shall harass or discriminate against any student, employee or other person on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age or disability. No student shall retaliate, coerce or intimidate any person who exercises their right to file a complaint of harassment or discrimination, or who participates in the investigation of such complaint. Any participant in a school activity who believes this rule has been violated should report the matter immediately to a teacher or to the Director.

**Rule 18: Bullying/Assaults/Hazing/Dating Violence.** A student shall not harass, haze, bully, retaliate against, coerce, interfere with, intimidate, inflict injury, and cause another to inflict injury, or behave in any way which could cause physical injury or mental anguish to another student, teacher, or other school personnel. These acts are prohibited on school property, or at school-sponsored events. A student shall not intentionally direct to another student, teacher or other school employee words, phrases, or gestures which are vulgar, obscene, or degrading. Students are prohibited from using a Personal Communication Device (PCD) to violate this Rule.

Any student or student's parent/guardian who believes he or she has been or is the victim of behavior prohibited by this Rule should immediately report the situation to the student's teacher or to the Director. The student may also report concerns to other teachers and school staff who will be responsible for notifying the appropriate administrator.

Every student is encouraged, and every staff member is required, to report student behavior prohibited by this Rule. Reports should be made to those identified above.

All complaints about behavior that may violate this Rule shall be promptly investigated pursuant to Board Policy controlling such investigations. For purposes of this rule, "harassment, intimidation or bullying" is defined as any intentional written, verbal, electronic or physical act that a student exhibits toward another particular student more than once and the behavior: (1) causes mental or physical harm to the student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or (2) is violence within a dating relationship.

For the purposes of this rule, "dating violence" is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship.

**Rule 19: Extortion.** A student shall not extort or cause others to extort money or personal property from other students or school personnel.

**Rule 20: Narcotics, Alcohol, Drugs, Counterfeit or Look-Alike Drugs, and Drug Paraphernalia.** A student shall not possess and shall not receive, buy, use, transmit, sell, or be under the influence of any kind of narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, controlled substance, illegal substance, or mind-altering substance regardless of the form of the substance or its method of use.

A student shall not possess and shall not receive, buy, use, transmit, sell, or be under the influence of any counterfeit controlled substance. A counterfeit controlled substance is any substance that is made to look like a controlled substance or is represented to be a controlled substance or that a student believes to be a controlled substance.

Except as legitimately provided for in Policy, a student shall not buy, sell, transfer, possess, or use any drug, medication, inhalant, or other substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substance.

Drug paraphernalia shall not be worn, carried, or brought to school or school events.

**Rule 21: Acts of Immorality.** Possession of indecent, obscene or pornographic matter is prohibited. Engaging in sexual acts, displaying excessive affection, or other inappropriate behavior with any person is prohibited.

**Rule 22: Fighting.** Students shall not engage in intentional efforts to cause physical harm to a student or staff member. Neither shall students intentionally incite another student to engage in physical conflict or combat.

**Rule 23: Direct Threat.** Students shall not intentionally commit or promote any act or expression of a threatening nature directed to any individual or group of teachers, other staff members, students or other groups at school.

### Level III Disciplinary Options

Disciplinary options or responses to Level III offenses will include any of the previous (Level II) options as well as:

- A. Out-of-school suspension
- B. In-school suspension
- C. Removal from the classroom to an alternative learning environment
- D. Serious or repeated Level III misbehavior may result in a more serious consequence, including expulsion
- E. Another appropriate disciplinary option or logical consequence determined by the Director.

### Level IV Offenses

**Rule 24: Weapons and Dangerous Instruments.** A student shall not possess, handle, transport, carry, use, conceal, or transmit any objects that can reasonably be considered a weapon, a firearm (including any object represented as a firearm or made, construed, or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm), a knife capable of causing serious harm, or other dangerous object of no reasonable use to the student (ORC 3313.661).

Any student who is determined to have brought to school or to any extracurricular event or school-related activity a firearm as defined below shall be expelled for one year, subject to permanent exclusion or reduction of this term by the Director or Superintendent on a case-by-case basis.

"Firearm" shall have the same meaning as provided at ORC §3313.66(B)(2)(c), as may be amended from time to time, specifically: "(A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. (4) The term 'destructive device' means (A) (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses."

A student who possesses a dangerous object at school or at any extracurricular event or school-related activity with intent to use such dangerous object to cause injury or damage to another person or to property may be expelled for a period of one year, subject to reduction of this term by the Director or Superintendent on a case-by-case basis.

"Dangerous object" shall be defined by the School as a device which is or may be used to cause harm to another person, including but not limited to a club, chain, razor or other sharp blade less than three (3) inches in length, metal knuckles, noxious irritants, chemicals, or explosive or incendiary device.

**Rule 25. Threats of Use of Firearm, Knife or Other Dangerous Object.** A student who threatens to use a firearm, knife or other dangerous object against any teacher or staff member (at any time) or a fellow student (at school or at any extracurricular event or school-related activity) may be expelled for a period of one year, subject to reduction of this term by the Director or Superintendent on a case-by-case basis.

**Rule 26: Bomb Threat.** A student who makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat may be expelled for a period of one year, subject to reduction of this term by the Director or Superintendent on a case-by-case basis.

**Rule 27. Criminal Act Resulting in Physical Harm.** A student who commits an act that is a criminal offense when by committed by an adult and results in serious physical harm to person(s) or property while the student is at school, on any other property owned or controlled by the Board or at any school-related activity or extracurricular event, may be expelled for a period of one year, subject to reduction of this term by the Director or Superintendent on a case-by-case basis.

## Suspension

The Director will determine the length of the suspension (up to ten days) or removal and whether the suspension will be served in-school or out-of-school on a case-by-case basis. No part of any out-of-school suspension may be applied to the school year following the school year in which the offending incident took place.

If, at the time of the imposition of an out-of-school suspension, there are fewer than ten days left in the school year, the School may require the student to participate in a community service program or other alternative consequence for a number of hours equal to the remaining part of the out-of-school suspension. In such a situation, the community service or other consequence shall begin during the student's first full weekday of summer break.

Prior to the imposition of a suspension, the Director shall give the student (a) written notice of the School's intention to suspend together with the reason(s) for the intended suspension, and (b) an opportunity for the student to appear at an informal hearing before the School official responsible for imposition of the out-of-school suspension, to challenge the suspension or otherwise explain the student's actions. For students age sixteen or older, the written notice must include a statement that the School may seek permanent exclusion if the student is convicted or adjudicated a delinquent child for that violation.

If a student receives an in-school suspension, they shall be permitted to complete any classroom assignments missed because of the suspension without grade reduction and the student shall receive full credit for all assignments completed. A student shall not receive a failing grade on a completed assignment solely on account of the student's suspension. The Director shall ensure that the student serving an in-school suspension is serving the suspension in a supervised learning environment (ORC 3313.66 (A)(2)).

Within one school day after the imposition of a suspension, the School shall give written notice to the student's parent/guardian and to the Board Treasurer. The written notice shall include:

- a. The length and other specifics of the suspension;
- b. The reason(s) for the suspension;
- c. The right to appeal by the student, parent(s) or guardian(s) to the Board or Board's designee;
- d. The date by which the student, parent(s) or guardian(s) must notify the Board of the intent to appeal the suspension, which date shall be the first school-day after fifteen calendar days from the date of the written notice;
- e. The manner by which the student, parent(s) or guardian(s) must notify the Board of the intent to appeal the suspension, which manner shall be written notice delivered to the Director or by email to an email address provided in the notice;
- f. The right to be represented in all appeal proceedings;
- g. The right to be granted a hearing before the Board or Board's designee;
- h. The right to request that hearing before the Board or Board's designee be held in executive session; and
- i. The following statement (for students age 16 or older):



**Notice:**

The Director or Superintendent of the school may seek the permanent exclusion of a student who has been suspended or expelled under the following conditions:

- The student is age 16 or older;
- The misconduct giving rise to the suspension or expulsion is related to drugs, weapons or violence;
- The misconduct giving rise to the suspension or expulsion, if committed by an adult, would be a violation of ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02 or 2907.05 or any substantially similar ordinance; and
- The student is convicted of or adjudicated a delinquent child for that violation.”

A suspended student, 18 years of age or older, or the student’s parent/guardian may appeal to the Board to review the suspension decision. If an appeal is requested, a hearing on the appropriateness of the suspension will be held before the Board or Board’s designee.

**Expulsion**

Except as provided under *Level IV* offenses above, the term of a student expulsion shall be limited to the greater of 80 days or the number of school days remaining in the semester or term in which the incident giving rise to expulsion occurs. In the event that the term of expulsion exceeds the number of school days left in the school year, the Director or Superintendent may apply all or any part of the period of expulsion to the following school year.

The Director or Superintendent shall consider, on a case-by-case basis, all of the relevant facts and circumstances of the misconduct underlying the expulsion including (a) applicable Ohio or federal laws, (b) the student’s disability, and (c) extent of culpability of the student. The Director or Superintendent may reduce the period of expulsion if, in the judgment of the Director or Superintendent:

- A. The student has not engaged previously in other serious misconduct, whether or not similar to the misconduct underlying the expulsion;
- B. The misconduct was committed under circumstances not likely to reoccur;
- C. The student shows genuine remorse for the misconduct; and
- D. The student is not likely to engage in further serious misconduct.

The Director shall notify the appropriate criminal justice or juvenile delinquency authorities of these determinations. In the event the Director later determines that such notification was in error or that the determinations reflected in the notifications have changed, the Director shall provide supplemental notice of such error or change in the same manner.

Within one school day after the imposition of an expulsion, the School shall give written notice to the student's parent/guardian and to the Board Treasurer. The written notice shall include:

- a. The length and other specifics of the expulsion;
- b. Information, including names, addresses and telephone numbers, about services or programs offered by public or private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the expulsion. \*\*This requirement applies only when expulsion is for more than twenty school days or if expulsion will extend beyond the current semester.
- c. The reason(s) for the expulsion;
- d. The right to appeal by the student, parent(s) or guardian(s) to the Board or Board's designee;
- e. The date by which the student, parent(s) or guardian(s) must notify the Board of the intent to appeal the expulsion, which date shall be the first school-day after fifteen calendar days from the date of the written notice;
- f. The manner by which the student, parent(s) or guardian(s) must notify the Board of the intent to appeal the expulsion, which manner shall be written notice delivered to the Director or by email to an email address provided in the notice;
- g. The right to be represented in all appeal proceedings;
- h. The right to be granted a hearing before the Board or Board's designee;
- i. The right to request that hearing before the Board or Board's designee be held in executive session; and
- j. The following statement (for students age 16 or older):

Notice:

The Director or Superintendent of the school may seek the permanent exclusion of a student who has been suspended or expelled under the following conditions:

- The student is age 16 or older;
- The misconduct giving rise to the suspension or expulsion is related to drugs, weapons or violence;
- The misconduct giving rise to the suspension or expulsion, if committed by an adult, would be a violation of ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02 or 2907.05 or any substantially similar ordinance; and
- The student is convicted of or adjudicated a delinquent child for that violation.

An expelled student, 18 years of age or older, or the student's parent/guardian may appeal to the Board to review the expulsion decision. If an appeal is requested, a hearing on the appropriateness of the expulsion will be held before the Board or Board's designee.

### **Emergency Removal**

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 from curricular activities or from the school premises by a teacher or Director.

As soon as practicable after the emergency removal of a student, written notice shall be given to the student and their parent, guardian or custodian, of the reason(s) for the removal and the date, time and place of a hearing on the removal, which hearing shall take place within three days 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.

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 within one day after the removal (ORC 3313.66 (C)(3)).

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

### **Permanent Exclusion**

The Board may request an adjudication order of permanent exclusion of a student from the Ohio Superintendent of Public Instruction on the recommendation of the Superintendent or Director of the School.

A recommendation of permanent exclusion made by the Superintendent or Director must include (A) proof that the student was convicted of or adjudicated a delinquent child for behavior, the commission of which as an adult would have been a violation of ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02 or 2907.05 or any substantially similar ordinance, (B) the written determination(s) of the Superintendent or Director that the student's continued attendance in school may endanger the health and safety of other students or school employees, and (C) a copy of the written notice provided to the student and the student's parent or guardian of the School's intent to recommend permanent exclusion.

Within fourteen days after receipt of a recommendation of permanent exclusion from the Superintendent or Director, the Board may adopt a resolution requesting an order of permanent exclusion from the Superintendent of Public Instruction. Prior to adopting such a resolution, the Board shall review and consider all of the following available information:

- A. The academic record of the student and a record of any extracurricular activities in which the student previously was involved;

- B. The disciplinary record of the student and any available records of the student's prior behavioral problems other than the behavioral problems contained in the disciplinary record;
- C. The social history of the student;
- D. The student's response to the imposition of prior discipline and sanctions imposed for behavioral problems;
- E. Evidence regarding the seriousness of and any aggravating factors related to the offense that is the basis of the resolution seeking permanent exclusion;
- F. Any mitigating circumstances surrounding the offense that gave rise to the request for permanent exclusion;
- G. Evidence regarding the probable danger posed to the health and safety of other students or of school employees by the continued presence of the student in a public-school setting;
- H. Evidence regarding the probable disruption of the teaching of any school's graded course of study by the continued presence of the student in a public-school setting;
- I. Evidence regarding the availability of alternative sanctions of a less serious nature than permanent exclusion that would enable the student to remain in a public school setting without posing a significant danger to the health and safety of other students or of school employees and without posing a threat of the disruption of the teaching of any school's graded course of study.

If the Board does not adopt a resolution requesting an order of permanent exclusion, it shall immediately send written notice of that fact to the Superintendent, the Director, the student, and the student's parent(s) or guardian(s).

### **Technology and Internet Safety Policy**

The use of technology is a privilege and an essential component of the program's overall curriculum. The program will, from time to time, make determinations on whether specific uses of technology are consistent with program policies for students and employees of the program, 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.

It is the School's policy to:

- Prevent user access over its computer network to, or transmission of, inappropriate material or content via Internet (such as pornography or other explicit content), electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access and other unlawful online activity and damage to school resources.
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.

- Comply with the Children's Internet Protection Act (CIPA) [Publ. L. No. 106-554 and 47 USC 254(h)].

### **Access to Inappropriate Material**

To the extent practical, technology protection measures ("Internet filters") are used to block or filter Internet access to, or other forms of electronic communications containing, inappropriate information. Filtering, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act. The filter serves to block minors from accessing inappropriate matter on the Internet and the World Wide Web.

The technology protection measures may be disabled only for bona fide research or other lawful purposes. Disabling technology protection shall only be performed by a member of the School's Technology Team, or its designated representatives.

Additionally, it is the responsibility of all members of the staff to supervise and monitor usage of the online computer network and access to the Internet to ensure that the same is in accordance with this policy. By using the filter program, as well as staff monitoring student use, the program is attempting to provide a safe and secure medium by which students can use the Internet, World Wide Web, electronic mail, chat rooms, and other forms of direct electronic communications.

To the extent reasonable, steps are taken to promote the safety and security of users of the program's online computer network. Other inappropriate network usage that the program intends to eliminate includes:

- Unauthorized access, including so-called "hacking", and other unlawful activities.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the signature page at the end of this Parent-Student Handbook, the parent and student agree:

- **To abide by all policies relating to the use of technology.**
- **To release all School employees and independent contractors 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.**
- **That the use of 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 user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/or misuse such as, but not limited to, the following:

- Altering system technology, including, but not limited to, software and 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 or content the school believes may be unlawful, obscene, pornographic, abusive, or otherwise inappropriate.

- Using technology resources for commercial, political, or other unauthorized purposes since 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 and software.
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks.
- Cyber-bullying (meaning the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature).
- Interfering with others' use of technology.
- Installation of software without the consent of the school.
- Allowing anyone else to use an account other than the account holder.
- Other unlawful or inappropriate behavior.

The user also acknowledges and agrees that he/she 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 and expulsion), loss of access privileges, and/or appropriate legal action.

The user must also know, and further agrees 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 for 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(s) will be liable for any and all costs.
- Violation of this Technology and Internet Safety Policy or the Acceptable Use Policy outlined below is also a violation of the school's Code of Conduct and may result in any other scholastic disciplinary action, other than those specifically set forth above, including, but not limited to, suspension or expulsion.

## **ACCEPTABLE USE POLICY**

### **Technology Information Resources in the Schools**

The school's information technology resources, including email and Internet access, are provided for educational purposes. Access to the Internet and computer resources is a privilege, not a right. Therefore, users violating this Acceptable Use Policy (AUP) may be subject to revocation of these privileges and potential disciplinary action. Adherence to the following policy is necessary for continued access to the school's technological resources:

#### **1. I will respect and protect the privacy of others.**

- I will only use accounts that have been assigned to me.
- I will not view, use, or copy passwords and data.
- I will not access networks or websites to which I am not authorized.
- I will not distribute private information about others or myself.

**2. I will respect and protect the integrity, availability, and security of all electronic resources.**

- I will follow all network security rules and regulations.
- I will report security risks or violations to a teacher or network administrator.
- I will not destroy or damage data, networks, or other resources that do not belong to me.
- I will not use the school computer to stream audio or video unless I am doing so as part of a class assignment and I am monitored by a teacher or network administrator
- I will conserve, protect, and share these resources with other students and Internet users.
- I will not use unauthorized websites to gain access to content otherwise blocked by the web-filtering device.

**3. I will respect and protect the intellectual property of others.**

- I will not infringe copyrights.
- I will not make illegal copies of music, games, or movies.
- I will not plagiarize.
- I will follow the US Copyright Fair Use understanding.
  - A fair use is any copying of copyrighted material done for a limited and “transformative” purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner.
- I will respect Creative Commons licensing.
  - A Creative Commons license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work.

**4. I will respect and practice the principles of community.**

- I will communicate only in ways that are kind and respectful.
- I will report threatening or discomfoting materials to a teacher.
- I will not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass). I understand that participation in such activities, inside or outside the school, resulting in disruption to the learning environment, is subject to disciplinary action according to the school's code of conduct.
- I will not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- I will not use the resources to further other acts that are criminal or violate the school's code of conduct.
- I will not send spam, chain letters, or other mass unsolicited mailings.
- I will not buy, sell, advertise, or otherwise conduct business on or using the school's technology resources, unless approved as a school project.

**If I follow all the rules above, I may:**

1. Create content that is posted to websites, wikis, blogs or other web-based tools.
2. Use direct communications such as Internet Relay Chat (IRC), online chat, or instant messaging with a teacher's permission.
3. Use the resources for any educational purpose.

**Consequences for Violation**

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

### **Supervision and Monitoring**

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to protect school property or further the health, safety, discipline, or security of any student or other person. They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.

- *Parents, please discuss these rules with your child(ren) to ensure he or she understands them.*
- *These rules also provide a good framework for your child(ren)'s use of computers at home, at libraries, or anywhere.*

*For more information, see [www.cybercrime.gov](http://www.cybercrime.gov)*

## **STUDENT AND FAMILY SUPPORT SERVICES (Rtl, Special Education, ELL)**

### **Response to Intervention**

Students who are not meeting proficiency levels in any content areas, most importantly, reading and mathematics will be supported through Response to Intervention (Rtl). Rtl is a multi-tiered intervention process that allows for timely support for students with academic and/or behavioral challenges. Continuous monitoring of students' response to a series of increasingly intense interventions will facilitate the connection of students with their needed level of support to maximize the likelihood that they will demonstrate proficiency on grade-level standards.

The School will utilize a three-tier model of support. At Tier 1, all students receive research-based, high-quality instruction that incorporates universal screening, progress monitoring, and differentiated instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Student performance data informs the process of differentiating instruction to meet their needs.

Students who do not respond positively to Tier 1 supports will be identified and provided interventions to support their academic and/or behavioral challenges. Interventions will be determined by a team and documented. The implementation of the interventions will be monitored, and progress monitoring data will be collected and analyzed by the team. Interventions may include, but are not limited to, group tutoring, individual tutoring, re-teaching activities, on-demand videos, podcasts, prescriptive software programs, developing schedules, using time management strategies, and other tasks and tools.

Tier 3 interventions are reserved for students with the most intense learning and/or behavioral needs. Progress of students receiving Tier 3 interventions will be monitored more frequently than that of students receiving Tier 2 interventions. Interventions at Tier 3 may be similar to those at Tier 2 but provided more frequently or for a longer duration. Additionally, consultation with literacy



and math coaches may be necessary as well as a referral to determine if special education services are needed.

Student involvement in the Rtl process is a critical element to a successful intervention. Professional development will be provided to all staff so that students can be fully supported in the Rtl process. Parents will be provided with information on student progress and their participation in the Rtl data meetings will be encouraged.

### **Special Education Services**

The School will meet the educational needs of all enrolled students, some of whom will be students with disabilities. The School will adhere to all policies and procedures that pertain to students with disabilities found in the Individual with Disabilities Education Act (2004).

### **Child Find**

The Rtl team may consider an evaluation to determine the need for special education services for those students who do not show a positive response to interventions and will refer the situation to the appropriate departmental contact at the high school. Parental permission is required prior to any formal evaluations. A multidisciplinary team will conduct the evaluation once parental permission is obtained and the results from the evaluation will be organized in an evaluation report. The evaluation report will be shared with the parents and the team will meet to discuss the results and determine if the student meets eligibility criteria for special education services. At any point parents can request an evaluation to determine eligibility for special education services. Furthermore, if parents disagree with the results of the evaluation obtained, they can request an Independent Education Evaluation. Parents will be provided a copy of their Procedural Safeguards once they provide written consent for the evaluation.

### **Individual Education Plan Process**

If a student is found eligible for special education services, the team will meet to develop an Individual Education Plan (IEP) and appropriate placement for the student determined. Parents will be involved in the process of developing the IEP and must provide consent to the provision of services before any such services are provided, except if the student is over 18, in which case, the student can sign for himself or herself. All students attending the School who are eligible for special education services will have a current IEP that reflects their educational needs and services within the service delivery model. The Director will ensure that every student's IEP is accessible to personnel responsible for the implementation of the IEP such as related services providers and teachers.

All students with IEPs at the School will participate in the same Ohio state testing as their nondisabled peers unless determined otherwise by the IEP team. IEP teams will consider what accommodations are required for participation in the testing. Furthermore, the IEP team will determine an appropriate alternate assessment for those students who do not participate.

Postsecondary transition will be a consideration for IEP teams at the School beginning with the IEP in place for each student beginning at age 16. The IEPs for students age 16 or older will include a statement of the student's strengths, interests and preferences and identify a course of study and related strategies that are consistent with the student's strengths, interests, and preferences. The IEP team will also consider what support, if any, will be required from other agencies to support the postsecondary transition of students with IEPs. Additionally, IEPs will include appropriate postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the transition services including a course of study needed to assist the student in reaching those

goals. Beginning at least one year before a student with an IEP at the School reaches the age of 18, the IEP will include a statement that the student and the parent have been informed of the rights that will transfer to the student on reaching the age of majority.

### **Instructional Model**

The School will provide special education oversight and will ensure academic and related services are provided. The School will offer a continuum of special education services per the services defined in the IEPs of all enrolled students with disabilities. The continuum of services will include both indirect and direct services. To the greatest extent possible special education services will be provided in a general education classroom or lab setting. The location of where services will be delivered as well as the frequency and duration of services will be determined by the IEP team.

Indirect services might include regularly-scheduled, consultative services provided by a special education teacher to other instructional personnel. Indirect services might also include discussions on how the learning environment of a student with an IEP may be accommodated and/or how instruction may be differentiated to meet the individual learning needs of the student.

Direct services might include monitoring, facilitated instruction, or direct instruction. Monitoring services involve a special education teacher providing regularly-scheduled support to a student with a disability who requires some direct assistance with behaviors that pertain to the functional performance of the student such as study skills, organizational skills, time management, behavior, social skills, community involvement, transition support, and adaptive behavior. Facilitated instruction may include a special education and regular education teacher working together to provide instruction to a small group of students, some of whom might be students with IEPs. Direct instruction involves a special education teacher providing instruction and guidance to an individual student with an IEP or a small group of students with IEPs.

### **Special Education and Related Services Personnel**

The School may have a Special Education Certified Teacher on staff to support students with disabilities and to monitor compliance with State requirements for the provision of special education services.

### **Parent Notification**

Parents of students with disabilities will receive the same timely notifications as those provided to parents of nondisabled students regarding performance of their students on the mastery of the general curriculum and standardized assessments. In addition, parents of students with IEPs will receive updates on their student's progress on IEP goals and objectives on the same schedule in which regular education students receive grades and progress reports.

### **Discipline of Students with Disabilities**

The School will abide by all federal and state policies and regulatory rules regarding discipline for students with disabilities. Administrative personnel may remove a student with a disability who violates the code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days during a school year. Should a student with a disability be removed from his or her current placement for more than 10 consecutive school days the student will continue to receive

educational services, so as to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in his/her IEP. A change of placement occurs when a student is removed from his/her educational setting for more than 10 days as a result of a disciplinary problem.

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, an IEP team will convene to review all relevant information in the student's confidential file, to determine whether the conduct in question was a manifestation of the student's disability (i.e., the conduct in question was caused by, or had a direct and substantial relationship to the student's disability). When the conduct in question is found by the IEP team to be a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment and develop and/or revise a behavior intervention plan for the student and the student will be returned to the placement from which they were removed (unless the parent and IEP team agree to change the student's placement as part of the behavior intervention plan). If the team determines that the student's behavior was not a manifestation of a disability, school personnel may:

- Apply disciplinary procedures in the same manner and for the same duration as would be applied to children without disabilities.
- If the removal constitutes a change in placement, the IEP team determines services that enable the student to advance in the general curriculum and to progress in achieving the goals of his or her IEP. Special education services must be provided to the child beginning on the 11<sup>th</sup> cumulative day of removal in a school year.

#### **Section 504**

Some students with a disability will receive accommodations under Section 504 of The Rehabilitation Act of 1973. Students qualified to receive accommodations under Section 504 will be any student who (1) has a mental or physical impairment that substantially limits one or more major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

Parents, staff, or service providers in the community (e.g., doctor, counselor, etc.) may refer a student for an evaluation under Section 504. Students who are suspected of having a mental or physical impairment that substantially limits a major life activity may be referred for an evaluation under Section 504. Major life activities may include, but are not limited to, self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, reading, concentrating, standing, lifting, bending, etc.

As part of the evaluation to determine whether a student qualifies for a 504 plan a multidisciplinary team may consider several sources of information such as grades over the past several years, teacher's reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information.

Decisions regarding Section 504 eligibility and placement for students at the School will be made by a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This may include the student's teacher(s), a school counselor, the Director, the parents, the student (where appropriate), and other school service providers (e.g., school nurse, school psychologist, school social worker).

Eligibility for accommodations under Section 504 will be based on the 504 team's decision and supporting documentation to the following qualifying questions:

- Does the student have a documented physical or mental impairment?
- Does the impairment affect one or more of the major life activities?
- Does the impairment substantially limit a major life activity?

Students who qualify for accommodations under Section 504 will have a 504 Plan that will be developed based on the evaluation results and input from the 504 team. The plan will be reviewed periodically by the 504 team to ensure that accommodations are current and consistent with the needs of the students.

Accommodations are determined by a 504 team and are based on the individual needs of the student. Determination of what is appropriate for a student who is on a 504 plan will be based on the nature of the student's disabling condition and what that student needs in order to have equal access to the same programs as the students without disabilities. Students with 504 plans will receive accommodations and their educational program in the general education setting to the greatest extent possible. The 504 team will adhere to the least restrictive environment process when determining the placement for a student with a 504 plan.

### **Services for Limited English Proficient Students**

Limited English Proficient (LEP) students will be identified early in the enrollment process in order to provide timely access to LEP services. A Home Language Survey and other assessments will be completed for students whose home/native language is not English to guide staff in developing an appropriate educational program. To identify LEP students, we will use the WIDA ACCESS Placement Test, also known as the W-APT at initial enrollment. Annually, LEP students will be administered ACCESS for ELLs, the state English language proficiency test, administered to satisfy ESEA/Title III requirements during the state-designated testing window.

Services for LEP students will be provided by appropriately endorsed teachers in classroom settings, small groups, and/or individual tutoring sessions. The focus of instruction for LEP students will be teaching subject matter. However, the subject matter will be introduced in a way that can be understood by the LEP students. Teachers will be provided with information on the language proficiency of LEP students and adjust instruction accordingly. A LEP specialist will be available to support students by providing guidance to classroom teachers so that students can make adequate academic progress.

The reading, writing, listening, and speaking skills of LEP students will be assessed annually when they are administered the Test of English Language Acquisition (TELA). Students' performance on the TELA will be used to gauge progress and determine whether students continue to demonstrate a need for LEP services.

### **Other Policies and Disclaimers**

#### **Solicitation**

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Director is strictly prohibited.

#### **Parental Concerns**

Parents and guardians who wish to express their concerns should contact the Director. Classroom issues should be initially addressed with the classroom teacher through a scheduled appointment. If a meeting is scheduled to discuss the concern, people in attendance must conduct themselves civilly. It is expected that concerns will be expressed in a professional manner. Disruptive or threatening behavior may result in an action to protect school personnel, such as reporting to the police, and/or prohibiting the parent/guardian from entering school property at any time.

### **Grievance Policy**

Primary resolution of disciplinary and other matters (due process) are handled by the Director or the Director's designee and the parent. However, if issues remain unresolved or require further action, parents may complain in writing to the Director or the Director's designee who will investigate and make a determination. That determination may be appealed in writing to the school Board whose determination shall be final. Issues relating to the conduct of the Director may be brought directly to the Board.

### **Investigations**

All complaints will be investigated promptly, thoroughly, and confidentially. The investigation shall include appropriate steps to determine what occurred and to take actions reasonably calculated to end any harassment, intimidation, or bullying and prevent such misconduct from occurring again. The student who made a complaint and his/her parent(s) shall be informed that appropriate actions were taken and shall be advised how to report any subsequent problems.

### **Omissions/Revisions**

The Director is not responsible for omissions in the handbook. The content of this handbook may be amended by the school Board. Final authority on all matters rests with the administration and school Board when applicable. It is the responsibility of the student and parents/guardian to review this student handbook periodically.

### **Written Notice to Parents**

The School partners with the public schools 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.

### **Ceremonies and Observances / Patriotic Exercises**

Special recognition should be given to national holidays. The Director should encourage an appropriate observance of these holidays, which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly, while in other instances may be a part of the classroom work.

### **Religious Holidays and Observances**

The following guidelines will govern the observance of and teaching about religious holidays in the School:

The School must be neutral in matters of religion. The School must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the School.

However, a student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.

"Religious expression" includes any of the following:

- (1) Prayer;
- (2) Religious gatherings, including but not limited to prayer groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings;
- (3) Distribution of written materials or literature of a religious nature;
- (4) Any other activity of a religious nature, including wearing symbolic clothing or expression of a religious viewpoint, provided that the activity is not obscene, vulgar, offensively lewd, or indecent.

The same access to School facilities shall be given to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.

No student shall be prohibited from engaging in religious expression in the completion of homework, artwork, or other written or oral assignments. Assignment grades and scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student's work.

### **Release of Student Records**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students who desire records shall submit a written request to the Director, or their designee, that identifies the record(s) they wish to inspect. The Director, or their designee, will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs. Parents/Guardians and Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; (2) a copy of all or part of the student's education record; and (3) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. If they want a change to the student's education records, they shall write to the Director, or their designee, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be

provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to a School Official with a legitimate educational interest in the PII. A "School Official" is a person within the School in an administrative, supervisory, academic or support staff position, including but not limited to, school employees (whether employed directly by the Board or by a third party on behalf of the Board), a member of the School's Threat Assessment Team, a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant), a person serving on the Board, and those serving in a volunteer capacity with the School. A School Official has a "legitimate educational interest" in an education record when the School Official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as, but not limited to, when the School Official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment, performing a task related to a student's education, performing a task related to the discipline of a student, or providing a service or benefit relating to the student or student's family, such as health care, counseling, or assisting with the college application procedure, and any other purpose that the Board deems necessary as related to a student's education.
  
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901**
  
5. The School intends to forward any and all education records to another school which has requested such records for the purpose of the student's potential enrollment at that school. The student's parents, upon request, may receive copies of the records disclosed or have an opportunity for a hearing, as described above in section 2, to amend the records that were disclosed. The School has the discretion of which education records to disclose to the potential new school and FERPA does not provide parents, or an eligible student, the right to prevent such disclosure or prevent the School from communicating general information about the student to the school in which the student seeks to or intends to enroll.

### **Student Directory Information**

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education records, and it is the School's policy not to release student records without the consent of the parent or guardian or as otherwise required by law. However, if the School designates information as directory information, FERPA allows the release of student directory information unless the student's parent(s)/guardian(s) inform the School in writing not to release

such information. The School notifies parents and students which information it has designated as directory information annually through the parent/student handbook. At this time no information is being designated for a student directory.

### **Homeless Policy**

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students at the School. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. Pursuant to the School's open enrollment policy, any homeless child in the State of Ohio is eligible to attend the School. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guidelines, or practice will be interpreted or applied in such a way as to inhibit the enrollment attendance, or school success of homeless children.

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

- transportation
- educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency
- programs in vocational and technical education
- programs for gifts and talented students
- school nutrition programs

### **McKinney-Vento Homeless Children and Youth Program Overview**

The Director of the School shall serve as the School's local liaison for homeless children and youth. To the extent that the School receives assistance from the Federal Program for Education for Homeless Children and Youth, it shall comply with requirements to coordinate services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act. The complete Homeless Student Policy may be obtained by request.

### **Access by Military Recruiters**

Two federal laws require the School to provide military recruiters, upon request, with student names, addresses, telephone listings, and electronic mail addresses (if those electronic mail addresses are provided by the School) unless parents have advised the School that they do not want their student's information disclosed without their prior written consent. Similarly, state law requires the School to provide military recruiters, upon request, with the names and addresses of students in grades ten through twelve, unless parents have advised the School that they do not want such information disclosed.



## Statement of Understanding

My enrollment is contingent on following the rules:

- I understand that I am, and/or my parent(s) is/are, responsible for arranging my transportation to and from school.
- I understand that I must follow the dress code guidelines.
- I understand that I must follow the technology policies.
- I understand that backpacks and oversize handbags are not permitted in the classroom.
- I understand that random searches of my personal property may be conducted.
- I understand that the school is not responsible for any lost, stolen, or damaged property, such as jewelry, electronics, etc.
- I understand that I am required to respect the rights and privileges of other students, teachers, and all staff employees.
- I understand that if I do not follow the rules and regulations of the program, I may be subject to expulsion from this program.
- I understand that consequences may be imposed by the school's staff for misconduct outside of the school campus which affects the school's learning environment. This includes, but is not limited to, misconduct within a 200-yard radius of the campus and misconduct that takes place in a virtual context.

I am committed to meeting the following goal:

---

---

Student:

My signature signifies my willingness to comply with the school's policies and this Parent-Student Handbook and acknowledges that I have read the Parent-Student Handbook and support and agree with the policies, rules and expectations outlined herein.

---

Student Signature

---

Date

Parent:

My signature signifies my understanding that my child's failure to comply with the school's policies and this Parent-Student Handbook will result in consequences as outlined by this Parent-Student Handbook and acknowledges I have read this Parent-Student Handbook and support and agree with the policies, rules and expectations outlined herein.

---

Parent Signature  
Appendix

---

Date

**All School policies can be accessed through the school's web site:**  
<https://careerprepschool.org/capital-career-prep>.

**Including the following:**

**Internet Safety Policy**

**Food Allergy Policy**

**Harassment, Intimidation and Bullying Policy**

**Restraint and Seclusion Policy**

**Attendance, Absence and Truancy Policy**

**House Bill 410 Attendance, Absence and Truancy Policy**

**Positive Behavior Intervention and Support Restraint & Seclusion Policy**

# Approved List of Evidence-Based Reading Intervention Programs

## Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

### Approved Program and Vendor

#### PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

IXL Language Arts, 2024

#### VENDOR

IXL Learning Inc.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

## Vendor Information

#### VENDOR WEBSITE

<https://www.ixl.com>

#### VENDOR CONTACT INFORMATION

##### CONTACT #1

Ryan Perryman  
Regional Sales Manager  
[ryanp@ixl.com](mailto:ryanp@ixl.com)  
(614) 517-6569

##### CONTACT #2

Nancy Marr  
Educational Sales Consultant  
[nancym@ixl.com](mailto:nancym@ixl.com)  
(330) 720-3704



## Program Specific Information

*The information below was supplied by the vendor.*

### PROGRAM

IXL Language Arts, 2024

### PROGRAM SPECIFIC WEBSITE

<https://www.ixl.com/membership/educators/language-arts>

### PROGRAM OVERVIEW

IXL Language Arts is the end-to-end learning solution to support all tiers of intervention. IXL is built on five key components working seamlessly in a single integrated platform:

**Real-Time Diagnostic.** IXL's Real-Time Diagnostic provides continuous and benchmark assessment of students' grade-level proficiency, both in ELA and reading overall, and in key strands. The Diagnostic helps teachers strategically plan small-group instruction and creates a personalized Action Plan for each student with specific next steps for effective support for each tier of intervention.

**Comprehensive PK-12 curriculum and personalized guidance.** IXL has over 2,400 adaptive skills aligned to the Ohio Learning Standards. IXL seamlessly integrates into daily instruction with interactive skill plans custom-built to standards, textbooks, and assessments, and offers tailored skill recommendations for each student. IXL also offers Learn to Read and Reading Intervention skill plans for targeted instruction.

**Instructional resources and classroom engagement tools.** IXL helps students learn independently with thousands of video tutorials, example solutions, and immediate feedback. Collaborative features like Group Jam and IXL Leaderboards make learning fun and engaging.

**Actionable district-wide analytics.** IXL provides real-time data and flexible reporting from the district to the student level. Administrators understand how well learners and teachers are engaging with the platform and whether students are meeting grade-level expectations. Teachers can get up-to-the-minute insights that help them support students at the right level. Students also have their personal analytics so they may track their own progress and make choices in their learning.

**District partnership, professional learning, and implementation services.** IXL is a committed partner and will work closely with district leaders to ensure streamlined onboarding, seamless integration, tailored professional development, and successful ongoing implementation. The IXL team will collaborate with district leaders to understand goals and objectives, and provide ongoing guidance on how best to support teachers and students on IXL.

### PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction



## **PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION**

IXL's approach is based on the science of reading with explicit instruction in foundational reading in addition to developing fluency, comprehension strategies, and vocabulary.

**Phonemic awareness.** For the youngest grades, IXL emphasizes phonemic awareness through skills that teach how to hear and identify individual sounds in words, and to blend sounds together to create a word. Please see [www.ixl.com/ela/phonemic-awareness](http://www.ixl.com/ela/phonemic-awareness).

**Phonics.** IXL offers a robust set of phonics skills for early readers, and the skills progress in a systematic manner. Please see [www.ixl.com/ela/phonics](http://www.ixl.com/ela/phonics).

**Vocabulary.** IXL explicitly teaches generalizable strategies for learning new words, such as breaking words into parts and attending to context clues. This type of explicit instruction has been shown to effectively support vocabulary growth. Even before students become fluent readers, IXL begins to boost their vocabularies by introducing new words with image and audio support. Please see [www.ixl.com/ela/vocabulary](http://www.ixl.com/ela/vocabulary).

**Fluency.** On IXL, students practice with high-frequency words and the same words across multiple skills. IXL also supports fluency through read-alone informational and literary texts, giving students the opportunity to practice their skills on varied passages of connected text. Please see: [www.ixl.com/ela/sight-words](http://www.ixl.com/ela/sight-words); [www.ixl.com/ela/literary-texts](http://www.ixl.com/ela/literary-texts); and [www.ixl.com/ela/informational-texts](http://www.ixl.com/ela/informational-texts).

**Comprehension.** In kindergarten and Grade 1, students build comprehension through read-along texts in which each word is highlighted as a narrator reads the text aloud in a professional-quality recording. Across all grade levels, IXL incorporates syntactic variety, includes rich vocabulary, and is designed to build content knowledge—which is strongly related to reading comprehension—at the same time as they build other reading skills. As students read, they can both practice and learn more about content in other areas, such as science, history, etc. Please see: [www.ixl.com/ela/reading-comprehension](http://www.ixl.com/ela/reading-comprehension).

## **PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM**

IXL professional development (PD) is designed to help teachers maximize the platform's impact on student learning: effectively implementing the platform, establishing best practices to ensure usage with fidelity, and leveraging actionable insights to personalize instruction. IXL tailors training for district and school-level implementation in alignment with instructional objectives. IXL offers virtual, on-demand, and on-site options for flexible year-long PD.

IXL PD sessions are delivered by IXL's Professional Learning Group (PLG), composed of former educators with decades of combined experience in elementary and secondary education and a diverse range of specialties. They also have experience as instructional coaches, curriculum designers, and school and district administrators. With this breadth and depth of experience, the PLG designs and delivers practical, authentic professional learning opportunities that are rooted in the realities of today's classrooms. In particular, they are passionate about



supporting struggling students, and work regularly with IXL teachers to help them accelerate progress for the learners who need it most.

IXL also offers complementary, embedded PD opportunities. These include:

IXL Minis, which offers a collection of quick, easy professional learning videos to launch teachers and administrators into learning about everything that's available on IXL's platform. These engaging bite-sized videos are packed with actionable insights to inspire classroom instruction, dive into student data, and engage classrooms.

Complimentary webinars, regularly scheduled 30-minute webinars on essential IXL functions. See [www.ixl.com/resources/webinar-schedule](http://www.ixl.com/resources/webinar-schedule).

Online help center ([www.ixl.com/help-center](http://www.ixl.com/help-center)) which provides helpful information including user guides and answers to frequently asked questions related to IXL features, accounts, rostering, and licenses.

Teacher Resources ([www.ixl.com/resources](http://www.ixl.com/resources)) include implementation guides and videos on implementation strategies.

Administrator Resource Center ([www.ixl.com/resources/admin-resource-center](http://www.ixl.com/resources/admin-resource-center)) with tips on common district-level functions like how best to track progress and performance at the district and school level.



Account Number \_\_\_\_\_

**Certified Copy of Corporate Resolutions**  
**Open and Maintain a Bank Account or Safe Deposit Box**

The undersigned hereby certifies to The Huntington National Bank that: I am the

FISCAL OFFICER

(insert officer position)

and, as such, I am familiar with the corporate records and proceedings of:

West Columbus Drop Back In, DBA Capital High School

(insert name of business)

(the "Corporation"), a corporation duly organized and existing under the laws of the

State of OHIO;

the following is a true, accurate and compared copy of resolutions duly adopted by the Corporation, and that the resolutions have not been rescinded, modified or revoked and are in full force and effect.

RESOLVED, that:

- (i) The Huntington National Bank (the "Bank") is hereby designated as a depository of the Corporation;
- (ii) one or more safe deposit boxes may be leased or one or more account(s) may be opened and maintained, in accordance with the rules and regulations or procedures of the Bank pertaining to such accounts as amended from time to time, and in
- (iii) any of the individuals whose names are set forth in (iv), below or, whose genuine signatures appear on separate cards dated and filed with the Bank, (collectively the "Authorized Signatories" and individually an "Authorized Signatory") are hereby authorized to act individually on behalf of the Corporation and in its name to:
  - a. sign checks, drafts, notes, bills of exchange, acceptances, or other orders for payment of funds from any account maintained by the Corporation;
  - b. indorse checks, drafts, notes, bills, certificates of deposit, or other instruments owned or held by the Corporation for deposit in any such account, or for collection or discount by the Bank and such indorsement may be written or imprinted with an authorized facsimile a ("Stamp") in the name of the Corporation without the designation of the person making such indorsement (the Corporation shall be fully responsible for any and all payments made by the Bank in reliance upon said Stamp and agrees to indemnify and hold harmless the Bank from any claims, demands, expenses, losses or damages suffered or incurred by the Bank arising out of the misuse or unlawful or unauthorized use by any person of such Stamp);
  - c. identify, approve and guarantee the indorsements of any and all checks and drafts drawn by the Corporation;
  - d. waive demand, protest, and notice of protest, or dishonor of any check, draft, note, bill, certificates of deposit or other instruments made, drawn, or indorsed by the Corporation;
  - e. act for the Corporation in the transaction of all other business (whether or not it is of the kind, nature or character specified in this certificate) on the Corporation's behalf with the Bank, including but not limited to executing contracts and delegating person to engage in transaction in connection with such contracts;
  - f. open and maintain an account in the name of the Corporation (any account so opened shall be bound by the provisions of this certificate);
  - g. open or lease a Safe Deposit Box in the name of the Corporation;
  - h. certify to the Bank the names of the Authorized Signatories and shall certify such change to the Bank, and the Bank shall be fully protected in relying on such certification and shall be indemnified and held harmless from any claims, demands, expenses, losses or damages resulting from or arising out of the Bank honoring the signature of any individual so certified, or refusing to honor the signature of any individual not so certified;
  - i. delegate other person(s) to perform any of the foregoing acts;



(iv) Name or Title of Authorized Signatories:

CHRISTOPHER D MASSA  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(When only titles are used, this resolution must be accompanied by an Incumbency Certificate)

FURTHER RESOLVED, that:

- (i) the Bank is authorized to honor, receive, certify, or pay all instruments signed in accordance with this certificate even though drawn or indorsed to the order of any Authorized Signatory signing the same, tendered for cash, or in payment of a personal obligation or for deposit into a personal account of said Authorized Signatory and the Bank is not required or obligated to inquire into the circumstances of the issuance or use of any instrument signed in accordance with this certificate, or the application, or disposition of such instrument, or the proceeds thereof;
- (ii) overdrafts, if any, shall not be considered to be a loan; and
- (iii) the provisions of this certificate shall remain in full force and effect until written notice of its amendment or rescission shall have been received by the Bank and the Bank has a reasonable amount of time to act upon such notice, and that receipt of such notice shall not affect any action taken by the Bank prior thereto.

FURTHER RESOLVED, that the undersigned be, and hereby is, authorized and directed to certify to the Bank the foregoing resolutions and that the provisions thereof are in conformity with the governing documents of the Corporation.

I further certify that there is no provision in the governing documents of said Corporation limiting the power of the Corporation to pass the foregoing resolutions and that the same are in conformity with the governing documents of the Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Corporation has only one person holding all officer positions, second confirming signature is not required

\_\_\_\_\_  
Signature

If the person signing above is designated as an Authorized Signatory and does not hold all officer positions, a second officer of the Corporation must also sign the following further confirming this certificate as follows:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Board President  
Title