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# Citizens Leadership Academy Schools Family Handbook 2021-2022



## Introduction: Making the handbook work for your family

Welcome to the Citizens Leadership schools! Community is a cornerstone of our school, and an informed community is key to the success of our students.

The 2021-2022 Citizens Leadership Student and Family Handbook is a guide to the most important policies and procedures of the school. Many of the most critical aspects of the handbook will be reviewed with parents during mandatory parent orientation and with students during their first week of school. However, parents should read the handbook in its entirety and discuss it with their scholar(s).

We encourage you to ask questions throughout the year if any sections of the handbook are unclear. Every policy and procedure was crafted with the best interest of our students and their families in mind.

We look forward to partnering with your family for a successful school year!

### **Citizens Leadership Academy**

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# School Calendar



## 2021-2022 CALENDAR

■ School Closed    
 ■ Professional Development (PD), No Scholars    
 ■ Start/End and Trimester Dates

JULY 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-9: School Buildings Closed  
 19: First Day for New Staff & 2nd Year Teachers  
 19-30: New Teacher SI

AUGUST 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2: First Day for Returning Staff  
 23: First Day of School, 1st-8th  
 25: First Day of School, K

SEPTEMBER 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6: No School, Labor Day  
 10, 24: Full Day PD, No Scholars

OCTOBER 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8, 22: Full Day PD, No Scholars  
 11-15: No School, Fall Break

NOVEMBER 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-2: Full Day PD, No Scholars, Conferences  
 5: End of Trimester I  
 12: Full Day PD, No Scholars  
 24-26: No School, Thanksgiving Break

DECEMBER 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3, 17: Full Day PD, No Scholars  
 20-31: No School, Winter Break

JANUARY 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3, 14, 28: Full Day PD, No Scholars  
 17: No School, MLK Day

FEBRUARY 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

11: End of Trimester 2  
 11, 25: Full Day PD, No Scholars  
 21: No School, President's Day

MARCH 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8: 4-7PM Conferences  
 11: Full Day PD, No Scholars  
 21-25: No School, Spring Break

APRIL 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8: Full Day PD, No Scholars  
 15, 18: No School - Good Friday, Easter Monday

MAY 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13: Full Day PD, No Scholars  
 27: Last Day of School  
 30: No School, Memorial Day  
 31: Full Day PD, Returning Staff only

JUNE 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1: Full Day PD, Returning Staff Only  
 17: Juneteenth  
 27-30: School Buildings Closed

## **Mission Statement and School Culture**

MISSION: Citizens Leadership Middle Schools prepare our middle school students to lead in academics, service, and civic engagement in high school, college, and beyond.

High expectations for scholarship and behavior within an achievement-oriented school culture ensures all students will be equipped with the foundational skills to enter into, excel in, and graduate from the most selective high schools and colleges.

Students are expected to come to school on time, in uniform, and prepared to learn, and to treat themselves and others with respect at all times. We teach students that their behavior is their choice and that all choices have consequences. Positive choices earn positive consequences, and negative choices earn negative consequences. We give consequences in a nurturing manner to teach each student that we want him or her to succeed and are willing to do whatever it takes to ensure that he or she does succeed. Our goal is that all scholars take ownership over their academics, their character, and ultimately their school.

We promote a “no excuses” culture among our students, with the expectation of a high standard of achievement and civility. Students have proven they can thrive personally and excel academically in this challenging and supportive environment that emphasizes critical thinking, active leadership, and social responsibility.

# EL Education

## Our School Model

CL implements the EL Education model. In learning expeditions, students engage in an in-depth study of a topic through fieldwork, community service, and work with experts.

Expeditions culminate with projects that demonstrate mastery of standards; these projects are featured at our winter and spring Celebrations of Learning. The EL school model challenges students to think critically and take active roles in their classrooms and communities. The EL network includes more than 160 schools, 4,000 teachers, and 45,000 students. For more information, visit [www.eleducation.org](http://www.eleducation.org).



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## What does it mean to be an EL school?

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Rigorous academics and real-world learning through learning expeditions

Our school has a rigorous curriculum that promotes a high level of student engagement through learning expeditions, long-term, in-depth studies that make content come alive for students. They offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic scholarship.

### **Building character and an ethic of service**

Service permeates the school community both as an important element of academic work as an ethic that fosters respect and support among all members of the school community. At CLA, we are all crew, not passengers. Students also learn that character values such as responsibility, collaboration, and perseverance are essential to success in middle school and beyond.

### **Crew**

Crew is a cornerstone of the CL middle school experience and serves to address the social-emotional needs of adolescents. It is a time each day during which students can check in with a trusted adult, learn important team-building and decision-

making skills, conference regarding academics, and build close relationships with crewmates and their teacher through outings and activities. Each student at CL is a member of a crew.

Students and teachers often refer to crew as their "school family." Crew teachers act as the point person between their students' families and the school. All students participate in student-led conferences as well as engage in various projects and services opportunities throughout the year.

“Once a student creates work of value for an audience beyond the classroom – work that is sophisticated, important and beautiful – that student is never the same. When you have done quality work, deeper work, you know you are always capable of doing more.”

- Ron Berger,  
EL Education  
Chief Academic Officer

## **Ten Design Principles**

We prepare our middle-school students to be competitive in the 21<sup>st</sup> century by providing them with a rigorous curriculum coupled with an EL Education model that promotes collaboration, critical thinking, and problem solving. Our educational philosophy and program are built on EL Education's unique design principles:

### **1. The Primacy of Self-Discovery**

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. Students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

### **2. The Having of Wonderful Ideas**

Our schools foster curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

### **3. The Responsibility of Learning**

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of the CLA schools encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

### **4. Empathy and Caring**

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small, with a caring adult looking after the progress and acting as an advocate for each child.

### **5. Success and Failure**

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their families, to persevere when things are hard, and to learn to turn difficulties into opportunities.

### **6. Collaboration and Competition**

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

### **7. Diversity and Inclusion**

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Students investigate and value their different histories and talents as well as those of other communities and cultures.

### **8. The Natural World**

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

### **9. Solitude and Reflection**

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

### **10. Service and Compassion**

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of our primary functions is to prepare students with the attitudes and skills to learn from and be of service.

# Habits of Leadership Criteria

*As a Citizens Leadership scholar, I will develop leadership traits to become a model scholar and citizen who can lead both actively and by example at CLA and beyond.*

## **Self-Discipline**

- I will work with urgency to complete high quality classwork and assignments.
- I will come to school and classes every day on time and prepared.
- I will control my words and actions in all situations.
- I will reflect on my actions to improve my choices.
- I will operate with a growth mindset by persevering through challenges and relentlessly pursuing my goals.

## **Collaboration**

- I will work with others regardless of our similarities and differences
- I will take actions to improve my school and my community.
- I will provide input and listen to others to build/revise a common goal.
- I will respect the thoughts and opinions of others.
- I will encourage my teammates in a positive way to remain focused.

## **Compassion**

- I will demonstrate genuine concern and advocate for the needs of others in the school, community, and world.
- I will respect differences and appreciate perspectives other than my own.
- I will model forgiveness and learn to resolve conflicts peacefully.
- I will treat others and myself with kindness.
- I will think before I act about how my words and actions will affect others and my community.

## **Integrity**

- I will tell the truth.
- I will take responsibility for my choices.
- I will give credit to others.
- I will seek to lift up others in my community.
- I will make decisions that are helpful, not hurtful, in the face of peer pressure.

## **Courage**

- I will stand up for my beliefs in a positive way.
- I will ask for help when I need it.
- I will try new things and learn from setbacks.
- I will hold myself and my peers accountable for living the values of my school.

## **Active Citizenship**

- I will actively and positively engage in all classes.
- I will work to understand and articulate issues of my community and will seek to improve it.
- I will volunteer in my community.
- I will plan, attend, and engage in programs within my community.
- I will respect CL's culture by maintaining school norms.
- I will appropriately value and ally with my peers regardless of differences.

## **General Information**

### **Morning drop-off**

An administrator will be waiting for students beginning at 7:35 each morning, and will greet each scholar with a CLA handshake! In order to have a smooth drop-off, please do not stop in the drop off line. If you must stop to speak with an administrator, please park in the parking lot.

During inclement weather, CLA may open the door early for children to wait in the office. This includes extreme cold, blizzard conditions, or heavy rains. However, this is done on a day-by-day basis by the administrator on site.

### **Dismissal and pick-up**

Parents and others who are picking up students at 3:30 p.m. should wait in the carpool line, and a faculty member will announce each family as the car approaches. Please be sure to stay in your car so that the carpool line moves quickly, and you do not hold up the line. Students who stay for school activities should be picked up at the designated dismissal time. Students will be dismissed by faculty, and parents should follow the drop-off and pick-up protocols.

Students are expected to be picked up on time on a daily basis. On a rare occasion, we understand that late pickup is necessary. On those occasions, please notify the office in advance. Any student who is not enrolled in after-school programming must be picked up by 3:45 p.m. Students who are habitually picked up late will be reported to the principal or Dean of Students. The third time a student is picked up after 3:45 p.m., families will receive a phone call from administration regarding our alternative after-school options.

### **School hours and phoning the school**

The school office hours are 7:30 a.m. until 4:30 p.m. Mondays through Fridays. An office staff member and/or administrator will be reachable by phone at these times.

## Attendance

Excellent attendance is necessary for academic success. CLA's rigorous, project-based curriculum requires students to be in attendance every day; students who miss even one day of school often find that they are "behind" when they return. Our school goal is 100 percent student attendance each day. Student attendance and academic mastery are primary drivers of promotion with the Citizens Leadership schools.

### Reporting absences

Parents are asked to call school by 8:30 a.m. if their child must be absent that day. If a child is absent and the school is not notified in advance, the office staff calls the parent at the phone number provided by the parent or guardian. Each parent/guardian is responsible for providing the office with a current address and phone number, and for informing the office of any changes. A record shall be kept of all calls attempted by the office. If we are unable to reach the parent/guardian by phone to confirm absences, the parent/guardian is notified by letter.

### Excused and unexcused absences

All absences, whether "excused" or "unexcused," are still considered absences. The school will consider an absence "excused" for the following reasons with documentation:

1. Personal physical or mental illness severe enough to prevent attendance at school.  
Absences for illness longer than two days must be verified in writing by a doctor.
2. Illness or death in the family
3. Medical or dental appointments (see "Appointments During School Hours" below)
4. Observance of religious holidays
5. Absence due to a placement in or changes to a foster care placement
6. Absence due to a student being homeless

The Dean of Students reserves the right to verify such statements and to investigate the cause of each individual absence. **Repeated absences because of weather, transportation issues, parent illness, and/or family vacation will count as unexcused absences.**

### Makeup work due to absence

Students with absences (excused or unexcused) are expected to complete work missed. If possible, students should request this work in advance; otherwise, the student is responsible for

asking teachers for makeup work immediately upon return to school.

### **Absences due to documented medical condition**

Of course, any student who, due to a medically documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

### **Suspensions as absences**

Suspensions are considered absences. If students are absent from school because of suspension, these days will be treated the same as unexcused absences. As a result, if a student is suspended several times, he or she could be in danger of repeating his or her grade level because of the number of days missed.

### **Procedures for Habitual Absences and Attendance Intervention Policy**

A student is considered excessively absent or habitually truant if the student is absent without a legitimate excuse for:

Excessive Absences:

- Absent 38 or more hours in one school month with or without a legitimate excuse; or
- Absent 65 or more hours in one school year with or without a legitimate excuse.

Habitually Truant:

- Absent 30 or more consecutive hours without a legitimate excuse;
- Absent 42 or more hours in one school month without a legitimate excuse;
- Absent 72 or more hours in one school year without a legitimate excuse.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will invite the student and family in to meet and create an attendance intervention plan ("AIP") after a student misses 65 hours of school and will continue to meet after each hour as stated above is surpassed. The Principal or designee selects the AIP members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent,

guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIP. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. Within fourteen (14) days after its formation, the AIP will develop a written plan to reduce or eliminate Student's further absences. The AIP plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

## **Truancy**

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

**When a child is absent for 72 consecutive hours, it is the school's obligation, by law, to withdraw that student from the school.**

## **Withdrawal**

Additionally, per ODE, a student who misses/fails to participate in 72 consecutive hours or 11 consecutive days of school will be automatically withdrawn from school, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a voluntary withdrawal form with the Principal or his/her designee.

## Early checkout

Students are expected to arrive on time and to stay at school until the end of the day. Late arrivals and early pick-ups are disruptive to the learning environment.

As with arriving late to school, leaving early should be a very rare occurrence. Each time your child leaves school early, he/she misses critical instructional time. If early dismissal is necessary, the main office should be notified ahead of time. Your child must be signed out in the main office; your child will not be permitted to wait outside or to walk home alone.

Students are only released to those designated persons listed on their emergency forms. To arrange for a child/children to be picked up by someone other than those designated on the appropriate form, parents must call the office or send a signed note. In such instances, the person picking up must have proper identification with him or her when he or she picks up your child. If someone arrives to CL and is not listed on the emergency form, a call to the parent/guardian will be made to confirm the pick-up.

## Appointments during school hours

Please avoid scheduling appointments during the school day as these come at the expense of your child's education. Families are responsible for scheduling medical appointments outside of school time. The best times are Monday-Thursday after 3:30 p.m. and Fridays after 1 p.m. or on days when school is not in session, such as teacher professional development days (please reference the 2018-2019 school calendar). In the rare case that a student has a medical appointment during school, he or she should not be absent for the entire school day. If a student has an appointment during the middle of the school day and is gone longer than 2.5 hours, the student is considered absent for half the day.

<b>Time</b>	<b>Description</b>
7:35 a.m.	CL building opens, breakfast begins
8:00 a.m.	All students are expected to be at school. Students arriving after 8:00 are considered tardy.
3:20 p.m.	Dismissal begins promptly, and all students not registered for after-school activities must dismiss.
4:30 p.m.	All students dismiss from after-school sports/activities

# Academic Cornerstones

## Academic standards and vision

As a college-preparatory middle school, CL has the highest academic standards for all students. Students take challenging classes, complete high-quality work promptly both at school and at home, study for and perform well on exams, and receive excellent support from the faculty during school and at Saturday Academy and summer school, if necessary. The highest effort from students, teachers, and parents/guardians is necessary to reach this goal.

## General academic calendar and communication about academic progress

**Academic calendar:** The year is divided into three trimesters, each of which includes a MAP assessment to measure student progress plus one practice NGA state assessment.

**Progress Reports** outlining where students stand in mastery grades and habits of leadership grades will be sent home **every two weeks**. Additionally, the parent portal that displays student grades in all classes is open 24 hours a day, seven days a week at [psbt.nccohio.org/public](https://psbt.nccohio.org/public); parents should contact the main office for their login information, which will also be provided at curriculum night and conferences.

**Report Cards** show student mastery on the learning and habits of leadership targets for each grading period with some suggested strategies for reinforcement or enrichment. They will be sent in the fall, winter, and spring.

**Student-led conferences** are held approximately 3 weeks prior to report cards being published in October and February so that all three parties (parents/guardians, students, and teachers) can discuss the student's academic progress and academic goals together, through the lens of the student. These conferences allow the student to take ownership of his or her learning.

**Learning expeditions, case studies, and culminating products:** As an EL Education school, CL takes learning beyond state tests, and grounds it in learning expeditions with case studies, projects, and high-quality, culminating products that are celebrated at **Celebrations of Learning** in December and at the end of the school year. At the Celebrations of Learning, students present their work to families plus community partners, experts, and mentors who have been involved in a learning expedition.

**MAP testing:** *CL believes in meeting all scholars at their level and moving them forward. To do this effectively, we rely on normative-based MAP testing to determine realistic goals for our scholars and measure their growth throughout the school year.*

Measures of Academic Progress (MAP) testing takes place three times during the school year, and allows all invested stakeholders to reflect on where we begin, how we are progressing, and what has been accomplished at the end of the year. MAP testing is adaptive to a student's knowledge level and self-adjusts as the test progresses. Students earn a score along a RIT point scale that correlates to their understanding and mastery for the content tested. MAP testing is completed for reading and mathematics. Teachers use this data to help students approach learning at their own levels when using online resources as well as for data triangulation. MAP is one of the statistics CL teachers look at to determine if a student is thriving and needs a push, or to identify specific areas of concern as the year progresses. If you are interested in how MAP testing works, please visit the North West Evaluation Association (NWEA) website at [nwea.org](http://nwea.org) to read more about MAP testing.

### **Types of grades at CLA: A reflection of skills needed to succeed in higher education and in the global arena**

At CL we prepare students for higher education and for the world beyond their education. To compete in high school, college, and in the global arena, students need to master skills and concepts, and they also need to demonstrate good habits of leadership: promptness, thoroughness, thoughtfulness, etc. For example, in the job market, a scientist who masters quantum physics but cannot organize his or her data and cannot work well with other scientists will have a harder time finding a job and effectively contributing to society.

The CL faculty creates standards-based student learning targets for each trimester in each subject area. These learning targets are based on the Common Core State Standards and the Ohio Academic Content Standards. Both assessments and projects are anchored in standards-based student learning targets, and therefore, progress reports and report cards reflect student progress in mastery of these targets. Students earn a letter grade for each core subject: English, math, science, social studies, and any grade-specific skills course, such as research and presentation, and also for specials classes: arts, physical education, and outdoor leadership. Students also earn a habits of leadership grade in crew. Crew and outdoor leadership grades are not included in a student's overall GPA. Students' trimester grades in each subject average to a yearlong grade. These yearlong grades are averaged to calculate a students' GPA/class rank.

We prepare students to focus on both mastery and also habits of leadership because both contribute to success in academics and beyond. Thus, there are two types of grades at CL, **mastery grades** and **habits of leadership grades**, which combine in students' **overall grades**.

**Mastery grades** reflect mastery of standards-based student learning targets; how well the student knows the material. Mastery grades include grades on long-term assignments, projects, and tests and quizzes. For example, a unit test on the rock cycle would be a mastery grade because students are expected to have mastered the learning target after in-depth study and practice. Students may also earn mastery grades for class presentations, short-term assignments that are assessments of mastery, and homework that is assessment of content and skill mastery.

**Habits of leadership grades** reflect how students conduct themselves during class, the thoroughness and timeliness of their homework and class work, and how well students follow directions. Students have learning targets for habits of leadership, also. Most homework earns habits of leadership grades because most homework is practice and reinforcement. For example, a math practice assignment on the distributive property would be a habits of leadership grade because students are new to the material and are not yet expected to have mastered the skill.

Overall grades are the combination of mastery grades (75%) and habits of leadership grades (25%).

**Grading scale:** The CL grading scale is based upon mastery of student learning targets in a given grading period. The CL grading scale for all three types of grades is as follows:

Letter Grade	Percentage	Mastery
A+	97-100%	Highest degree of mastery (synthesis and application)
A	93-96%	Beginning to apply and synthesize skills and concepts
A-	90-92%	Mastery level
B+	87-89%	Very close to mastery level
B	83-86%	Solid grasp of learning target skills and concepts
B-	80-82%	Initial grasp of learning target skills and concepts
C+	77-79%	Grasping some learning target skills and concepts
C	73-76%	Beginning to approach learning targets
C-	70-72%	Not quite approaching learning targets
D+	67-69%	Struggling to reach learning targets
F	66% and below	Failing to reach learning target skills and concepts

**Eighth-grade valedictorian and salutatorian:** Each year CLA's eighth-grade valedictorian (highest GPA) and salutatorian (second-highest GPA) are determined in early May through the Power School data system based on cumulative GPA for a student's entire time at CLA. Students who enroll at CLA in 6th or 7th grades are eligible for valedictorian and salutatorian.

## Homework policy

Homework is an important component of the academic program at CL. The purpose of homework is several-fold. Homework **reinforces** concepts and skills introduced during class. It **extends** the understanding of and expertise with those concepts and skills. It provides **extra practice**, and it provides designated **time to synthesize** concepts and skills in preparation for an assessment. Homework provides designated time to **conduct research** and **complete projects**.

Although homework is an important academic component, it is not meant to be overwhelming. Students will receive homework each night, on the weekends and over school breaks for certain classes as it is outlined in the curriculum and as each teacher seems necessary. Students will see a progression in the amount and the complexity of homework throughout the course of the year as it reflects a progression in preparation for college-prep high schools.

At CL, we recommend that students use a “homework folder” to organize homework assignments; homework assignments should be taken home in a homework folder and completed work is brought back to school in the same folder. Often times, homework will be accessed through google classroom on the student’s iPad or chromebook. Parents/guardians should check homework prior to the due date so that if the assignment is either incomplete or not thorough, changes can be made. Parents/guardians and students should also develop a system to put the homework back into the homework folder, and put the folder into the student’s backpack each evening so as to avoid rushing to get ready for school the next morning. When homework is completed online, parents should ensure the student submits the assignment by the due date and time. We also recommend that students use a planner (either physical or virtual) as this parallels adult use of planners, online calendars, and “to do” lists. The rationale is that if students get in the habit of using these tools in middle school because they are required to do so, they will use them independently in high school, college, and in their adult lives.

Promptness is important in high school, in college, and in the professional workplace. Students should strive to turn in all assignments promptly. Each teacher at CL will share their late work policy with students and families as it is paramount that all students are given the opportunity to succeed while meeting them at their individual level.

## **CL's Response to Intervention (RTI) for low-performing students: Daily re-teaching, enrichment, and support, and Saturday Academy**

CL's Response to Intervention (RTI) program focuses on bringing all students to grade-level in core academic subjects, and to meeting the specific needs of all learners in our community. Our director of special education coordinates support for any incoming student with an IEP or a 504 Plan. That person also works with the general education faculty and coordinates Saturday Academy. *The special education protocols are described in detail in the IDEA Plan provided under separate cover to all incoming families.*

Students on IEPs for academic concerns will have a specific plan for remedial/intervention instruction. Students who are not on IEPs for academic concerns, but who are below grade-level, will also be assigned to a specific supplementary instructional plan.

Students who are at grade-level or above may be eligible for enrichment activities. Although, as a community school, CL does not have a formal gifted program, we strongly believe that students who are academically, socially, and emotionally ready for additional intellectual challenge should be presented with various opportunities through differentiation during class. Enrichment may be provided in any core academic area in addition to technology.

A student who is below grade level on the MAP assessment may be recommended to attend Saturday Academy until he or she meets grade-level benchmarks on the MAP assessments and/or earns a "C-" or above in all core academic classes. Saturday Academy is a mandatory academic support, and students who are assigned to Saturday Academy are expected to be punctual and attend every session.

### **Promotion and Retention**

We believe that students should be promoted only when they have demonstrated mastery of academic standards. CL is founded on the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. The school's administrative team (and ultimately the School Leader) has full authority to make all promotion decisions.

### **Attendance and punctuality**

The student's attendance patterns (excused and unexcused absences, tardiness, and early dismissals) and their effect on student progress will be taken into account when evaluating retention for a student.

### **Students with disabilities**

Promotion and retention of previously identified disabled students may be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP), in accordance with R.C. 3301.0711(E) and (M).

### **A final word on the promotion policy**

Retention and/or placement decisions will be made only after the school has notified and conferred with parents/guardians throughout the year (progress reports, report cards and student-led conferences, etc.) as to the student's progress or lack thereof. The final decision to promote a student shall rest solely with the model education leader and principal, with appropriate input from the student's teachers and the professional staff.

The school may choose not to promote a student to the next grade level if the student does not take a required statewide achievement test or make-up test, and who is not exempt from the requirement to take such test.

*R.C. 3313.09, R.C. 3313.609; 20 USC 1400 et seq.; 3301.0711.*

## **Beyond academics: Teaching the whole child**

Another way to look at meeting the needs of CL students is to ensure that students are learning social-emotional lessons alongside their academics. Not only is it important to have a strong academic foundation, but it is also important to address the emotional, social, and creative needs of each scholar. For that reason, CL incorporates physical education, health, outdoor leadership, character education, and the arts into its weekly schedule.

### **Physical education and health**

Students will have physical education twice each week. The physical education program focuses on psycho-motor skills and introduces students to a wide range of organized sports and lifetime fitness activities. Health will be a discussion-based class period conducted by the school counselor periodically during P.E. When the students are in health, they may be separated by gender to promote comfortable discussions. Health discussion will incorporate developing a healthy lifestyle and nutrition to making good choices as one enters adolescence.

### **Outdoor leadership**

As an EL Education school, CL is grounded in the Outward Bound goal “to experience adventure and challenge in a way that helps students realize they can do more than they thought possible.” During Outdoor Leadership students engage daily in outdoor activities that foster community and leadership. Our University Circle location provides a great backdrop for walks and hikes to places such as the Cultural Gardens, Wade Oval, and the beautiful campus of Case Western Reserve University. It is our expectation that, barring inclement weather, students spend at least 20 minutes outside. If the weather is inclement, the gym and the larger class spaces can be used for Outdoor Leadership activities.

### **Character education**

Students participate in character education throughout the day to learn how to embody the CL habits of leadership. At CL, we hope to establish lifelong learners and citizens who take pride in service-based projects. The long-term solutions of the character education program will address moral, ethical, and academic issues that are prevalent within the school and our surrounding community.

### **The arts**

CL partners with area arts organizations and individual artists of Northeast Ohio to provide our students with a rich curriculum and broad exposure to the arts. Artistic endeavors and projects help support specific learning expeditions.

# Restorative practice discipline approach: School norms, rationale, student rights

## School norms

The CL's school culture is anchored in three simple school norms that apply to students, teachers, administration, and staff alike:

- Be responsible
- Be respectful
- Be safe

All our school-wide and classroom protocols stem from these three school norms. At the beginning of each school year, we work in crews and as a school community to review the norms and discuss how they apply to classroom, hallway, common area, fieldwork, and middle-school athletics and extracurricular behavior. School protocols in classrooms, common areas, hallways, during athletic and extracurricular events, and during fieldwork outside of the school, all stem from the school norms. (We use the word “**protocols**” versus the word “**rules**” because protocols are descriptions of how procedures should unfold whereas rules are descriptions of controlling or governing ideas.) Here are some examples of how school norms inform school protocols:

- **Be responsible:** Students should come to school prepared, in uniform, with the proper materials, and completed homework. Students should record their homework and show their completed homework to their parents. Students should clean up after themselves in classrooms, in the gym, and in the dining room after breakfast and lunch. Students should have their parents/guardians complete all permission forms necessary for fieldwork outside of school. If students observe unsafe or unkind behavior among peers, they should either address it directly, or bring an adult into the situation to help mediate the situation. Students should leave valuables at home and turn in their electronic equipment that they use on the way to and home from school for safe keeping each morning. Students should store the materials they are not using in their lockers, and get them during the specified times to do so.
- **Be respectful:** Students should be silent when a teacher or a peer is speaking. Students should turn toward the speaker in an “active listening” position. Students should stop speaking and raise their hands when a teacher or administrator is signaling for silence. Students should nod occasionally so a speaker knows they are listening. Students should follow the classroom and dining room protocols for transitions. If in disagreement with a teacher about a discipline issue or a class assignment, students should follow the established protocols to raise their disagreement. Students should be sensitive to and respectful of unusual or unpopular opinions expressed by their peers. Students should give eye contact to all adults in the community – teachers, administrators, and staff – when they are addressed.
- **Be safe:** Students should follow the safety protocols for each classroom and common area. Students should transition by walking quietly. Students should stay in a group and follow teacher directions when traveling throughout the city for fieldwork by foot, public transportation, or on a school bus. Students should be especially careful with materials in the science lab and in arts classes.

We also discuss our school norms in terms of students' rights especially because fairness and rights are so important to young adolescents. When classroom or school-wide protocols are violated, we always refer the students to the school norms and to their student rights. ***School norms and student rights are the cornerstones for our restorative approach.***

## **Community goal: Development of positive and nurturing relationships**

The primary objective of CL is to develop each student's potential for learning and to foster leadership through responsible citizenship, civic engagement, and service. If this is to be accomplished, the school environment must be free of disruptions that interfere with teaching and learning activities. A student's conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships.

We recognize the need for our students to develop positive and nurturing relationships with their teachers, administrators, and peers. Therefore, we operate with the understanding that without such positive relationships in a school, most students will merely rebel against set rules. Teachers and administrators alike put forth great effort to explain our expectations and the reasons for them to our students. We strive to build meaningful relationships with our students in a variety of ways and go out of our way to recognize positive choices and behavior.

## **Positive recognition vs. corrective action**

In order to maintain a responsible, respectful, and safe environment, CL will implement a system for recognizing and exalting positive behavior and a system for the corrective action of misbehavior. CL will always strive to highlight the positive aspects of the student culture and reward students who come to school every day attempting to do their best. In order to encourage and foster positive behavior, CL is dedicated to consistently and fairly recognizing students who do well both inside and outside of the classroom. CL holds the overarching cultural goal of creating self-disciplined students who "do the right thing" because such actions are the best way to improve society.

## **Positive recognition**

### ***Student recognition***

CL recognizes students for a variety of reasons: good behavior, strong academic improvement, helping the CL community thrive, etc. Recognition occurs regularly at community meetings, in crew, etc. Recognized students appear on the CL website and are posted in the building.

### ***Spirit and awareness weeks***

CL cultivates school culture by implementing several spirit and awareness weeks throughout the year. Such a week will include events for the students to further develop the CL community and may have an altered dress code specified by the dean of students before the week occurs.

### ***Intramural sports***

In an effort to encourage a healthy life style, CL will maintain interscholastic and intramural sports throughout the school year. The sports to be offered will depend on the students' desire and coach availability. Each coach will develop a policy regarding student discipline and participation. That policy will be shared at the beginning of each season.

Any student who exhibits signs, symptoms, or behaviors consistent with having sustain a concussion or head injury (such as loss of consciousness, headache, dizziness, confusion or balance problems) while practicing for or during an interscholastic competition shall be immediately removed from the practice or contest by either (a) the individual who is serving as the student's coach during that practice or competition or (b) an individual who is serving as a contest official or referee during the practice or competition.

### ***Special events***

CL will host a variety of extracurricular events during the evenings and weekends throughout the school year. These events include activities such as movie nights, dances, carnivals, a harvest house, field trips, class trips, etc.

*Note: Each event will encompass a "right to attend" in which certain expectations must be met to attend/participate.*

### ***National Junior Honor Society***

Once a student reaches his or her 8<sup>th</sup> grade year at CL, he or she becomes eligible to be accepted into CL's chapter of the National Junior Honor Society (NJHS). The NJHS is a nationally recognized organization that selects students of the highest caliber to join. Students will be selected based on the four pillars of the NJHS: scholarship, leadership, character, and service.

*Note: Once a student is selected to join the NJHS, he or she must maintain the specified credentials to remain an active member of the organization (e.g., grade point average, community service hours, etc.). NHJS is not held every year, as CLA needs to have at least 10 students who are eligible in order to have a school chapter.*

## **Restorative Practice Rationale**

*Citizens Leadership has used a progressive discipline system since its founding; however, within this system, we have always paired consequences with reflection and conversation. Building community and self-discipline have been cornerstones of our school. During the 2017-2018 school year, we began piloting restorative practices as a complement to our progressive discipline system, and because we have seen positive results in terms of student ownership and positive culture, we are continuing to transition to a restorative discipline process.*

**Restorative practice is an approach to discipline that focuses on repairing harm done to the community.** It is a shift from thinking about how to punish those who break rules to thinking about how to repair the harm that has been done within the community. Specifically, at Citizens Leadership schools, we will implement a community-centered system that incorporates a range of strategies, structures, and supports to collaboratively and proactively build positive school culture by establishing trust, creating empathy, and resolving harm to realize the mission and vision of the CL model.

## **Restorative Practice Process**

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish policies and procedures that harm and misbehavior in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

## **The goals of these restorative practices are that...**

1. Our schools will be a safe, friendly and enjoyable learning environment.
2. Our schools will foster an environment where everyone feels valued, respected, and included.
3. Our schools will be a place where students are motivated to learn and faculty and staff enjoy meaningful and fulfilling work.

## **CL student rights**

- Students have the right to be educated in an environment with high expectations where all individuals are treated with respect.
- Students have a right to a learning environment that is free of physical and verbal threats and harassment.
- Students have a right to learn in a setting that is free from excessive distraction.
- Students have a right to the ownership, possession, and respect of their property.
- Students have a right to ask questions.
- Students have a right to disagree with statements and policies affecting them as long as the student's position is stated respectfully and in a manner that does not disrupt the functioning of the class.

- Students have a right to know what is expected of them in the form of standards for behavior and academic performance.
- Students have a right to be provided with a learning environment that is challenging, developmentally appropriate, dynamic, and relevant.
- Students have a right to be provided with the nurture, counsel, and care appropriate to their age and maturity.
- Students have the right to equal treatment and equal access to educational programs, due process, a presumption of innocence, free expression and association, and the privacy of their own thoughts.

The Citizens Leadership restorative approach exists to support our community and specifically to support the three CL norms: be responsible, be respectful, and be safe. In terms of being safe, the system exists to “protect the investment that is yourself.” We want to protect each individual in our community and also the community as a whole. The foundation for this system is not the system itself but the positive relationships of the community members in the system, and an important anchor in building those relationships is our crew groups that meets daily to focus on being a reflective, positive community.

Most behavioral issues will be considered learning experiences and addressed by our classroom teachers. They are, in fact, the deans of their classes. The first level of this approach focuses on redirections that are simply non-verbal or verbal reminders to check one’s behavior to be safe, respectful, or responsible so that the important work of curriculum and instruction can continue effectively and efficiently. If behaviors continue beyond redirection and reflection with the teacher, the teacher may schedule a restorative circle, and parents will receive a phone call if the circle is scheduled for after school.

A restorative circle is a set time and space for CL staff and scholars to openly discuss the harm that was done to the community by a behavior. Factors that contributed to the behavior are also discussed. The result of the restorative circle is a plan for how to repair the harm done, such as through a written/spoken apology, community service, and other logical consequences.

Some behavioral issues merit consequences because they threaten the safety and security of those in our community. In these cases, the deans, our school counselor, and other administration are involved to “protect the investment that is yourself” so that the individual and the community are each protected.

Behavioral violations are separated from academic violations; copying work, cheating on a quiz or test, and plagiarism will be treated through academic consequences, not behavioral consequences. These consequences may include earning a zero on the assignment/assessment, redoing the assignment/assessment, and/or research on plagiarism. Academic consequences are determined by each classroom teacher.

**The Restorative Practice Process:** The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts and goals of restorative practices in practicing discipline at Citizens Leadership schools. While the process outlined below is designed to provide a “map” for how students and staff should correct misbehavior, address harm done, and provide an opportunity for those who have done harm to be reintegrated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus, the outline below is a guide for decision- making, not a hard-and-fast set of rules.

**The Norms Agreement:** At the beginning of the school year, students and staff will use a democratic process to create a school-wide Norms Agreement. The Norms Agreement’s purpose is to have students and staff agree as to the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. The Norms Agreement will address the three school norms: Be Respectful, Be Responsible, and Be Safe. The Norms Agreement works in conjunction with the school code of conduct. Once it is developed, Norms Agreements are posted in a place in the classroom that is visible to all in the room.

**In-Class Concerns:** As concerns of arise in the class, teachers will seek to handle the concerns by reminding students of their need to follow school norms by offering students constructive reminders. If students immediately seek to correct their behavior, the student and teacher will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the teacher will seek to handle the issue in a one-to-one circle with the student. If the incident involves a group of students or the entire class, the teacher will handle the concern in class using an appropriate method, such as a class circle.

**Norms Agreement Concerns:** If the teacher’s attempt to use a constructive reminder does not resolve the concern, teachers and students will refer to The Norms Agreement for guidance. Teachers will remind students of their prior agreement, the reasons behind The Norms Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the concern until a mutually agreed upon resolution is reached. The decision to handle student misconduct issues in class shall ultimately be up to the teacher.

Despite the school’s commitment to use of reflection and a positive school culture as a deterrent, the school has established a strong progression of consequences in order to safeguard the school’s positive environment from student misbehavior.

## Progressive Discipline System, 2021 - 2022

Category	Response	Behavior
<p><b>Minor Concerns</b></p> <p><i>Behaviors displayed that require a reminder (redirection) that the behavior is taking away from curriculum and instruction and/or is not following our school norms of being safe, respectful, and responsible.</i></p>	<p><b>Redirection</b> – A redirection is not a consequence, it is a reminder to check behavior to be safe, responsible, and respectful.</p> <p>If behavior does not change and prevents a class community from doing its important work – curriculum and instruction, then a restorative conversation and phone call home will take place (as necessary).</p>	<ul style="list-style-type: none"> <li>• talking during class without permission</li> <li>• off-task behavior during class</li> <li>• distracting classmates</li> <li>• making inappropriate noises during class</li> <li>• running anywhere outside of P.E.</li> <li>• slamming books, lockers, doors, etc.</li> <li>• mild disrespect toward another person (e.g. pushing books off a desk, bumping another person and/or his or her belongings)</li> <li>• use of inappropriate language like “shut up”</li> </ul>
<p><b>Major Concerns</b></p> <p>Behaviors displayed by students that warrant a logical consequence</p>	<p><b>Restorative Circle</b></p> <p>A restorative circle serves as a time for parties involved to discuss the behavior that took place, the harm that was done, and plans to repair that harm; at times, restorative circles will be held after school.</p>	<ul style="list-style-type: none"> <li>• Disrupting the learning environment due to repetitive talking without permission after receiving a redirection, reflection, and call home</li> <li>• Use of disrespectful language like “retard,” “gay,” etc.</li> <li>• Gambling</li> <li>• Horseplay</li> <li>• Stealing the personal property from anyone within the schoolwide community (first offense, item of low value)</li> <li>• Minor destruction, vandalism, or defacing of school property (consequence will also include community service to repair what was harmed)</li> </ul>

<p><b>Consequential Violations</b></p> <p>Behaviors displayed by students that warrant a logical consequence.</p>	<p><b>Restorative Circle (continued)</b></p> <p>A restorative circle serves as a time for parties involved to discuss the behavior that took place, the harm that was done, and plans to repair that harm; at times, restorative circles will be held after school.</p>	<ul style="list-style-type: none"> <li>• Use of prohibited electronic device</li> <li>• Leaving class or area of building without permission</li> <li>• Prolonged non-compliance</li> <li>• Skipping a restorative circle</li> <li>• Encouraging a fight or cheering it on</li> <li>• Skipping class</li> <li>• "Play fighting"</li> </ul>
<p><b>Severe Violations</b></p> <p>Behaviors that warrant a consequence of removal from the school community.</p>	<p><b>1-to-3 Day Out-of-School Suspension Followed by a Restorative Circle with a Parent</b></p>	<ul style="list-style-type: none"> <li>• Severe disrespect to anyone (e.g. starting schoolwide rumors)</li> <li>• Bullying, including cyber-bullying (any form of harassment/menacing/bullying via online communication that causes disruption to the learning environment)</li> <li>• Stealing the personal property from anyone within the schoolwide community (repeated offense, item of high value)</li> <li>• Using or possessing over-the-counter medications inappropriately</li> <li>• Making verbal or physical threats</li> <li>• Leaving the school building or school-sponsored event without permission</li> <li>• Violence toward another student or staff</li> <li>• Major destruction or vandalism of school property (also includes community service)</li> </ul>

<p><b>Severe Violations</b></p> <p>Behaviors that warrant a consequence of removal from the school community.</p>	<p><b>3-to-5 Day Out-of-School Suspension</b></p>	<ul style="list-style-type: none"> <li>• Severe bullying (causing an individual severe psychological stress, causing another individual to feel physically endangered)</li> <li>• Committing sexual, racial, gender, or any form of harassment or intimidation</li> <li>• Setting off false alarms</li> <li>• Causing panic to the CLA community</li> </ul>
	<p><b>5-to-10 Day Out-of-School Suspension</b></p>	<ul style="list-style-type: none"> <li>• Fighting (1<sup>st</sup> offense)</li> <li>• Possession of a look-alike weapon</li> <li>• Possession of objects not intended to be weapons but used as one, or threats made with the object to do physical harm to an individual</li> </ul>
	<p><b>10-Day Suspension with the Potential for Probation and/or Permanent Removal (Expulsion)</b></p>	<ul style="list-style-type: none"> <li>• Fighting (2<sup>nd</sup> offense)</li> <li>• Possession of drugs (legal or illegal controlled substances)</li> <li>• Assaulting school personnel</li> </ul>
	<p><b>Expulsion</b></p>	<p>A student will automatically be brought before the disciplinary review committee in the following circumstances:</p> <ul style="list-style-type: none"> <li>• Found on school premises or at a school-sponsored event in possession of a dangerous weapon including, but not limited to a firearm, a look-alike firearm or knife</li> <li>• Commission of a felony</li> <li>• Sale or transfer of controlled substances or alcohol</li> </ul>

• **Out-of-school suspension:** A student receiving an out-of-school suspension will not be permitted to enter the premises of the school until the term of his or her suspension has elapsed. All days of a student’s suspension will count toward his or her overall absences. While suspended, a student is not permitted to come to school (including the playground) or school events, and may not interact with CL students during the school day. Additionally, upon returning to school, a student who has been suspended will be required to attend a re-entry restorative circle with a parent and principal, dean, or guidance counselor. During an out-of-school suspension students will be required to complete an assignment that requires the student to research/reflect on the harm that was done to the community. Part of this assignment may include a presentation to the school community.

**Note: As stated in the “Habitually Disruptive Student” section later in the handbook, any student who has been suspended twice will be considered *habitually disruptive*, and CL may consider the student for a probation hearing.**

Consequences	Family and Student Action
1 Suspension	Re-entry meeting with student, parent, and dean/administrator (scheduled at time of issued suspension)
2 Suspensions	Re-entry meeting with student, parent, and dean/administrator (scheduled at time of issued suspension) – the result of the meeting will be student probation.

\* Please note that the student may not return to the CL community following a suspension until the parent meeting has occurred. As a staff, we commit to working with families to ensure the timing of the meetings are convenient for all involved.

### Emergency removal plan

If a student is involved in an activity or incident that requires an in-depth investigation, that student may be removed from school for a period of up to two school days. A student can be placed on emergency removal for breaking the rules of CL, causing danger or a threat to any person or property, involvement in online misbehavior, suspected involvement in an activity that goes against CL rules, or engagement in misconduct during an after-school activity. During the time of emergency removal, the student may make up all classwork missed. Emergency removal days are included in the overall suspension. Within 48 hours of the incident, the principal and/or dean of students will inform the parents of the appropriate consequence as aligned with the CL discipline policy. At this time, if needed, a hearing will take place with a school representative, student, and parent. See Formal Description of Grounds for Expulsion in appendix.

**Expulsion:** Expulsion includes illegal substance violations and weapons violations. Under federal law, a student who is determined to be in possession of a firearm or to have brought a firearm to school shall be expelled. Expulsion may also include legal ramifications described in section titled “Formal Description of Grounds for Expulsion” of the appendix.

In the event a student receives a suspension lasting longer than ten days or receives an expulsion, he or she will receive the following:

- a written notice of the charges against the student
- the date, time, and place of a hearing (typically at least five days after the date of the notice)
- the right to be represented by a lawyer or advocate (at the student’s expense)
- a written decision including specific grounds for the decision

At the family’s request, the school will record the hearing and provide a copy of the hearing. The taping will also be made available in the parents’ primary language when necessary. At the discretion of the family, the hearing may be a public or private proceeding.

All final decisions concerning expulsion or long-term suspension will be based off of substantial evidence. The written expulsion will cite the established facts of the student’s offense and the applicable state laws or rules of the student code of conduct that render the expulsion necessary and appropriate.

The written decision will be made available to the student, parents, and, if applicable, the student’s attorney. The decision will explain that the student may file a review within ten days requesting an appeal to the governing board. Such an appeal will be based solely on the record established at the hearing. The governing board will not accept any additional evidence. After reviewing the record, the governing board will review the student’s appeal and render a decision in a closed meeting. The student, parent, and, if applicable, the student’s attorney will be notified of the governing board’s decision by means of written notification.

**Student grievance process:**

As stated earlier, student rights are valued at CL. In addition to the right for quality education and a safe and nurturing environment, students have the right to express their opinions and to ask questions, particularly when they feel something unfair has occurred:

- A student has a right to disagree with statements and policies affecting them as long as the student’s position is stated respectfully and in a manner that does not disrupt the functioning of the class.

Students who disagree with a consequence, statement, or policies have several options for appropriate and respectful voicing of their disagreement:

1. If a student disagrees with a consequence that is given during class, he or she can and should discuss their disagreement at an appropriate time with the teacher who issued the consequence, who will help the student debrief and reflect about the disagreement. If student behavior warrants a restorative circle or suspension, he or she will have an opportunity to share his or her disagreement during that time.
2. Students also have the opportunity to make an appointment to meet with the dean of students regarding their rights.

## **Student Cell Phone Policy**

At CL it is incredibly important to have strong communication among all partners. Therefore, at the beginning of the school year, families review and sign a contract with the following information to ensure they are aware of the school rules and expectations and that they know Citizen Leadership's school norms and policies for students. All students will review the handbook and school norms with their crew teacher and/or leader. It is our expectation that all students and families understand that we will do whatever it takes to create a responsible, respectful, and safe school environment that promotes positive school achievement and culture.

When students arrive at the building, cell phones should be turned off and placed in the student's backpack or locker. At no time during the day should students have their phone on their person. If a cell phone is used or seen during school, it will be taken from the student and held in the dean's office in a locked cabinet until the parent/guardian comes to the school to pick it up. Parents will be responsible for picking up confiscated cell phones from the Dean of Students between the hours of 3:30 p.m. - 4:30 p.m.

*Please note: CLA is not responsible for cell phones (or other electronic devices) that are brought to school and if the phone is broken or misplaced, the school cannot be held responsible.*

## Dress code

The purpose of the CL dress code is to create a professional, safe, and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day, including after-school activities. Students participating in after-school sports and activities will receive uniform information from their coaches/advisors. Students are required to wear the CL uniform Monday-Friday, unless otherwise noted.

### The uniform includes:

- Solid black or purple school-issued polo shirts with CL's logo
- Khaki pants with belt loops
- Students may wear a plain, khaki skirt that falls at or below the knee and wear shorts under skirts on days designated for physical activity.
- Hard-soled shoes including sneakers (no slippers, or sandals). Shoes must be flat (no heels) and not reach above the knee. Slippers and sandals are also not permitted on special no-uniform days.
- CL logo zip-up hoodies or fleeces may be purchased and worn over CL polos as needed/wanted.
- Cardigans, fleeces, sweaters, and hoodies are permitted if they are **solid** black, white, gray, or purple. Students must wear the CL polo under the sweater, and the polo collar must be visible. Hoods must remain down in the school building and indoors at school events.
- Students may wear solid black, white, gray, or purple long sleeve shirt under their polos.
- Winter coats are not permitted to be worn during the school day in class.
- Students must present a neat, professional appearance in order to be considered in uniform. This includes the following:
  - One button is permitted to be open on polo shirt.
  - Black or brown belts with a small buckle (no designs, decorations, or words) should be worn as needed to prevent pants from sagging.
  - Socks must be worn underneath pant legs.

### Other dress-code considerations:

- Professional dress: In certain situations, more or less professional dress may be acceptable. For example, when meeting with guest experts, students should dress more professionally than they might on an average school day. There may be days and times during the school year that the CL hoodies/fleeces may not be worn or certain color polos are requested to be worn. Additionally, less formal attire is permitted at certain school events like dances; information regarding the dress code for special events is sent home in advance of each event.
- Head coverings: Hats, bandanas, and scarves are not permitted to be worn inside the school building. Hair accessories such as headbands are permitted as long as they do not contain any inappropriate language or images. Head coverings for religious reasons are permitted.
- Students are not permitted wear denim pants or sweatpants.
- Students are not permitted to wear underclothes that can be seen (undershirts must be solid

black or white T-shirts). No underclothing should be visible, including, but not limited to, panties, boxers, briefs, brassieres, slips, sports bras, t-shirts with graphics, and undershirts.

- For health, safety, and in order to minimize distractions, only conservative jewelry is permitted. Some necklaces of any material, bracelets, rings, earrings, nose rings, piercing and anklets may be prohibited, if deemed a health and safety risk. Earrings should not dangle. No earrings, including hoops, should be larger than a quarter.
- Students are not permitted to wear fake tattoos, display real tattoos, or draw on arm. Tattoos are considered distracting to the educational environment and must not be visible.
- Hair: The style is a parenting decision, but the inclusion of items into the hair must meet the following restrictions: the items may not be removed for any length of time during the day. The item must be very secure. If the hair includes any item or symbol that can be interpreted as portraying a particular viewpoint, that item must be removed. Students may not groom themselves during class or in any common spaces. Hairbrushes, combs, and other items used outside of the restroom, or that cause a trip to the restroom to be excessively long, will be confiscated. These rules are deemed necessary for both males and females for the purpose of health, safety, and the environment, and to maximize the educational process and progress.
- Swimsuits: All swimsuits must be one piece, cover the student fully, should not be transparent when wet or dry, and should not have openings that are revealing. All swimsuits must be pre-approved by an administrator.
- Hygiene: All students should wear deodorant. We do not have a shower facility. but students should apply deodorant before school and during the designated time following P.E.
- Purses/Backpacks: Students can bring small purses/backpacks, which they must store in their lockers. Purses/backpacks can only be accessed on the way to and from the restroom. Purses/backpacks may not be carried throughout the day or taken into classrooms.
- Other: All other items must be authorized in writing by the dean of students.
- During enrollment, parents sign a contract stating that they understand that their child may not be out of uniform without written permission from the school for any reason. There is no valid excuse for students to come to school without full dress-code compliance.

The **physical education uniform** is athletic shorts or athletic pants, school-appropriate T-shirt, socks, and gym shoes. Students can change into their PE uniform prior to PE class, or they can wear the uniform underneath their school clothes.

- Students have the option of purchasing a PE uniform, but it is not required.
- The school staff retains the sole right to interpret and enforce the school's dress code. Part of each student's PE grade is based on being in the proper PE uniform.

During homeroom, a CL staff member checks the student's uniform. The staff member ensures that students are wearing the proper attire; students with minor offenses will kindly be asked to make adjustments without consequence. The expectation is that by the time block one begins, all students are uniform appropriate. Students who clearly and/or repeatedly disregard the dress code (i.e., wrong shirt, high heels) may be assigned a restorative circle. If the dean determines that the student is wearing clothing grossly inappropriate for class, the student will not be permitted to attend class until proper clothing is brought to school. The student will be accountable for missed work.

## Safety and security

### General procedures

Student safety, along with providing an exceptional education, is our greatest concern. The following general procedures are intended to assure the safety and well-being of our students.

- All visitors to the school, including parents/guardians and volunteers, must report to the main office upon arrival to sign in using the School Check-in system.
- All volunteers and outside contractors must wear nametags provided by the main office.
- All students who leave school during the school day must be picked up and **signed out** in the main office so that we can identify the person to whom the student is released. Students are released only to those designated persons listed on their emergency forms.
- If someone other than a parent or guardian is to pick up a student from school, the parent or guardian must call the main office by 3 p.m.
- There is no supervision of students outside on our grounds before or after school. Therefore, students should plan to arrive at school between 7:30 a.m. and 7:45 a.m. each morning and leave school promptly at 3:30 p.m. dismissal unless they are eating breakfast (which starts at 7:30 a.m.) or participating in middle-school sports or an after-school activity (3:30 p.m.-4:30 p.m.).
- All parents who make appointments to visit their scholar's classroom will be escorted to and from the classroom. CL reserves the right to remove parents from a classroom if their visit is unsafe or unhealthy to the classroom culture.
- In the unlikely event that a parent or guardian demonstrates verbal or physical aggression toward a teacher, staff member, or student at CL, our administration will be contacted on the spot to de-escalate the situation; a written warning that asserts if similar aggression occurs a second time, the family will be required to be escorted by administration at all times when they are here. If there is a third instance of physical or verbal aggression, the family member will be served with an official "no trespass" letter that bans them from the school except by appointment to meet in the front office area with faculty and administration as appropriate.

## **Public conduct on school property**

Everyone at CL needs to feel safe, physically and emotionally. For that reason, we need to take swift and clear measures to protect students, faculty, staff, and families from inappropriate public conduct on school property.

Of course, no person shall assault, strike, threaten, or menace any child/adult or interfere with any activity conducted in or on the school premises, or unlawfully assault, strike, threaten, menace, follow, pursue, or lay hands upon a student or other person in or on CL premises, or on the way to or from school or school-sponsored activity. We strive for mutual respect and partnership, but in the rare instance that abusive behavior occurs, school officials have the authority to call a law enforcement officer if any individual violates this policy or other posted regulations, or does not leave school property when requested to do so. Repeated offenses will result in that person receiving written notification that they may not return to campus unsupervised or law enforcement will be called immediately. This policy exists for the safety of everyone at CL, and we know you want us to take every measure to keep your child safe.

## **Incident reports**

All student injuries will be reported to parents/guardians on a written incident report. A call will be made to the parent/guardian in the case of a student injury on the day that the injury occurs. Each incident report will be carefully reviewed by CL administration.

## **School safety plan**

CL has a Safety and Security Plan developed in cooperation with local law enforcement agencies. The plan defines the appropriate procedures for the protection and safety of our students, staff, and visitors. The school safety plan is located in the main office.

## **Safety drills**

Throughout the school year, students will be given safety instructions, including those for fire, tornado, and lock-down drills. The procedures for each drill are posted in the classrooms and practiced regularly. Students must remain silent and orderly so they can respond to the directions given by their teachers. Students who do not follow these requirements will receive a consequence. The drills are scheduled, conducted, and documented according to state and local mandates.

## **Playground use**

Students who are unsupervised on the playground before, during, or after school must follow CLA policies and will still receive consequences for their actions. Families may not allow their scholars to be picked up from the playground unsupervised. Those students will be escorted into the building and CLA dismissal procedures will continue to be followed.

When CLA students and staff are utilizing the playground, the following rules must be followed:

1. The playground is off-limits to CLA students unless supervised by a staff member.
2. Misuse of equipment is not allowed. All equipment must be used only as intended.
3. If a student is not in full view of the supervising adult, that student is in an “off-limits” area.
4. No eating/drinking on the playground.
5. No throwing snow.

### **Emergency closings and schedule changes**

To find out if CLA is closed for the day:

- Watch local television news stations 3, 5, 8, and 19.
- Visit our website ([www.citizensleadership.org](http://www.citizensleadership.org)) and check CLA’s facebook page
- CLA will robocall and Remind each family when school is closed. Please ensure your phone number and email are updated in the school database.

### **Specific tips for parents of middle-school students**

As a young adolescent, your middle-school child may encounter new situations with friends and peers that could be uncomfortable and unsafe. There are ways to be proactive to protect and support your child in these situations:

- Before you allow your child to visit another child’s home to study together, work on a project, or for fun, make sure there will be adult supervision. If you do not know the child or his/her family, call ahead of time to make sure this is the case. Provide your phone contact information to that adult so you can be reached in case of emergency.
- There may be times when your child is at a peer’s home and does not feel comfortable or safe due to various forms of adolescent limit testing (experimentation with illegal substances, sexual experimentation, or watching/listening to explicit or violent media). Although it is best to simply advocate against such limit testing, adolescents often feel embarrassed to admit their discomfort in front of their peers. Families can plan a “code” phrase that is used in this type of situation, so a child can call home and ask to be picked up as soon as possible. For example, your child can say that he or she needs to check in at a certain time to ask about a situation at home, and then comment that the specific situation requires him or her to be picked up immediately.

## **Bullying/Harassment**

All students have the right to an educational atmosphere that is free from verbal and/or physical abuse. Bullying is defined as physical or verbal mistreatment of a person where an imbalance of physical or psychological power is created with the bully being stronger (or perceived to be stronger) than the victim and which causes a disruption to the learning environment. Aggressive behavior or bullying is any behavior that may subject a student to insults, taunts, or challenges whether verbal or physical in nature (either isolated or repeated behavior), which are likely to intimidate and/or provoke a violent or disorderly response from the student being treated in this matter. This also includes the encouragement or prodding of other students to engage in these types of aggressive behaviors.

These behaviors are, but are not limited to:

- Physical: hitting, kicking, grabbing, spitting
- Verbal: name calling, racist remarks, put-downs, extortion
- Indirect: spreading rumors, wearing or possessing items depicting or implying hatred or prejudice, exclusion from peer group, taking and hiding or destroying another's papers or other possessions
- Written: threatening messages, notes, and/or graffiti
- Coercion: forcing other students into acts against their wishes

No student should accept being harassed/bullied by other student(s). Students should report any type of harassment/bullying by other student(s) to a teacher, counselor, or principal. Harassment/bullying includes threats, name-calling, intimidation, hazing and inappropriate touching, gestures, symbol display or verbal/non-verbal/written communication that makes a student feel uncomfortable or unsafe even if the person engaging in such behavior does not feel he/she is harassing/bullying. This includes harassment/bullying of a racial, sexual, or non-sexual nature. CL policies protect students from bullying, harassment, violence and discrimination with regard to actual or perceived sexual orientation and actual or perceived gender identity (updated in 2018 per CLA's student social justice club). CL investigates reports/instances of bullying, notifies the families of those involved, and follows the restorative practice process to repair harm that has been done.

## **Cyberbullying**

Cyberbullying is defined as bullying via the use of the Internet, interactive and digital technologies (such as computers, PDAs, etc.) and/or mobile telephones. The use of any school computer or electronic device for the purpose of cyberbullying is strictly prohibited. Cyberbullying using home-based or off-campus devices that results in a material and/or substantial disruption to the school and/or a true threat will constitute grounds for investigation as to whether or not the use violates applicable law or school rules. Should

misuse be determined, the student may receive disciplinary consequences appropriate for the frequency and severity of the violation. We encourage students and parents to notify the school administration of any incidents regarding bullying immediately.

Such behavior is considered harassment or bullying whether it takes place on or off school property including but not limited to:

- any school building or on any school premises before, during or after school hours;
- on any bus or other vehicle as part of any school activity;
- waiting at any bus stop;
- any school function, extracurricular activity or other activity or event;
- and any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools

## **Health and medical concerns**

A healthy child is more likely to be academically successful. Parents/guardians are asked to ensure that their child gets enough sleep, nutritious meals, and regular exercise. Parents should schedule regular visits to the doctor and dentist. We also ask parents/guardians to encourage their children to use protective equipment to prevent accidental injury (i.e., seatbelts, helmets, and other safety equipment for bike riding, rollerblading, and skate boarding).

We are not permitted to keep ill children at school. If a child's illness is such that he/she needs to return home, parents/guardians will be contacted according to the information contained on the Emergency Medical Form. Therefore, it is extremely important that the school office be informed of any changes of home or work phone numbers throughout the school year.

### **Required immunizations**

Students enrolled in the School are required to have, at the time of initial entry into School and at the beginning of each School year thereafter, written evidence on file that they have been immunized against diphtheria, tetanus, pertussis, poliomyelitis, measles (rubella), mumps, chicken pox, rubella, hepatitis B, and meningococcal disease, as required by Ohio law and applicable Ohio Department of Health regulations and guidelines (collectively "Laws").

Adequate written evidence of such required immunizations shall consist of a statement indicating that the Student has received the required immunizations, including the immunizations received and the date of receipt, signed by a licensed physician, an official from another school, a public health department, or the Parent. In the case of a Parent's statement,

the Principal, in his/her sole discretion, may require any other evidence as s/he believes is needed to determine compliance with this policy including, but not limited to, a physician's statement.

The School shall keep an immunization record for each student, available in writing to the student's parent or guardian. No later than October 15 of each year, the School shall report a summary of the immunization records of all initial entry students to the director of health using the prescribed online reporting form, which may be accessed on the following website: <https://www.odh.ohio.gov/odhprograms/bid/immunization/schdayca.aspx>.

In the event that (1) a Student has not received the required immunizations OR the Student is not "in the process of being immunized", and (2) the Student's Parent has failed to submit adequate written evidence of the required immunizations as set forth in this policy, the Student shall be permitted to remain in School for no more than fourteen (14) days after initial enrollment in the School or, for a student previously enrolled in the School, no more than fourteen (14) days after the beginning of the school year.

### **Accidents or medical emergency**

If a medical emergency occurs to a student at school, first aid will be administered and the parent(s)/guardian(s) of that student will be contacted immediately. If parent(s)/guardian(s) cannot be reached, a person listed on the student's health form (or emergency contact card) or the family physician will be contacted. If the situation warrants, the school will call Emergency Medical Services (911).

If there is a serious accident at school, parent(s)/guardian(s) of the affected students will be notified immediately and first aid will be administered. In the event that the parent(s)/guardian(s) cannot be reached, the family physician or persons indicated on health will be contacted.

### **Medication Policy**

To protect your child's safety, school administrators adhere to the following medication policy. Beginning in August 1996, it is required that both a parent's/guardian's and physician's signature are on file before any prescription or non-prescription medication is administered. This includes all medications including such over-the-counter products as Tylenol, Advil, Dimetapp, etc.

Although this may cause some inconvenience, we feel that this policy is best for the continued protection of your child, and must be followed. **If we do not have your written permission and the written permission of your physician, the medication will not be given.** Permission forms can be obtained by contacting the main office.

In order for your child to receive any medication at school:

- A written request must be obtained from the doctor and the parent/guardian. This request must include the name of the medication, dosage, time it is given during school hours, and duration.
- The medication must be in its original container and have a fixed label that indicates the student's name, name of medication, dosage, method of administration, and time of administration.
- When the empty prescription bottle is returned to you, please send the refill to school promptly.
- The medication and the signed permission forms must be brought to the school by the parent or guardian.
- Wherever possible, please include a photo of your child with the permission form.
- New permission forms must be re-submitted each school year, and are necessary for any changes in medication orders.
- If your child is taken off medication or will no longer receive it at school, please put your request in a dated, written note as soon as possible. If the medication is not picked up from the school office within 10 days, it will be properly disposed.

### **Child Abuse Policy**

As mandated by Ohio law, employees of CL who, in their official capacity, become aware or suspect that a child has suffered, or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect shall immediately notify the Cuyahoga County Department of Human Services (696-KIDS) and possibly the Cleveland Police Department in cases where child abuse is suspected. All CL staff will receive in-service training in child abuse prevention and intervention.

# Parent partnership: Involvement, communication, and culture of mutual respect

## Our Partnership

Thank you for choosing to partner with us in educating your child/children. We look forward to working with you this year to support your student. One of our guiding principles is the importance of mutual respect and cooperation. Parents/guardians and families are responsible for supporting school policies and decisions made by the administration and teachers. Additionally, your student will be most successful if you help us to ensure that he/she completes all assignments and if you actively monitor your student's progress. Further, we appreciate your full support of the high expectations of our "no excuses" school culture that is dedicated to providing a quality education for your children.

## Parental Involvement

Parents/guardians are a precious resource at CL. It is important for the school and family to build relationships. Communication and cooperation with the needs of the children in mind is our number one priority. Research consistently shows that parental involvement is a significant factor in children's school success. Parents'/guardians' attitudes toward their children's education strongly influence how their children regard school. You can make it clear through your daily words and actions that education takes a high priority in your family. Also, parents/guardians who show an active interest in their children's work make a positive difference. We urge families to participate as much as your schedule permits

## Parent Advisory Committee

Parents/guardians can get involved at CLA through the Parent Advisory Committee (PAC). PAC is developed by parents and includes the parent representative on the CLA Board. At PAC meetings, CLA administration presents its parent education program including information about Title Funding. These will be publicized through newsletters, fliers, on our website, and signs at the school. Parent input and advice is valued by the CLA staff, and the PAC plays an important role.

## Communication with teachers

Frequent and thoughtful home-school communication is a CL goal. Your scholar's teachers will give you their contact information and the best times to reach them. Teachers are expected to return your e-mail, text, or phone call within 24 hours during the week or after the first day back after a weekend. **Please allow 24 hours or a full weekend for a teacher to return your call.** If this does not happen, please inform the principal for assistance. If you want to meet in-person with a CL staff member, please schedule an appointment directly with that person. Typically, that person will be able to see you that day or the next day, and we are often able to accommodate

work schedules. Teachers are unable to meet in the morning without a scheduled appointment as they are preparing for the school day.

### **Mutual Respect**

As in any partnership, there may be some times when families and the faculty/administration do not agree on a particular issue. The keys to moving forward in those situations are (1) let us know when you have concerns, (2) be sure you get a full explanation of the situation, (3) understand and follow the school policies, and (4) exhibit mutual respect. Willingness from teachers/administrators/staff and families to listen to each other and understand each other's perspectives is critical to best supporting CL scholars. Verbal and physical aggression is simply not tolerated by students nor by adults within our community. Our goal is mutual respect, and we work hard to maintain that respect at a high level (see safety section).

In the unlikely event that a parent or guardian demonstrates verbal or physical aggression toward a teacher, staff member, or student at CL, our administration will be contacted to deescalate the situation; a written warning asserts if similar aggression occurs a second time, the family will be required to be escorted by administration at all times when they are here. If there is a third instance of physical or verbal aggression, the family member will be served with an official "no trespass" letter that bans them from the school except by appointment to meet in the front office area with faculty and administration as appropriate.





**Citizens  
Leadership**  
MIDDLE SCHOOLS

The following policies have been drafted in a more formal manner than the rest of this handbook as they deal directly with legal requirements of a public school. In some cases, they reiterate some of the policies discussed in the main body of this handbook, but they are included here to provide the legal specifics.

# Appendix

2020-2021

# **The CLA Special Education Model Policies and Procedures and Whose IDEA Is This?**

Citizens Leadership Academy strives to fulfill its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) through its adoption of Ohio Model Policies and Procedures. Copies of the Special Education Model Policies and Procedures are available in the main office; copies will be made upon request. All families will receive a copy of Whose IDEA Is This?, which summarizes the state's special education rules and reviews the Ohio Model Policies and Procedures.

## **Title I: Rights notification, policies and legal notices, parent participation, guidelines, student involvement, rights notifications, complaint procedure**

### **Title I Rights Notification**

In accordance with the requirement of Federal law, if the School receives Title I funds the School shall notify all parents that they may request, and the School will provide in a timely manner, the following information on the student's classroom teachers:

1. Whether the teacher(s) have met the State requirements for certification or licensure for the grade levels and subject areas in which they teach;
2. Whether the teacher(s) is teaching under any emergency or provisional status through which the State requirements have been waived;
3. Whether the teacher(s) is teaching in the field of discipline of their certification; and
4. Whether any paraprofessionals are providing services to their child(ren) and the qualifications of those paraprofessionals, where applicable.

In addition, the parents shall be provided:

- A. information on the level of achievement and academic growth of their child(ren), if applicable and available, on the required State academic assessments; and
- B. timely notice if the student is assigned to, or has been taught for more than four (4) consecutive weeks by, a teacher who does not meet applicable State requirements at the grade level and subject area in which the teacher has been assigned.

### Testing Transparency

If the School receives Title I funds, the School shall notify all parents of students that they may request, and the School will provide in a timely manner, information about the School's policy regarding student participation in any required assessments, including the School's policy and/or procedure for the parent to opt the child out of such assessment, where applicable and permitted by federal and state law.

The School shall make publicly available information about all State-required assessments and, if such information is available and feasible to report, any assessments required by the School, for each grade served. Such information shall be posted in a clear and easily accessible location on the School's website

or, if the School does not operate a website, the School shall post the information in a clear and easily accessible location in the building. Information about assessments shall include:

- A. the subject matter assessed;
- B. the purpose for which the assessment is designed and used;
- C. the source of the requirement; and
- D. if available, the amount of time students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating results.

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

### **Guidelines for Title I program parent participation**

The Title I coordinator/team shall make every effort to ensure that the parents of identified children are involved and engaged.

Each year, the Title I coordinator/team will contact the parents/guardians of identified children to explain the basis for the identification, the educational goals, the instructional strategies to be used, and the assessment instruments that will enable progress to be monitored. Each parent/guardian will have the opportunity to provide input as to the services his/her child will receive. This contact may be through a face-to-face meeting or a phone call.

The Title I coordinator/team shall hold at least one parent meeting each year to inform parents/guardians of the details of Title I services and to solicit their input.

### **Parent/guardian involvement policy**

1. A written notification letter will be sent to parents/guardians of children eligible for Title I services. A compact between parent/guardian, teacher, principal and student will be included with the notification letter.
2. An annual meeting will be held to provide an opportunity for parents to receive information about the Title I program and their right to be involved.
3. Information and activities for parents shall be provided in easy to understand language.
4. Conferences will be held at the same time the regular classroom teacher has a conference to discuss children's progress. Additional conferences will be held during the school year as needed.
5. Progress reports will be issued three times a year together with the regular report cards.
6. Title I teacher/team shall offer flexible and regular meeting opportunities for parents to be updated on their child's progress.
7. Title I teacher/team shall provide an explanation of what is being taught and the assessments used to measure student progress.
8. Title I teacher shall offer training for parents on how to help their child with reading, writing and mathematics at home.

### **Title I student involvement policy**

1. Students identified for Title I services will need to sign a compact between the Title I Coordinator/Team, parent/guardian, and Model Education Leader on expectations.
2. Students must maintain acceptable levels of behavior and effort in their regular classroom to continue with Title I services.
3. Students must come to Title I services ready to learn.
4. All homework assigned by the Title I Coordinator/Team must be completed and returned to the Title I teacher prior to returning for their next intervention session. If homework is not turned in, students may not be able to attend their next intervention session. Five missed intervention sessions during a trimester may result in removal from Title I services.
5. Students will work with the Title I team to set monthly learning goals. Goals that are not met will be evaluated and adjusted as necessary so the student can meet the goals.
6. Failure to abide with any of the Student Involvement Policies may result in removal from Title I services.

### **Title I policies/legal notices**

The CL governing board has adopted for parents with participating students, a parental involvement policy describing how CL:

- (a) Involves parents in the joint development of the LEA plan and in the process of school review and improvement (*20 USC 6318 [a][2][A]*)
- (b) Supports effective parental involvement at schools to improve student achievement and school performance (*20 USC 6318 [a][2][B]*)
- (c) Builds school and parent capacity for strong parental involvement (*20 USC 6318[a][2][C]*)
- (d) Coordinates and integrates Title I, Part A, parental involvement strategies with parental involvement strategies of other programs (*20 USC 6318 [a][2][D]*)
- (e) Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy (*20 USC 6318[a][2][E]*)

ORC 3313.472 Policy on parental and foster caregiver involvement in schools.

(A) CLA will work to build consistent and effective communication between the parents and foster caregivers of students enrolled in the school and the teachers and administrators. Parents and foster caregivers are encouraged to be actively involved in their children's or foster children's education and to be informed of the following:

- (1) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;
- (2) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;
- (3) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society.

(B) The state board of education shall adopt recommendations for the development of parental involvement policies under this section. Prior to adopting the recommendations, the state board shall consult with the national center for parents at the university of Toledo.

The school will comply with sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.421, 2313.18, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3313.472, 3313.50, 3313.536, 3313.608, 3313.6012, 3313.6013, 3313.6014, 3313.643, 3313.648, 3313.66, 3313.661, 3313.662, 3313.666, 3313.667, 3313.67, 3313.671, 3313.672, 3313.673, 3313.69, 3313.71, 3313.716, 3313.718, 3313.80, 3313.96, 3319.073, 3319.321, 3319.39, 3319.391, 3321.01, 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191, 3327.10, 4111.17, 4113.52, and 5705.391 and Chapters 117., 1347., 2744., 3365., 3742., 4112., 4123., 4141., and 4167. of the Revised Code as if it were a school school and will comply with section 3301.0714 of the Revised Code in the manner specified in section 3314.17 of the Revised Code. ORC 3314.03 (A) (11) (d)

### **Title I complaint procedure**

Complaints shall be directed to the Principal or his/her designee. Resolution of a complaint shall not exceed thirty (30) days. In accordance with regulations established by the Commission, the State Education Agency may extend the thirty (30) day limit due to exceptional circumstances.

Resolution of a complaint shall not exceed thirty (30) days. In accordance with regulations established by the Commission, the State Education Agency may extend the thirty (30) day limit due to exceptional circumstances.

Responsibilities of the Principal or his/her designee:

- A. The Principal or his/her designee must review the records, and, if necessary, request additional information within ten (10) working days.
- B. The Principal or his/her designee shall clarify the issues and attempt to resolve them.
- C. A complaint that is not resolved to the complainant's satisfaction within fifteen (15) working days shall be referred to the Board.

The Board shall appoint a hearing panel composed of the Principal or his/her designee, Board President and another member of the Board or the management company.

- A. It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.
- B. The hearing panel must keep official records of all proceedings.
- C. The complainant or complainant's representative will be given an opportunity to present evidence and question the parties involved.
- D. The Principal or his/her designee shall give written notice to the complainant of the panel's resolution of the complaint.
- E. The complainant has the right to appeal the resolution of the complaint to the State Educational Agency within thirty (30) days after receipt of the written decision.
- F. Actual expenses incurred, in accordance with the School's policies, may be a part of the local budget for the Title I program, subject to review and approval by the Board.

## **Title IX**

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

The Principal or his/her designee shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX. A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure."

### **Title IX Grievance Procedure**

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of student complaints. All attempts should be made to resolve grievances at the lowest level possible.

#### ***Level I- Informal Procedure***

If a student believes there is a basis for a grievance related to Title IX, his/her guardian may present the grievance to the Title IX Coordinator within fifteen (15) calendar days of the conduct alleged to be in violation of Title IX. The Title IX Coordinator shall investigate the alleged grievance. The Title IX Coordinator and the guardian shall meet in an effort to resolve the matter informally. The Title IX Coordinator shall make a decision on the grievance and shall give that decision orally to the guardian.

#### ***Level II- Formal Procedure***

If the student believes that there still is a basis for a grievance, his or her guardian may make a written statement of the grievance to the Board of Directors. This written statement must be filed within ten (10) working days of the date of the Title IX Coordinator's decision, and shall state the date and nature of the alleged grievance and the relief sought. If the grievant is a student, the Title IX Coordinator shall assist in preparing the written statement and assure it is timely filed. The Board of Directors shall make a decision on the grievance and shall give that decision in writing to the Title IX Coordinator and the guardian.

#### ***Level III- Office for Civil Rights***

If the guardian is not satisfied with the Board's decision, he/she may appeal it to the Office for Civil Rights. A student or guardian who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 55 Erievue Plaza, Room 300, Cleveland, Ohio 44114-1816. Any such written complaint must be filed within 180 days from the date of the alleged discrimination.

### **Section 504 of the Rehabilitation Act of 1973**

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

## **504 procedures and grievance procedures**

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

The Section 504 Grievance Procedure shall follow these steps:

1. The grievant will file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the Sec 504 officer within fifteen (15) calendar days of the conduct alleged to be in violation of Section 504.
2. The Sec 504 officer shall make all reasonable efforts to resolve the matter informally.
3. In the event the complaint cannot be resolved informally, the Sec 504 officer will investigate the matter and will provide a written copy of his/her determination to both parties.
4. The grievant may appeal the determination of the Sec 04 officer to the Board of Directors within ten (10) calendar days of the receipt of the Sec 504 officer's determination. The appeal shall be written and attached to copies of the original complaint and the written determination of the compliance officer. The Board or its designated committee may, in its discretion, convene a hearing at which the parties may present testimony and argument.
5. The Board shall provide both parties with a written decision.

## **34 CFR § 104.7 Designation of responsible employee and adoption of grievance procedures.**

### *(a) Designation of responsible employee.*

A recipient that employs fifteen or more persons shall designate at least one person to coordinate its efforts to comply with this part.

### *(b) Adoption of grievance procedures.*

A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part. Such procedures need not be established with respect to complaints from applicants for employment or from applicants for admission to postsecondary educational institutions.

## **CFR §106.8 Designation of responsible employee and adoption of grievance procedures.**

(a) Designation of responsible employee. Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.

(b) Complaint procedure of recipient. A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

## **Policy prohibiting discrimination**

Citizens Leadership Academy schools do not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation or disability in the operation of academic programs, activities, or employment policies. Citizens Leadership Academy complies with all applicable state and federal laws, including, but not limited to, Title IX (The Americans with Disabilities Act, or ADA) and Section 504 of the Rehabilitation Act of 1973. The harassment/grievance coordinator for compliance at Citizens Leadership Academy is the Principal or his/her designee.

## **Anti-harassment, intimidation, bullying, and sexual harassment policy**

The following policy must appear in any student handbook, and in any publications that set forth the comprehensive rules, procedures and standards for the School and students. Information regarding this policy must be incorporated into employee training materials:

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

"Harassment, intimidation, or bullying" means either of the following: 1) any intentional, written, verbal, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or 2) violence within a dating relationship. The definition of "harassment, intimidation or bullying" also includes the above-described acts that are electronically generated, stored or transmitted.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the bases of gender, religion, race, color, ethnicity, disability and/or other legally protected category. CLA policies protect students from bullying, harassment, violence and discrimination with regard to actual or perceived sexual orientation and actual or perceived gender identity (updated in 2018 per CLA's student social justice club).

The School reserves the right to discipline students' off campus behavior that substantially disrupts the School's educational process or mission, or threatens the safety or well being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior

invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials.

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and code of conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

All school personnel, volunteers and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Principal will provide the Board Chair with a written summary of all reported incidents. All School personnel, volunteers and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy promptly and in good faith.

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

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating, bullying, and cyber-bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying/cyber-bullying or retaliation from the offender or other parties.

Harassment, intimidation, bullying, and cyber-bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation, bullying, or cyber-bullying" will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e.*, detention, in- and out-of-school suspension, or expulsion) is a matter left in the professional discretion of the Principal. The following procedure sets forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation, bullying, or cyber-bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. Non-disciplinary Interventions: When verified acts of harassment, intimidation, bullying, or cyber-bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, bullying, or cyber-bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating, bullying, or cyber-bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.
2. Disciplinary Interventions: When acts of harassment, intimidation, bullying, and cyber-bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, bullying, or cyber-bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

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

To the extent state or federal funds are appropriate, the School shall require that all students enrolled in the School be provided with age-appropriate instruction of this policy annually, including a written or verbal discussion of the consequences for violations. The School may form a prevention task force and/or programs to educate students about this policy, such as holding an assembly on harassment, intimidation, bullying, and cyber-bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct. The School may also provide training, workshops, or courses on this policy to Staff and volunteers who have direct contact with students.

*R.C. §§ 3313.666, 3313.667, 3319.073*

### **Threats toward CL staff**

The CL schools will not tolerate any threats made to any staff or faculty member of the CL community. CL will never tolerate such acts from either students or parents/guardians. These acts include all forms of harassment. If such acts are made by either students or parents/guardians, CL reserves the right to take

severe action.

## **Corporal punishment and student restraint**

All teachers, administrators, non-licensed School employees and School bus drivers are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a student attending the School. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.

### **Discipline for students with special needs**

Disruptive behavior, as defined by school policy, by a student with disabilities will be managed in accordance with the student's individual education plan (IEP) and state and federal law. A student with disabilities will be subject to recommendation for expulsion as a habitually disruptive student only if the appropriate special education team has determined that the disruptive behavior is not a manifestation of the student's disability.

### **Suspension and expulsion policies**

The Dean of Students or Principal may suspend a student for up to ten (10) school days. The Principal may expel a student for up to eighty (80) school days, and in some instances one (1) year.

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

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

A student may also be expelled for a period not to exceed one (1) year for:

1. bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School Property;
2. bringing a knife to the School, onto School Property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the School or which the School is a participant;
3. possessing a firearm or knife at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto School Property by another person;
4. committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be

converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade that is capable of causing serious bodily injury.

The specific circumstances under which the Principal may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with The Individual with Disabilities Education Act;
2. the student was unaware that s/he was possessing a firearm or knife;
3. the student did not understand that the item s/he possessed was considered a firearm or knife;
4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. the student may be eligible for participation in an alternative program.

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

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

While serving an out-of-school suspension, the Board does authorize students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of tests and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work. Any student serving an out-of-school suspension shall be permitted to complete any classroom assignment missed due to the suspension and receive at least partial credit for the completed assignment; however, the student may receive a reduced assignment grade on account of the suspension. The School will not automatically award a failing grade on any complete assignment solely based on the student's suspension.

The Board also authorizes the Dean of Students or Principal to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Dean of Students or Principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extra-curricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity, are not entitled to notice, hearing or appeal rights.

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

The Board authorizes the Dean of Students or Principal the option to require a student to perform community service in conjunction with, or in place of a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto School Property.

The Board designates the Dean of Students or Principal as its representative at all hearings regarding the appeal of a suspension. Dean of Students or Principal, the Board's designee, will hear the appeal of an expulsion.

The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws.

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

**Per O.A.C. 3301-35-15 and ORC 3319.46 the School will follow all policies regarding positive behavioral methods and emergency safety interventions including seclusion and restraint. Please inquire at the School to read or obtain the full policy. The policy is also posted on the school's website (Policies & Resources - Breakthrough Public Schools (BPS) <https://breakthroughschools.org/policies/>).**

## **Due Process Rights**

### Suspension

The following procedure does not apply to in-school suspensions. The Dean of Students or Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written Notice of Intent to suspend will be given to the student, which contains the following:
  - a. The reasons for the intended suspension; and
  - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.
  
2. The student must be allowed an informal hearing before the Dean of Students or Principal to challenge the reasons for the intended suspension or otherwise explain his actions. The student is not entitled to call witnesses at this informal hearing.
  
3. Within one school day after the suspension is imposed, the Dean of Students or Principal or his/her designee shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the suspension. The notice must contain the following:
  - a. The reasons for the suspension;
  - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
  - c. The right to representation at all appeals;
  - d. The right to a hearing before the Board or its designee; and
  - e. The right to request that the hearing be held in executive session.

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

Suspensions imposed during the last ten days of the school year may be carried over into the following school year. However, only the Principal may impose a carryover suspension.

### Expulsion

Only the Principal or his/her designee may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Principal or his/her designee must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:
  - a. The reasons for the intended expulsion; and
  - b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Principal or his/her designee at the request of the student, his parent, custodian, guardian or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
  - c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Principal or his/her designee may seek permanent exclusion.
  
2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before

the Principal or his/her designee to challenge the reasons for the expulsion or otherwise explain his/her actions.

3. Within one school day after the expulsion is imposed, the Principal or his/her designee shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the expulsion. The notice must include the following:
  - a. The reasons for the expulsion;
  - b. Notification of the right to appeal to a committee of one or more members of the Board of Directors. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
  - c. The right to representation at all appeals;
  - d. The right to an appeal hearing before a committee of one or more members of the Board of Directors;
  - e. The right to request that the hearing be held in executive session;
  - f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Model Education Leader may seek permanent exclusion;
  - g. When the Principal or his/her designee expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

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

## **Suspension and expulsion policy for gang activities**

The school believes gangs or gang activity create an atmosphere that seriously disrupts the educational process. Students are prohibited from engaging in gang activities while at school, on school property, or at school-sponsored events.

At the CL schools, the term "gang" means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.

The term "gang activity" shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang.

A violation of this policy is grounds for suspension or expulsion from School.

## Student searches

As respect is one of our three school norms, CL recognizes that the privacy of students may not be violated by unreasonable search and seizure. In fact, the CL Board specifically directs that no student be searched without reason or in an unreasonable manner.

With regard to respect of student privacy, CL acknowledges the need for in-school storage of student possessions and we provide storage places for that purpose. On the other hand, the school has the right to search all property and storage areas used by students. The CL Board may require the Principal or his/ her designee to conduct a regular search at least annually of all such storage places.

Students have no expectation of privacy with respect to the use of the Internet, intranet or e-mail. Routine maintenance and monitoring of the school network system may lead to the discovery that a student has or is violating school protocols or the law, and such violations may result in severe penalties, up to and including expulsion.

As CL teachers and administrators are charged with the responsibility of safeguarding the safety and well-being of the students in their care, they may search the person or property of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school protocols.

Here are specifics of search and seizure policies covering up to the most extreme circumstances, as outlined by law:

### Search and Seizure of Property:

1. *School lockers, desks, and property are on loan to the students and remain the property of the school. They may be inspected and reclaimed at any time.*
2. *Students must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks or desks.*
3. *Students must open their lockers at the request of school officials.*
4. *When on school grounds, students and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the student has violated or is violating the law or School rules.*
5. *A student shall have the opportunity to be present during the search of his or her locker, desk, or other property unless the student is absent from School or the safety or welfare of the School or an individual necessitates a search during the student's absence.*

The search of a student's person or intimate personal belongings shall be conducted by the Principal or his/her designee. This person should be of the student's gender and conduct the search in the presence of another staff member of the same gender. However, no strip searches may be conducted by school personnel. This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the School.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the school has established a zero tolerance for alcohol use.

The school also authorizes the use of canines, trained in detecting the presence of drugs, when the Principal or his/her designee has reasonable suspicion that illegal drugs may be present in the School. This means of detection shall be used only to determine the presence of drugs in locker areas and other places

on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

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

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

## **Complaints about student discipline**

The school administration and the Board of Directors work in conjunction to hear and resolve any complaints. In the event of a complaint regarding student discipline, both the school administration and the Board encourage the complainant to address the problem directly with the staff member involved. If the complainant is dissatisfied with the resolution proposed by the staff member involved, or if such resolution is not practical under the circumstances, he or she should schedule a meeting with the Principal or Dean of Students. If an individual believes that the school has violated any applicable laws or regulations, or if he or she is unsatisfied with the results of the above process, he or she may file a formal, written complaint with the Board of Directors. After receiving the complaint, the Board will respond in writing to the individual within 30 days.

## **Internet Acceptable Use Policy**

*The following is a formal description of the CL Internet Acceptable Use Policy. All members of the community will be expected to sign a pledge to abide by this policy. Failure to abide by this policy may render a student, staff member, or faculty member ineligible to use the School's computer facilities and may bring additional disciplinary action.\**

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

**Failure to adhere to this policy and the guidelines below will result in disciplinary action.**

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

1. Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; using other users' e-mail addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability,

religion, national origin or physical attributes via the Internet or technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law.

3. Accessing profanity, obscenity, abusive, pornographic, and/or impolite language or materials, accessing materials in violation of the Student Code of Conduct. A good rule to follow is to never view, send or access materials that you would not want your instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems or computer networks (for example, the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the Technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
  - any activity that requires an exchange of money and/or credit card numbers;
  - any activity that requires entry into an area of service for which the School will be charged a fee;
  - any purchase or sale of any kind; and
  - any use for product advertisement or political lobbying.
8. Neither the Internet nor any other technology may be used for any purpose that is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous, and thoughtful when using technology and the Internet. Common sense should prevail. Use of the School computer network system should be in support of education and research, consistent with the educational mission or objectives of the School and in accordance with federal law, Ohio law, and the student code of conduct.

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

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

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

*\* Policies specific to use of tablets that can be taken home will be communicated at or before distribution of such devices.*

## School property

CLA expects students to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment including all technology,\* books and any other material possessions of any CL school. Intentional actions to damage or harm school property may lead to a suspension or an expulsion hearing. Should the damage be deemed as an unintentional/minor act, students may be given the option of reimbursing the school and/or completing community service determined at the discretion of CL.

Students may be provided with school textbooks and novels. Students must maintain these books in good condition throughout the year. Damaged or lost books will be the responsibility of the student and must be paid for based upon an amount assessed by the school. Report cards and transcripts may be held if book fees are not paid.

*\* Policies specific to use of tablets that can be taken home will be communicated at or before distribution of such devices.*

## Personal property

All property brought to school is brought at the owner's risk. CL does not assume responsibility for any property belonging to students. Distracting or inappropriate objects will be taken from a student, and a parent will be required to pick up the item from an administrator. Students should not bring large sums of money to school.

## Electronic devices\*

While on school property, in a School vehicle, or while attending School-sponsored or School-related activities, whether on or off School property, Students shall not be permitted to possess and use electronic devices, including, but not limited to, cellular phones, tablets, beepers, etc.

1. Devices shall not be used in a manner that disrupts the educational process, or educational mission including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the student to do otherwise, devices shall be turned into the dean's office for the duration of the school day.
2. When students violate this prohibition, they shall be subject to disciplinary action. In addition, an administrator may confiscate the device, which shall be returned only to the student's parent. All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the school becomes aware of other misuse of the device, or has a reasonable suspicion of other violations of school policy, the student may be disciplined for additional violations of this or other school policies. In other words, a student loses his/her privacy rights in the device and information contained in the device, once a school policy is violated and the device confiscated so long as the school has a reasonable suspicion of misuse.
3. Students are responsible for devices they bring to school. **The school shall not be responsible for loss, theft, or destruction of devices brought onto school property unless school protocol has been followed.**
4. Students shall comply with any additional rules developed by the school concerning appropriate use of electronic communication devices.
5. Students shall not utilize an electronic communication device in a manner that would violate the School's Technology and Internet Acceptable Use Policy or its student code of conduct.
6. Examples of types of prohibited behavior involving electronic communication devices include, but are not limited to:

- a. text messaging on or off school property during school hours to or from a student on School Property;
- b. sexting, which is the act of sending sexually explicit messages or photographs, primarily between mobile phones or other electronic communication devices;
- c. using digital cameras or camera phones to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another person via email, to another camera phone or by posting it on the web;
- d. using digital cameras, camera phones, or any other device to cheat on examination;
- e. playing digital games;
- f. using digital cameras, camera phones, or any other device to harass or bully another.

*\* Policies specific to use of tablets that can be taken home will be communicated at or before distribution of such devices.*

## **Lost and found**

The school's lost and found is located in the dean's office. Items not claimed within a semester are donated to charitable organizations.

## **School supplies**

It is the responsibility of students to come with appropriate materials to school. Families may receive a school supply list at the end of July. If circumstances make this impossible, parents/guardians should speak with the dean of students.

## **Student records**

The CL schools maintain important information files on each student. Parents and guardians have the right to inspect and review the student's education records within forty-five (45) days of the receipt of a request for access to such records. Such requests must be in writing and the school shall make arrangements for access to such records and shall notify the parent or eligible student of the time and place where such records may be inspected. School officials may obtain access to your records for educational purposes only. All individually identifiable educational information is confidential except for "directory" information. Directory information includes the student's name, date of birth, dates of attendance, degrees, and other honors awarded.

## **Release of photographs and other information**

CL will periodically create publications to highlight student achievement, school life, and school events, and will maintain a website with this information. These publications and websites will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the school. From time to time, the school may also get media requests to highlight the school and its students. During the mandatory parent orientation, each parent/guardian will be provided with a student photo/information release form. The school will honor these forms, such that student photographs will be included in publications only if the parent/guardian has granted permission.

## **Distribution of published materials or documents**

Unless a student obtains specific prior approval from the Principal or his/her designee, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may

not be posted, sold, circulated, or distributed at school or on campus. Materials displayed without this approval will be removed.

## **Commerce**

Students may not sell articles on school property without permission from the Principal or his/her designee. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission from the Principal or his/her designee.

## **Food service**

The CL schools provide breakfast and lunch service for its students. The school participates in the National School Lunch Program, which provides free or reduced price breakfasts and lunches as well as free milk to eligible students. Tables describing eligibility and applications to participate in the program will be provided at the mandatory parent orientation. Breakfast is served from 7:15-7:35 a.m. and is optional for all students. Students must arrive at school by 7:30 a.m. to eat breakfast.

## **Birthday celebrations**

CL supports students' emotional growth by celebrating their achievements. Most of these celebrations take the form of school-wide events that celebrate student academic achievement and character growth. To maintain the structure and consistency of the school day and to preserve sacred learning time, CL allows for the celebration of birthdays only during crew or lunch. Families can send in a small birthday treat that is pre-divided into individual servings. Examples of appropriate birthday treats include cupcakes, cookies, or donuts.

## **Admissions policy**

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as "at risk" in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have first preference for a position; Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School's total enrollment.

## **Enrollment procedures**

### **Step one: Parent information sessions**

All parents are required to attend one parent information session. At these sessions, interested families will be given a registration packet, which clearly indicates what forms and materials must be submitted for an application to be considered complete.

### **Step two: Registration process**

Once a complete enrollment packet has been submitted to a CL school, you will be sent a letter confirming its receipt. If during the open enrollment period, you will be provided with a randomly selected number to be used in a lottery, should one be necessary. At the end of the open enrollment period, if the number of applicants is fewer than the number of spaces, all students whose families have submitted a complete enrollment packet will be accepted as a student in the incoming class at CL. If the number of applicants exceeds the number of spaces, we will have a lottery and applicants will either receive notification of acceptance into the school or a number on our waiting list. Prospective families who contact CL and submit a completed enrollment packet after the conclusion of the lottery will be automatically added to the waiting list. If a lottery is not required, families that submit a completed enrollment packet after the open enrollment period will be registered on a first-come first-serve basis. Once we have reached capacity, we will create a waiting list for all interested families.

### **Step three: Parent intent form, mandatory parent and student orientation**

Once families have been notified that their child has a spot in the class, parents must return a form indicating their intent to enroll their child in CL. This form must be returned within two weeks of notification. Parents will also be notified of dates for the mandatory parent orientation sessions (several sessions throughout July and August) and the student orientation week. These sessions are mandatory and are designed to allow for a smooth transition to CL for both students and families.

**Failure to complete all of these steps within the specified time frame could result in the transfer of your child's space to the next child on the waiting list.**

## **Vacancies**

To fill any vacancies, separate waiting lists are maintained for each grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. CL reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill a vacancy, the school contacts the parent or guardian of the student next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list are maintained by the school.

## Withdrawal from the school

The CL schools are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. When parents withdraw their child from the school they should schedule a meeting with the principal to fill out the withdrawal form. Students who miss 72 consecutive hours of school without notifying the school are subject to being un-enrolled. A student who attends another school is subject to being un-enrolled from CL. The school ensures the timely transfer of any necessary school records to the student's new school.

## Notice to home schoolers (ORC. 3314.041 & 3321.04)

The Citizens Leadership Academy schools are community schools established under Chapter 3314 of the Revised Code. The school is a public school, and students enrolled in and attending the school are required to take state achievement tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. If a parent chooses to home school after enrollment at CL, they must officially withdraw the child and report their intentions to their local school for approval. In addition, parents need to provide documentation from their local school executive director to CL so that proper procedures for recording excused absences from school may be followed. **For more information about this matter, contact the Ohio Department of Education.**

## Child Find policy

Schools across the state of Ohio are participating in an effort to identify, locate, and evaluate all children birth through 21 years of age who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech, or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, mental retardation, other health impairments, physical impairments, and traumatic brain injury. Public schools have responded vigorously to federal and state mandates requiring the provision of a free appropriate public education regardless of a child's disability. But before schools can serve children, they must identify the disability. Parents may not be aware their child has a disability or that there are programs and services available.

Parents and children have certain rights in this process, which will be explained in detail by the school.

Schools are interested in identifying, locating, and meeting the needs of children with disabilities, including homeless, migrant families, and preschoolers. If you know of any child who may have a disability, contact your local public school or school for more information or help.

## School prayer

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

# Protection of Pupil Rights Amendment (PPRA) and student surveys

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of -

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Citizens Leadership Academy has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Citizens Leadership Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Citizens Leadership Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Citizens Leadership Academy will make this notification to parents at the beginning of the school year if the School has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

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

# Identification of Transgender Students and Gender Transitioning Students

Any assertion made to the School by a student or parent(s) that a student is transgendered will be accepted on case-by-case basis, though acceptance shall not be unreasonably withheld if the School has no reason to believe that the assertion was based on anything other than a sincerely held belief. The School shall not require any medical or mental health diagnosis or treatment threshold as confirmation of a student's transgender status. Once the School has accepted a student's transgender status, the School shall take immediate steps to ensure that a transgender student is treated consistent with the terms of this policy.

At the request of a parent or student, the Principal or his/her designee shall meet with the parent(s) and/or student to discuss the School's role in supporting a student's gender transition. Students may choose to have their parents participate in the gender transition process, but parental participation will not be required. The School will strive to create a safe and accepting learning environment even if the student's family is unsupportive of a student's gender transition. Transgender students may initiate their gender transition at any time.

## Confidentiality and Official Records

The following information shall be kept confidential and shall not be disclosed unless legally required or expressly authorized by the student or the student's parent or guardian:

1. Student's sex, including transgender status;
2. Student's birth name or sex assigned at birth;
3. Medical information related to student's transgender status or gender transition;
4. Other records that may reveal a student's transgender status.

The School shall comply with all legal requirements to use a student's legal name, sex and/or gender pronouns on all official School records. To the extent that it is permitted by law, if a student legally changes his/her name, the School shall permit a student's official educational record to be amended to reflect that change upon receipt of a parental request or a request from an eligible student who has reached the age of eighteen (18).

## **Peanut or Other Food Allergies (R.C. 3313.719)**

The School recognizes that food allergies, in some instances, may be severe and even life-threatening. The School has adopted this policy to create a framework for accommodating students with peanut and other food allergies and to reduce the likelihood of severe allergic reactions of students with known food allergies while at School. This food allergy policy shall be developed based on input from a committee made up of community members such as parents, school nurses, and other school employees, school volunteers, students, and community members.

## Parent/Student Responsibility

1. Parents of students, or students age eighteen (18) or older, with food allergies must provide written notification to the Principal of such allergies at the beginning of each School year.
2. Parents of students with life threatening food allergies must provide the School with emergency medications, execute an Emergency Medical Authorization Form, found in Appendix 406-B, and cooperate with the School to formulate a Food Allergy Action Plan as described below.
3. Parents are responsible for educating their child on managing his/her food allergy at School, including, but not limited to, identifying "safe foods," by reviewing the weekly lunch menu together, and discussing the vigilance required to self-monitor food products sold at athletic events or special student sales, foods

brought for potlucks or classroom celebrations, or foods served on School-sponsored trips.

### School Responsibility

1. The School must cooperate in the development of a Food Allergy Action Plan for students with life threatening allergies. The Food Allergy Action Plan must address what actions will be taken to avoid exposure at School and what actions will be taken in the event of exposure. The Plan shall be developed through consultation between the School nurse (if any) (or other School staff or person if none), the student's parents, and the student's physician or allergist. Once created, this Plan should be reviewed and updated annually by the School, the student's parents, and the student's physician or allergist.
2. The School will share the Food Allergy Action Plan developed with appropriate School staff.
3. With the consent of the student's parents, a Food Allergy Action Plan may provide a mechanism for the School to notify the student's classmates and/or a student's classmates' parents of a life-threatening food allergy in the classroom.

## **Homeless Children and Youth and the McKinney Vento Homeless Assistance Act**

### *Definition*

- A. Homeless Children and Youth. Homeless children and youth are defined as children and youth who lack a fixed, regular, and adequate nighttime residence. This term includes children and youth who are:
- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters;
  - abandoned in hospitals;
  - awaiting foster care placement, until December 10, 2016;
  - children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
  - children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
  - migratory children who qualify as homeless because they are living in circumstances described above; or
  - children displaced from their housing during naturally occurring disasters. When children and their families are displaced from their housing as a result of a natural disaster, there is often a period of instability in which various private organizations and local, State, and Federal agencies provide assistance. The School should determine such children's eligibility for McKinney-Vento services on a case-by-case basis. In making this determination, they should take into consideration the services that are available through these other sources.
- When determining if the setting in which the family, child, or youth is lives is "substandard housing," the School may consider whether the setting is substandard due to a lack of fundamental utilities such as water, electricity, or heat; infestation with vermin, pests or mold; lack of basic functional parts of a home, such as a working kitchen, working toilet, or working shower; or, the presence of unreasonable dangers to adults, children, or persons with disabilities. If a child or youth's living situation does not clearly fall into the situations described above, the School should consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Incarcerated children and youth and children and youth in foster care are not considered homeless.

- B. Unaccompanied Youth. The term “unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian. This would include youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing, children and youth denied housing by their families, and school-age unwed mothers living in homes for unwed mothers who have no other housing available.
- C. School of Origin. The school of origin is the school that the child or youth attended when permanently housed, or, the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, the term “school of origin” will include the designated receiving school at the next grade level for all feeder schools.

## II. School Liaisons for Homeless Children.

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

School liaisons help to ensure that:

- Homeless children and youth are identified by school personnel and through outreach and coordination activities with other entities and agencies;
- Homeless students are enrolled in, and have a full and equal opportunity to succeed in, the School;
- Homeless children, youth, and their families have access to and receive educational services for which they are eligible, including services through Head Start, programs, early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA), and preschool programs administered by the School;
- Homeless children, youth, and their families receive referrals to health, mental health and substance abuse, dental, housing, and other appropriate services;
- Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Parents or guardians of homeless children and youth, and unaccompanied youth, are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Enrollment disputes are mediated in accordance with the requirements of this policy and the McKinney-Vento Act;
- Public notice of the educational rights of homeless students is disseminated to locations frequented by parents or guardians of homeless children and youth, and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to them;
- Immunizations or medical records are obtained;
- Staff is trained on the requirements regarding immediate enrollment and receive professional development and other support;
- Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as are established for other children and youth, including through implementation of this Policy, and are informed of their status as independent students and that they may obtain assistance from the liaison to receive verification of that status for purposes of the Free Application for Federal Student Aid (FAFSA);
- Policies are reviewed to ensure that they comply with this Policy;
- Affidavits of residence or other forms replace typical proof of residency without creating barriers or delaying enrollment;
- School-based immunization or other opportunities for on-site immunizations are arranged;
- Community-based or public agencies are contacted who may provide school uniforms;
- School records are accepted directly from families and youth;

- Previous schools are contacted for records and assistance with placement decisions;
- Short-term educational assessments place students immediately while awaiting complete academic records;
- Families and youth are communicated with in a language they understand or in an accessible format, as appropriate, of their right to attend either their school of origin or local school;
- Staff places homeless children and youth and identifies and serve disabilities in accordance with the IDEA;
- The School works with State Coordinators for the Department of Education concerning the provision of education and related support services to homeless children and youth, including collecting and providing reliable, valid, and comprehensive data;
- Understandable forms are written and accessible explaining decisions and rights to appeal; and
- Follow-up is timely concerning special education, language assistance, referrals, and services.

School liaisons may be able to identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should work with school personnel, who can inquire, at the time they are enrolling homeless children and youth in school, whether the family has preschool-aged children.

### III. School Placement and Enrollment.

The School shall make school placement determinations on the basis of the “best interest” of the homeless child or youth and shall:

- Continue the child’s or youth’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or
- Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
- In determining a child’s or youth’s best interest, the School must presume that keeping a homeless child or youth in the “school of origin” is in the child’s or youth’s best interest, unless doing so is contrary to the request of the youth’s parent or guardian, or the unaccompanied youth. The School must consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the parent or guardian or the unaccompanied youth. The School should also consider the placement of siblings when determining the best interest of the child.
- In the case of an unaccompanied youth, the School must ensure that the school homeless liaison assists in placement or enrollment decisions, gives priority to the views of the youth, and provides notice to the youth of the right to appeal the placement decision.
- If the School determines that it is not in the child’s or youth’s best interest to attend the school of origin or a school requested by the parent, guardian, or unaccompanied youth, the School must provide a written explanation of the reasons for its determination to the parent, guardian, or unaccompanied youth, together with information regarding the right to appeal the placement decision.

If a School is selected on the basis of a “best interest determination,” it must immediately enroll the homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, birth certificates, or other documentation), has missed application or enrollment deadlines during any period of homelessness, or is subject to outstanding fees or fines, or excessive absences. The School must immediately contact the school last attended by the child or youth to obtain relevant academic or other records. If a child or youth needs to obtain immunizations or other required health records, the School must immediately refer the parent or guardian, or the unaccompanied youth, to the school homeless liaison, who must assist in obtaining the immunizations, screenings, or records. The records must be maintained so that they are available in a timely fashion when the child enters

a new school or school district.

#### IV. Placement Disputes between a School and a Parent.

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

The School must provide the parent, guardian, or unaccompanied youth with a written explanation of any decisions related to school selection or enrollment made by the school or the Ohio Department of Education and the appeal rights. The School must refer the unaccompanied youth, parent, or guardian to the school homeless liaison, who must expeditiously carry out the dispute resolution process.

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

1. Disputes should be resolved at the administrative, if possible;
2. If other Schools are involved, representatives from all involved schools and the State should be present to resolve the dispute;
3. A State-level appeal process, involving the State coordinator, should be available for appeals and resolution of inter-district disputes;
4. The dispute resolution process should be as informal and accessible as possible, and allow for impartial and complete review;
5. Parents, guardians, and unaccompanied youth should be able to initiate the dispute resolution process directly at the school they choose, as well as with the homeless liaison's office;
6. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their position;
7. Students should be provided with all services for which they are eligible while disputes are resolved;
8. Written notice should be complete, as brief as possible, simply stated, and provided in a language the parent, guardian, or unaccompanied youth can understand. The notice should include:
  - a. Contact information for the School homeless liaison and State coordinator, with a brief description of their roles;
  - b. A simple, detachable form that parents, guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process. (The School should copy the form and return the copy to the parent, guardian or youth for their records when it is submitted);
  - c. A step-by-step description of how to dispute the School's decision;
  - d. Notice of the right to enroll immediately in the school of choice pending resolution of the dispute;
  - e. Notice that "immediate enrollment" includes full participation in all school activities;
  - f. Notice of the right to appeal to the State if the School-level resolution is not satisfactory; and
  - g. Timelines for resolving School- and State-level appeals.

#### V. Prohibition against Segregation.

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

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

#### VI. Transportation.

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

- If the homeless child or youth continues to live in the area in which the school of origin is located, that School must provide or arrange for the child's or youth's transportation to or from the school of origin.
- If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another local educational agency (LEA), the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

#### VII. Comparable and Coordinated Services.

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

#### VIII. Privacy.

Information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information.

# CLA Student and Family Handbook Signature Page

By signing below I verify that I have received this handbook and as a member of the CLA community, I will do my best to abide by everything included.

Student's Name/Signature

\_\_\_\_\_ / \_\_\_\_\_

Parent's Name/Signature

\_\_\_\_\_ / \_\_\_\_\_