



**Citizens
Academy**
ELEMENTARY SCHOOLS



**Citizens
Leadership**
MIDDLE SCHOOLS

Citizens Academy & Citizens Leadership Academy

2022-2023 Student & Family Handbook

BREAKTHROUGH



PUBLIC SCHOOLS

Dear Students and Families,

On behalf of the Citizens Academy schools and the Breakthrough Public Schools network, we would like to welcome you to the 2022-2023 school year!

We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential. We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. We look forward to a very positive and productive year together!

We highly value school/home communication at the Citizens schools because it plays an integral role in each student's success. We desire and encourage our guardians to be aware of their child's studies, assignments, assessments, and school activities. Maintaining consistent school/home communication will also keep you fully informed regarding standards related to appropriate behavior for a safe and productive school year. And since we can't all be together to start the year, now more than ever it will be critical that we keep all lines of communication open and that we work to find out what works best for you when it comes to receiving and sharing information. We rely on a variety of methods – primarily including phone calls, emails, text messages, and website/social media postings. Please check these channels regularly and make sure the main office has updated contact information at all times.

In the following pages, you will find a lot of information that you should read through carefully. Please familiarize yourself with as many details as possible, so that you will be well informed and active in the continued development of your student during this academic year.

It is our pleasure to serve you, and we look forward to seeing you soon!

Agnes Aleobua, Principal of Citizens Academy and Citizens Leadership Academy Glenville
Leah Martello, Principal of Citizens Academy Southeast
Emily Rogoff, Principal of Citizens Leadership Academy Southeast

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Introduction

This handbook addresses the philosophy, policies, and procedures for students, guardians and staff of the Citizens Academy and Citizens Leadership Academy schools.

Mission Statement

Our mission is to produce learners who exemplify academic excellence and responsible citizenship.

Vision Statement

Our vision is that all students will graduate from college and become productive and civically engaged members of society. We value:

- High academic and behavioral expectations in an environment that is intellectually stimulating, meaningful and engaging.
- A virtue-centered environment that fosters respect, responsibility, honesty, generosity, courage, perseverance and loyalty.
- Comprehensive mutual support among students, guardians/families and staff.
- A learning community characterized by collaboration and continuous improvement.

To accomplish our mission and vision, we enlist our guardians/families as partners in learning. Our school operations are outlined in this document; our goal is to share policies and procedures that will enhance the partnerships between the school staff and our guardians/families.

Throughout the school year, we will revisit, adjust or add to this document. Families and students will be notified of any changes.

Policy Prohibiting Discrimination

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category.

The following person has been designated to handle inquiries regarding non-discrimination policies:

Chief Talent Officer
Breakthrough Charter Schools
3615 Superior Ave. Bldg. 44, Suite 4403A
Cleveland, OH 4411444108
(216) 456-2086

All of our schools comply 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 at the Citizens Academy and Citizens Leadership Academy Schools is the Principal.

General Information

American with Disabilities Act (ADA) Facilities

Barrier free access to school facilities or an alternative means of providing services shall be provided as required by law so that no individual with a disability is excluded from participation in a school program solely by reason of their disability. The school will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Attendance

Students enrolled at our schools must attend school regularly in accordance with the laws of the State. The educational program offered by the school is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A guardian must contact the School whenever a student is absent.

Excused Absences - Absences due to the following are considered excused:

- Personal physical illness that prevents the student's attendance at School (at the discretion of the Principal or their designee, a written statement from a physician may be required).
- Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or their designee, a written statement from a physician/mental health professional may be required).
- Illness in the family necessitating the presence of the child (at the discretion of the Principal or their designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
- Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
- Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or their designee determines that a longer absence is reasonably necessary).
- Medical or dental appointments (at the discretion of the Principal or their designee, a written statement from a physician confirming the appointment may be required).
- Observance of religious holidays consistent with the child's truly held religious beliefs.
- College or university visits (at the discretion of the Principal or their designee, verification of the date and time of the visit may be requested).
- Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
- Absences due to a student being homeless.
- The existence of an emergency condition at home such as absence, illness, or death of the guardian.
- Necessary work in a family business (after proof of necessary absence is provided to the Principal or their designee).
- Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or their designee).

- An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities without excuse will be automatically withdrawn from the School, unless the student's absence is excused. Otherwise, a guardian may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or their designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Principal or their designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Principal or their designee shall notify the the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Principal or their designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Principal or their designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Principal or their designee.

Tardiness

A student is tardy when they are more than five (5) minutes late for school or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School will track tardiness and early dismissals to the nearest completed 30 minutes (not to exceed sixty (60) minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

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.

Truancy and Absence Intervention Strategies

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from

School, the school attendance officer shall notify the student's guardians of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. The student was enrolled in another school;
2. The student's absence was excused in accordance with applicable law or policy; or,
3. The student has received an age and schooling certificate.

If the student is habitually truant and the student's guardians have failed to cause the student's attendance, the School will assign the student to an **Absence Intervention Team ("AIT")** within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's guardian, 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 guardian, guardian, or custodian's (for the purposes of this policy, "guardian") participation on the AIT. If the guardian responds to attempts but is unable to attend, the School will notify the guardian of the right to participate by designee. In the event the guardian does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT 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 the student's guardian with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the guardian and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a guardian to attend family involvement programs;
4. Requesting or requiring a guardian to attend truancy prevention mediation programs;

5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under Ohio law.

On the 61st day after the implementation of an AIT 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 AIT 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 AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or their designee is also authorized to establish a guardian education program for guardians of students who are habitually truant. Any guardian assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of guardian education, a fourth class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

Child Find

If you have or know of a child who may have a disability, contact your local school district for more information and help. School districts across the state of Ohio are participating in an effort to identify, locate, and evaluate all children from 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, other health impairments, physical impairments, autism, and traumatic brain injury. All students are entitled to a free appropriate public education regardless of a child's disability. The school district may ask questions about

your child in the event of a suspected disability. Possible questions include, What is the problem? What has already been done about the problem? What background information is available? This information may be collected in several ways including interviews, observations, screening, and testing. This information may be obtained from guardians and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and needs special services.

Communication

It is very important that we have current, updated information at all times. For example, it is necessary for the school office to have a working number where someone can be contacted in case of emergency or illness. Guardians are asked to update the Emergency Medical Form during the summer, as changes occur, and at Guardian/Teacher Conferences. Please notify the Main Office and your child's teacher of any contact information changes immediately concerning any change in home or business address or telephone number. If a guardian has an unlisted number, it is required that they provide it with the full assurance that the school will not give it out or use it for purposes other than official school business. If guardians anticipate being out of town or otherwise unavailable, they should notify the school office with the name and telephone number of the person in charge in case of an emergency.

Periodically, the school may administer surveys to students and/or families. Surveys are used to gather information on a variety of topics such as culture and climate, quality of educational programs, overall satisfaction with the school, etc. Advance notice shall be provided in the event a survey is administered, and participation is optional.

Contacting Teachers

We encourage guardians to stay in contact with your child's teacher. Guardians wishing to contact a teacher may do so by sending a note, sending an email or by leaving a phone message either with the main office or on the teacher's voicemail. All phone calls made to a child's teacher during instructional hours will be automatically directed to the teacher's voicemail; all voicemail messages will be retrieved by the end of each school day. Phone calls will be returned within 24 hours unless it is made prior to a weekend or holiday. If your child is having any difficulties or you have concerns, we ask that you make an appointment to talk with the teacher prior to contacting the Principal.

It is imperative that guardian/teacher meetings about your child occur outside of instructional hours in order to protect valuable learning time. **Please make an appointment with your child's teacher if you wish to discuss a specific issue.** Most problems can be resolved through a candid discussion between guardian and teacher resulting in a mutually agreed upon plan of action. Problems that cannot be resolved through discussion with the classroom teacher should be submitted to the Principal in writing. This should include all relevant information about the issue that occurred; date, time, specific issue and those who were involved. In certain circumstances, after other efforts to resolve the problem have been exhausted, the Head of Schools can become involved.

Daily Student Schedule

Arrival: When a child is late, they miss important instructional time. We appreciate you getting your child/children to school on time each day. All tardies and early dismissals will be documented towards a student's hourly attendance. Note that students will not be permitted into the building prior to staff arrival.

Dismissal: Any student not picked up at the end of dismissal will be escorted to and must be picked up from the designated late pickup room. Families who pick up their child late (after 4:00pm) may need to record their late pick-up with the school. The school reserves the right to call Children's Services and/or the police if/when children are not picked up from school.

It is expected students will be picked up on time on a daily basis. It is understood that on a *rare emergency occasion* late pick up is necessary. Abuse of using late pick is not acceptable and can be considered an act of abandonment and if needed, the school will notify the authorities.

Early Dismissal

Guardians requesting early dismissal must notify their child's/children's teacher and the Main Office **before 1:15** each day. As with arriving late/tardy to school, leaving early should be a very rare occurrence. Each time your child/children leave school early, they miss critical instructional time.

Your child/children must be signed out in the Main Office. Your child will not be permitted to wait outside or to walk home alone. Teachers have been instructed not to release students to adults who come to their classroom early regardless of how well they know them. 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, guardians must call the office or send a note. In such instances, the person picking up must have proper identification with them when they pick up your child.

Dress and Grooming

Student Dress Code

- Navy blue or khaki pants, skirts, jumpers or shorts.
- Gold or Navy CA Model Shirt with emblem.
- **Solid** navy blue or solid white socks or tights only.
- Shoes - sneakers are fine; no open toes/sandals/shoes with heels or shoes with wheels; no shoes that "blink"
- Solid navy blue or solid white sweater is optional in cold weather. Solid navy blue or white vest is also acceptable. No logos or other markings on clothing, and no hoods.
- A neutral-colored belt worn in belt loops
- Shirts must be tucked in.
- Jewelry: We ask that jewelry be left at home. If a student chooses to wear jewelry and it is lost, stolen, or damaged, the school is not responsible for finding or replacing the items. If jewelry is distracting the learning of others, we will ask that the student put it in their bookbag and take it home.

All clothing should be marked with the child's name and grade. Many times sweaters, jackets, etc. get lost because they are not properly labeled with the student's name and grade.

The Administration retains the sole right to interpret and enforce the school's dress code.

Dressing for Physical Education class

Students may be asked to change for gym class. Your child's gym teacher will communicate if this is the

case for their class.

Dressing for the Weather

Students should come to school dressed for the weather including boots, snow pants, gloves, hats, and coats when appropriate. Except in very severe weather, students spend approximately 20 minutes outside each day. Students will go outside if it is above 27 degrees (including wind chill). Students must take their hats off upon entering the building as a sign of respect.

Emergency Closings and Schedule Changes

The School will send out robo-calls through School Messenger or the Remind app. To find out if Citizens Academy Schools are closed for the day you can view or listen to your local TV & radio stations, specifically WKYC, WEWS, FOX8, and WOIO.

Field Trips

Field trips to museums, nature centers, and other places of interest are considered an extension of the classroom learning experience. Students will not be able to attend trips without a signed permission form from the guardian for each planned field trip. Please understand that verbal permission to go on a trip is not accepted and all field trip permission forms must be turned in by the designated deadline in order for your child to participate.

Teachers will keep guardians informed about upcoming trips. The Principal, Dean, and/or teacher have the right to deny participation if a child's behavior poses a threat to the safety of others or if the student is disruptive to the educational program.

Guardians are welcome to attend field trips as space permits. This is a wonderful opportunity to see their child's class, share an enriching experience, and help our school. Teachers will inform guardians when volunteers are needed

Food Allergies

We recognize that food allergies, in some instances, may be severe and even life threatening. We have 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.

Guardian/Student Responsibility

1. Guardians of students with food allergies must provide written notification to the Principal of such allergies at the beginning of each School year.
2. Guardians of students with life threatening food allergies must provide the School with emergency medications, complete an Emergency Medical Authorization Form, and cooperate with the School to formulate a Food Allergy Action Plan as described below.
3. Guardians are responsible for educating their child on managing their 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 guardians, and the student's physician or allergist. Once created, this Plan should be reviewed and updated annually by the School, the student's guardians, 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 guardians, a Food Allergy Action Plan may provide a mechanism for the School to notify the student's classmates and/or a student's classmates' guardians of a life threatening food allergy in the classroom.

Grandparent as Caretaker

Only a custodial guardian or guardian may enroll or re-enroll a student at Citizens Academy, except in the case where in a grandparent with a grandchild living with them may enroll the grandchild in Citizens Academy Schools pursuant to the Admission and Lottery Standards. Such grandparent must provide legal documentation showing either a Power of Attorney or a Caretaker Authorization Affidavit as well as any additional documentation required by the local Clerk of Courts if applicable.

Holidays / Celebrations

School is closed on several widely observed religious and secular holidays. Any students observing additional religious holidays may be excused from school. Because we are a public institution, we do not celebrate religious holidays in school. Therefore, parties are nonsectarian in nature. A student may be excused from any party at their guardian's request. Teachers will coordinate all holidays/celebrations.

****Celebrations of any nature such as birthdays may only occur in the last 30 minutes of the school day and ONLY with prior approval by the classroom teacher. ****

The classroom teacher has the discretion to delay or not distribute snacks or celebration items if arriving without prior notice or with less than 30 minutes in the school day. Healthy refreshments are encouraged and must always be offered as an alternative to other provided treats. Note that any snacks or baked goods with peanuts in them will not be distributed due to allergies.

Personal party invitations may not be distributed on school grounds.

Library

If a book was checked out by a student and can no longer be found, a \$5.00 fee will be assessed. Until the book is returned or the \$5.00 fee is paid, the student may lose certain privileges at school. Please also note that a \$5.00 fee will also be assessed for any damage caused to a book which affects its readability. In some cases, your child's teachers may allow the student to "pay back" the fee through good deeds at school (e.g. helping in a classroom with a particular classroom job, reading to a younger student, etc.).

Lost and Found

Items found around the school are placed in the Lost and Found. On the last day of each month, items

not claimed are donated to charity. Children and guardians are encouraged to search regularly for missing items in this area. Please remember that it is not your teacher's responsibility to keep track of your child's belongings. Remember to label all items of clothing.

Lunch Procedures

We provide breakfast and lunch at no cost to all students. Guardians will receive menus at the beginning of each month. Lunch periods are approximately 30 minutes long, allowing time for lunch and recess.

To make the lunch period pleasant and orderly, the following rules apply:

- Lunch boxes or bags should be clearly marked with the student's name.
- No soda or glass containers are permitted.
- All food is to be eaten in the designated area.
- No food should be sent to the school that needs to be heated or reheated.
- Students are expected to follow the directions of the staff and to clean up after themselves.
- Students are not permitted to use eating utensils to puncture plastic/cardboard food coverings. Staff will be available to assist in opening all food containers.
- No yelling or running is permitted.
- Gum and candy are not permitted during lunch periods or at any other time during the school day.
- Students are permitted to pack a lunch and snacks; however, no fast foods such as Burger King, McDonalds or delivery services such as DoorDash etc., may be brought by or to students during the school day.

Materials

Books and other non-consumable instructional materials issued to the students are the property of the school. They are to be returned in good condition. Any materials lost or damaged will require a replacement fee payable by the guardian.

Missing and Absent Children

At the time of enrollment, a guardian or guardian must present (1) any records given to him/her by the elementary school she/he most recently attended (2) a certified copy of an order or decree, or modification of such an order or decree allocating family rights and responsibilities for the care of the pupil and designating a residential guardian and legal custodian of the pupil, if applicable; and (3) a birth certificate or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official must request the student's official records from the elementary school the student most recently attended.

If the School receives notification from a law enforcement agency that it has made a missing child report for a current or a former student, then the School must mark the student's records so that whenever a copy of, or information regarding the records is requested, any School official responding to the request is alerted that the records are those of a reported missing child. In addition, when a request of records or information is received, the person in charge of admission must immediately report the request to the law enforcement agency that notified the School that the student might be a missing child. When forwarding a copy of, or information from the student's records in response to a request, the School must

do so in such a way that the receiving school is not able to discern that the student's records are marked. The School must retain the mark in the records until notified that the student is no longer a missing child at which time the School must remove the mark from the student's records in such a way that it would be impossible to tell that the records were ever marked.

The School will immediately give notice to the Ohio Attorney General's missing children clearinghouse and the law enforcement agency where the missing child resides if the School becomes aware that any missing child might be in attendance at the School. To the extent that it can, the School will also assist guardians in the case of a missing student by coordinating with local law enforcement and the missing children clearinghouse.

The School has established an informational program for students, guardians, and community members relative to missing children issues, which is available from the School upon request, including information regarding the fingerprinting program, if applicable. The School's informational program is based on assistance and materials provided by the Ohio Attorney General's missing child education program and resources available from the National Center for Missing and Exploited Children.

The primary responsibility for a student's attendance at School rests with their guardian / guardian. A guardian / guardian must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences.

The procedure for absences is as follows:

- A guardian must call or email the School to inform the School that their child or children will be absent from School. This phone call should take place within the first hour that School is in session or as soon as practical.
- If a guardian fails to call or email the School, the school's attendance officer or their designee will contact the guardian or other person having care of the student to inform him/her of the student's absence. This contact shall occur within one hundred twenty minutes (120) after the beginning of each school day. Attempted contact shall be made one of the following ways:
 - A telephone call placed in person;
 - An automated telephone call via a system that includes verification that each call was actually placed, and either the call was answered by its intended recipient or a voice mail message was left by the automated system relaying the required information;
 - A notification sent through the school's automated student information system;
 - A text-based communication sent to the guardian's or other emergency contact's electronic wireless communications device;
 - A notification sent to the email address of the legal guardian on the same day of guardian or other emergency contact; or
 - A visit, in person, to the student's residence of record.

The school, school governing authority, or school employee is not liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a community school employee's good faith efforts to comply with family notification procedures.

Guardians or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers for such purposes.

Notice of Rights under FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education records. Under FERPA, most information about our students cannot be made public without the consent of guardians. However, FERPA allows the release of directory information about a student unless the student's guardian(s)/guardian(s) inform the school in writing not to release such information. Directory information is defined by FERPA to include: the student's name, address and phone number, electronic mail address, photograph, student's date and place of birth; student's course of study; student's participation in recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; grade level; and most recent previous school attended. The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications such as an annual yearbook, honor roll or other recognition lists, graduation programs, sports activity sheets or a student directory. Directory information can also be disclosed to outside organizations unless guardian(s)/guardian(s) have advised the school that they do not want their student's information disclosed without their prior approval. THE CA AND CLA SCHOOLS CHOOSE NOT TO RELEASE DIRECTORY INFORMATION.

Recess

To ensure children have fresh air, except in severe weather or it is less than 27 degrees, recess will be held outside. Children should be dressed appropriately for the weather. All playground equipment is expected to be used properly and under adult supervision. Students are encouraged to play constructively and cooperatively. No footballs, baseballs, hockey sticks, or wooden bats are to be used at recess. Also, students may not bring skateboards, roller skates, or roller blades to school. No tackle football or snowball throwing is permitted. No electronic games, cards, or other such items are permitted to be brought to school for recess.

Admission Lottery

In the event that the school receives more applications than allotted spaces, the school holds a lottery. This random and publicly held lottery is audited by a disinterested independent organization. All applicants are notified of the time and the place of the lottery and are invited to attend. If needed because of enrollment demands, this lottery will be held before April 1st each year.

Admissions Process and Lottery Standards

Any individual entitled to attend school in the State of Ohio may be an applicant, subject only to legal preferences as stated below, and limitations in space and of grade levels offered.

The School will not discriminate in admission based on creed, color, disability, sex, gender, intellectual ability or measure of achievement. The School will comply with all federal and state laws concerning the education of students with disabilities.

A. The admissions process for the next school year is held in the second half of the current school year and shall be subject to the following legal preferences:

- Students attending the then current school year (e.g. attending in 21-22 and is applying for 22-23)
- Siblings of students who attend the current school year

- Students of School Staff, provided the total number of students receiving this preference are no more than 5% of the School's total enrollment
- Students residing in the district where the School is located

B. If there are more applicants than there are spaces, a lottery shall be conducted in accordance with the following standards:

- Each applicant will be assigned a number
- Numbers will be drawn or selected randomly by or in front of a disinterested third party witness
- The School shall separate the lottery by grade level and by any or all legal preferences.
- Applicants not receiving a space in the lottery will be placed on a waiting list in the order randomly selected.
- If your prospective student is on a waiting list the School will contact you if a space becomes available, at the contact information you have provided. It is the guardian's responsibility to keep contact information updated with the School. If the School cannot reach you after three attempts over three business days, the next person on the waiting list will be contacted and your place on the waiting list will be removed.
- Waiting lists will last through October 1 of the year of admittance and then be extinguished.

C. Re-enrollment of current students

The School must plan for limited classroom space and for staffing. Therefore, each year our School conducts a re-enrollment of then current Students for the upcoming school year. Parents receive notice of the re-enrollment period, including the start date and the deadline for re-enrollment. If you fail to re-enroll your Student by the deadline you are not guaranteed a space in the upcoming school year. Showing up on the first day or days of School in the fall will not enroll your student.

If you have missed re-enrollment and still wish for your current student to attend our school in the next school year you must do one of two things:

1. Contact the Office of Student Enrollment and notify them that you wish for your current student to be submitted in the lottery, OR,
2. If you have missed the lottery, or if there is not a lottery, contact the Office of Student Enrollment and notify them that you wish for your student to be placed on the waiting list for the next school year.

In any situation where you have not re-enrolled your child during the re-enrollment process, it is important to be prompt and to communicate with their school as soon as possible.

If your student is placed in the lottery he or she retains the preference of a current student along with all other prospective or current students having a legal preference, as stated in Part A, above. He or she may still be placed on the waiting list if his/her name is not drawn in the lottery

If your student is on the wait list, the wait list operates on a first come-first served basis. Please see Part B, above for the waitlist procedure.

If you have not re-enrolled your student, you authorize the School to remove your student from the school roster until re-admitted if at all, through the lottery or pursuant to the waitlist.

If you are sure your child will not be attending our School, please communicate with your school to withdraw them for the upcoming school year as soon as possible.

RC 3313.65, RC 3314.06

See also, Policy No. 241.5 Enrollment and Residency

Re-Enrollment/Enrollment

For those students presently attending a Breakthrough School, re-enrollment starts in January and is completed by the end date of open enrollment. All families must submit a signed re-enrollment form by the designated date. Preference for enrollment is given to current students and then their siblings. Students are not automatically re-enrolled from school year to school year.

The following documents are to be returned no later than the second day of the school year to complete both enrollment and re-enrollment procedures.

- Birth Certificate – for all new students
- Updated Emergency Contact Form/Household Income Verification form – for all new and returning students
- Free and Reduced Lunch Form – for all new and returning students
- Proof of Residency – for all new and returning students
 - Any one of the following documents can be used to establish proof of residency for verification of a child’s ability to be enrolled. These items must be current, be in the guardian’s name, and include a street address. A post office box address cannot be used to validate residency records:
 - A deed, mortgage, lease, current home owner’s or renter’s insurance declaration page, or current real property tax bill; or
 - A utility bill or receipt of utility installation issued within ninety days of enrollment; or
 - A paycheck or paystub issued to the guardian or student within ninety days of enrollment that includes the address of the guardian’s or student’s primary residence; or
 - The most current available bank statement issued to the guardian or student that includes the address of the guardian’s or student’s primary residence; or
 - Any other official document issued to the guardian or student that includes the address of the guardian’s or student’s primary residence and as approved by the Ohio Superintendent of Public Instruction.
- Signed Guardian Pledge – for all new and returning students
- Signed Acknowledgement of Receipt of the Family Handbook – for all new and returning students
- Signed Visitors, Volunteers and Guests Policy – for all new and returning students

Per Ohio law, the School is required to conduct monthly residency audits, where the school reviews the records of students enrolled in the School and provides verification to the Ohio Department of Education

that students are entitled to attend the School. If there is a change in the location of the guardian or student's primary residence, the student's guardian must notify the School immediately.

Release of Photographs

The school will periodically create publications to highlight student achievement, school life and school events and will maintain a regular 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 registration process, each 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 guardian has granted permission

Rights of Individuals with Disabilities

It is the policy of the school that no otherwise qualified person shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the school.

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

Notice of the school's policy on nondiscrimination in employment and education practices shall be in the school Policy manual, posted in the school, and published in any school statement regarding the availability of employment positions or special education services.

Sources of Information

Other sources of school/home communication are newsletters, the annual report, the school website; and the school calendar. Check your child's/children's book bag daily for notes, classwork, class news, homework, and other communication from the school.

Staff Responsibilities

School staff are responsible for ensuring that students master basic academic skills and develop grade level core curricular competencies, and for leading our students to gain and use knowledge to make sound judgments, to think independently, logically, and creatively, and thus, to attain the greatest possible development of their potential. Furthermore, it is our desire to help students develop self-discipline and attitudes of healthful living for mind and body, and to continue to be life-long learners. Staff responsibilities are outlined in detail in the Staff Pledge located at the end of the Handbook.

Student Records

Each student's permanent school record contains the following information:

- A copy of the birth certificate
- Registration form
- Emergency medical form
- Attendance record

- Proof of residency
- Legal custody form
- Immunization records
- Standardized testing data
- Year-end report card
- Discipline and incident records
- Other pertinent information regarding your child's education.

The final due date for immunization records is **14 school days** after the first day of the school year. If all required immunization documentation is not provided to the school by 14 school days from the first day of school the student may not attend school. The student will only be permitted back into the school when the proper documentation is acquired by the school.

However, if students do not have their full required immunizations, guardians must provide evidence that the required additional doses are scheduled and that the first dose has been received (barring acceptable objections).

Federal law provides that a guardian has the right to review the contents of the permanent record upon written request. The law also provides that a guardian must submit written release of any information contained in the file to a transferring school, physician (unless in the case of emergency), or other outside party. Forms are available in the school office for this purpose. We ask that you give the Main Office 24 hour notice when requesting student records. Further, if copies of any documents present in the permanent record are requested, a nominal fee per page may apply.

Teacher Qualifications

Under the federal education law, guardians of students in buildings that receive federal Title I money may request information regarding the professional qualifications for their child's teachers. Information that may be requested includes whether or not the teacher has the state required certification/licensing credential for their assignment, whether the teacher is under any provisional status in which State requirements have been waived, information relating to their college degrees and major areas of study, and the qualifications of any paraprofessionals providing services.

To request information on the qualifications of teachers that work with your child, contact Breakthrough Public Schools Human Capital at 216-456-2086.

Technology/Internet Use

The use of technology is a privilege and an important part of our overall curriculum. However, the schools do not warrant that technology resources will meet any specific requirements the student or other users may have, or that it will be error free or uninterrupted. We will, from time to time, make determinations on whether specific uses of technology are consistent with our policies. The schools always reserves the right to log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for the maintenance, safety or security of the technology resources.

The guardian/student further agrees and understands that the user may have their privileges revoked or have other disciplinary actions taken against them for actions and/or misuse such as the following, but not limited to:

- Altering system software;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, or otherwise gaining access to materials Citizens Academy Schools believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Users must assume that privacy cannot be guaranteed and Citizens Academy Schools reserve the right to view and/or access any technology;
- Using technology resources for commercial, political, or unauthorized purposes since Citizens Academy Schools technology resources are intended only for educational use;
- intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Misrepresenting other users;
- Disrupting technology through abuse of the hardware or software;
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of Citizens Academy Schools; and
- Allowing anyone to use an account other than the account holder.

The user also acknowledges and agrees that he/she is solely responsible for the use of their accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions, loss of access privileges, and/or appropriate legal action.

The user must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user(s) will be liable for any and all costs.

Title I Program

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

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

In addition, the guardians shall be provided:

- Information on the level of achievement and academic growth of their child(ren), if applicable and available, on the required State academic assessments; and
- 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 guardians 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 guardian 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:

- The subject matter assessed;
- The purpose for which the assessment is designed and used;
- The source of the requirement; and
- 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 guardian(s) understand.

Notification of Rights under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords guardians and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams

Transportation, Drop Off and Pick Up Policies

To ensure the safety of children and the security of their property, students may either walk or be driven to and from school, or may qualify for yellow bus transportation. Students are not permitted to roller skate, roller blade, or skateboard to school. Bicycles may be ridden to school, however the school assumes no responsibility for loss or theft.

All of our schools have building-specific dismissal procedures for guardian drop-off, drive-through pick-up, day care providers and walkers, and yellow bus transportation.

Arrival and Dismissal Procedures are strictly followed for the safety and well-being of our students.

Morning drop-off will take place at the designated entrance of the building. Adult supervision is not

available before the start of the school day. **The school doors will not be open until staff is present at the designated entrance.**

Students should be escorted into the building by an adult through the front doors when tardy. The adult will need to park their car and come into the Main Office with the student. **Please note: tardy students entering without an adult will be marked as an unexcused tardy.**

Guardians are prohibited from entering the building and going to the classrooms to pick up their child(ren) during dismissal. This policy has been put in place to ensure the safety of our/your children. We ask that you please follow these expectations as they were put in place with safety in mind.

We would like to encourage all guardians to utilize the car pick-up lines as that is the most efficient and quickest way to receive your child(ren). If this is not your preference, the procedure for pick-up will be as follows.

Student Pick-Up Procedure (if guardian regularly comes in to pick up their child(ren) and does not utilize the car pick-up lines)

1. VERY IMPORTANT: Please let your child(ren) homeroom teacher know that your child(ren) will be picked up at the designated door daily.
2. Your child(ren) will then be sent to the designated area on a daily basis where you will receive your child(ren).

Guardian Pick-Up Procedure (if not utilizing the car pick-up lines)

1. Guardians will wait outside until the end of the day while forming a line. *Please note there will be no early pick-ups for students after early dismissal ends unless arrangements have been made prior and the main office has been notified.
2. When dismissal begins, guardians will be met by staff members to have you sign your child out. Once this has occurred, a staff member will call your child's name and they will come to you.

Again, this procedure is in place for students who regularly get picked up by their guardian by coming into the building as opposed to utilizing the car pick-up lines.

If your child(ren)'s school uses car number decals, anyone picking up a student that does not have a car number decal must park and enter the building through the main doors. They will then proceed to the main office where they will have to show ID and be given a pass to pick up the student from the designated area.

- Anyone picking up a student has to be on the Emergency Medical Form before the child can be released to them.
- The replacement cost for a lost car number decal is \$10.00.
- After dismissal, students are expected to go directly home. Students registered in the After School Enrichment Program will be taken to the appropriate classroom.
- Any guardians who have not picked up their children by the end of dismissal will pick them up from the designated late pick up room and will be charged an initial fee of \$5.00. Thereafter, the guardian will be charged an additional \$5.00 for every 10 minute interval that they are late. Charges will be assessed per family and must be paid.

- Guardians of students that use late pickup frequently will be notified that their child(ren) need to be enrolled in the After School Program at their own expense.
- Students are expected to be picked up on time on a daily basis. It is understood that on a rare occasion late pick up is necessary.

*Abuse of using late pick is not acceptable and can be considered an act of abandonment and if needed, the school will notify the authorities.

If a guardian wishes for their child/children to go home in a manner that is different than usual, they must send a note or phone the office no less than 2 hours before the end of the day. Otherwise, the child/children will be dismissed in the usual manner. Staff cannot take the word of a child regarding transportation issues. We want the children to be safe.

Visitors, Volunteers and Guests

The School wishes to provide a welcoming environment for Visitors, In order to do so, Visitor controls are necessary to assist in securing a safe and productive school environment.

“Visitors” means, guardians, guardians, volunteers, guests, invitees, vendors, contractors or subcontractors, non-staff adults who are not authorized to be on the school premises, or children who are not authorized to be on the school premises or who are not currently enrolled students.

Procedures to enter or exit school premises

Doors to the School remain locked and all Visitors must be “buzzed in.” In circumstances where the entrance and exit of students necessitates unlocked doors at the beginning or the end of a school day, these procedures still apply. After being buzzed in, each Visitor must proceed immediately to the school office and show a valid ID, which will be entered into our visitor management system. There the office staff will require all Visitors to log in, writing their name, the date and time of entrance, their purpose for visiting and destination. Each Visitor must wear a visitor badge at all times, in a visible place, attached to their clothing.

All Visitors must be accompanied to their destination by School personnel. At the end of their visit, a Visitor must be accompanied back to the School office to enter their time of departure on the Visitors log, and then proceed to leave the School premises. All Visitors are required to make a pre-arranged appointment with the School office in order to speak to School staff, so as not to disturb such staff in their job responsibilities during the School day.

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

Wellness Policy / Health

We have adopted a Wellness Policy in accordance with federal mandate. We take pride in teaching children to be responsible citizens, and we believe that responsible citizenship includes taking care of

oneself through proper nutrition and exercise. To this end, we ask that you join us in our efforts to provide nutritional meals and/or snacks for your child/children. For more extensive information regarding our nutritional guidelines and overall plan for promoting student health and wellness, please see your child's school specific website.

State mandates also require all public schools to provide and monitor healthy food choices and selections for children during school hours. To that end, we will not sell any food in vending machines or snack carts. Additionally and in compliance with state mandates and our Wellness Policy, students are welcome to pack their lunch and snacks; however, no fast foods such as McDonalds, Burger King, etc. may be brought to students during the school day. Similarly, food orders from DoorDash, etc. are not allowed.

Academics

English Learners and Immigrant Students

Federal law mandates that schools use methods based on scientifically based research to teach English to its students with limited English proficiency and its immigrant students. Our schools will use methods based on evidence based research to assist its students with limited English proficiency and its immigrant students in meeting the state's academic standards. We comply with Title VI regulations that require a school to avoid discrimination on the basis of national origin in its programs and activities. To this end, our schools shall provide any alternative language programs necessary to ensure that students who are English Learners have meaningful access to our programs.

Homework Guidelines

Daily homework is an important part of our program and a major contributor to student success. Homework will be assigned Monday through Friday. Student homework assignments are designed to be a beneficial part of the school experience. Such work should be a meaningful outgrowth of class instruction and should reinforce daily school activities and lessons. Assignments are at the teacher's discretion and may be of short duration or may require several days or weeks to complete.

The purpose of homework is to:

- Teach children to work independently and to assume responsibility for completing work
- Reinforce lessons by practicing skills and repeating facts
- Provide needed remedial work or work missed because of absence
- Increase study time for completing a subject requirement
- Enrich school units
- Make use of out-of-school resources (libraries, museums, computers, TV and radio programs, etc.)
- Improve the ability to make meaningful connections and extensions of information
- Assignments will often include:
- Reading books, both silently and aloud (It is required that students read for 20-30 minutes each night in order to improve reading fluency, accuracy, and comprehension)
- Practicing math skills, or vocabulary
- Writing or journal activities
- Performing experiments other than those done in class
- Constructing projects (puppets, dioramas, models, posters, etc.)
- Collecting items for displays, experiments and demonstrations
- Guardians can help students establish good study habits by:
- Ensuring that students complete the assigned homework each night
- Establishing a time and a quiet place in which to do homework
- Helping interpret directions
- Fostering a sense of responsibility for completeness
- Fostering pride in neatness, accuracy, and a job well done

Family/Teacher Conferences

Classroom teachers hold at least two conferences with each child and their guardian(s) each school year. We strive to have 100% of our families participate in these two conferences annually.

Either the guardian or the teacher may request additional conferences at any time. You may arrange an appointment by calling or emailing your child's teacher.

The conference gives you, your child, and your child's teacher an opportunity to discuss the child's academic, social and emotional progress and to set goals for your child's learning experience. The following suggestions should help make your conference more informative.

Before the conference, please:

- Review your child's work and think about what you want to ask the teacher.
- Consider what you can share that will help the teacher better understand your child.
- Ask for your child's viewpoint as to what should be discussed with the teacher.
- Write down your questions and concerns.
- Be on time. Please call the Main Office if you will be late.
- If you would like to meet with one of your child's special teachers (art, music, or physical education), please arrange an appointment by calling the school office.

Promotion and Retention Policy

Academic Standards

As college-preparatory elementary and middle schools, we have the highest academic standards for all students. It is expected that students will 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 teaching staff through after-school tutoring and summer school if necessary. The highest effort from students, teachers, and guardians is necessary to reach this goal.

General Promotion and Retention Policies

We believe that students should only be promoted when they have demonstrated proficiency and/or adequate growth of academic standards. Breakthrough Schools were founded upon 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. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we will use a simple promotion policy. The policy changes depending on the grade level of the students shift to reflect appropriate developmental expectations, available support structures, and the most recent research on the impact and effectiveness of grade retention on students.

Breakthrough Schools have a number of systems in place to keep families informed of their child's academic standing throughout the year. These systems will ensure that families are not caught off guard at the end of the year if their child is going to be retained. One important system is the frequent progress reports, as well as the detailed report cards after each trimester. In addition, parent conferences after the first two trimesters provide an arena in which to discuss the report card and learn how we can better support our students. Finally, if we determine that a student is at risk of retention, members of the school

team will call a family meeting to discuss the child's present academic levels and realistic academic progress expectations for the current year. Our goal will always be to push our students as much as possible to achieve at high levels, but at times we understand that it may take a student two years to progress one grade level. We will always make our best effort to identify these types of cases as early in the year as possible so we can establish an academic plan with families.

Attendance and Punctuality

The student's attendance patterns (excused and unexcused absences, tardies, and early dismissals) and its effect on student progress will be taken into account when evaluating retention for a student (See Consequences for Absences and Consequences for Tardies/Early Dismissals in Chapter 2). Specifically, students who miss eighteen (18) days of school or more throughout the year, whether excused or unexcused, may be retained in their current grade.

Retention Based on Truancy

In addition to Breakthrough's policy for students who miss eighteen (18) or more school days, the law prohibits promotion of a student to the next grade level if the student has been truant for more than ten percent (10%) of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade, unless the Principal and the teachers of the failed subject areas agree otherwise.

Exceptional Students

Promotion and retention of previously identified students with disabilities 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)

Voluntary Retention

If a family believes it is in the best interest of the student to remain in the same grade level to ensure mastery of content, the family can set up an individual conference with the school to plan for the best interest of the student. The school principal will hold the final decision but will take many factors into consideration to evaluate the best path for the individual student.

A Final Word on General Retention

In order for your son/daughter to be promoted to the next grade, they must meet certain criteria. The students' basic academic performance is measured through a variety of factors, but at the core, students must be able to read in various content areas, and complete math on a minimum grade level to be ready for college and beyond. students that fail to meet the requirements will be required to attend Summer School for that specific subject. students who fail to meet core content requirements (math and ELA, and science/social studies whenever applicable) will be retained in the current grade level.

Any retention and/or placement decisions will be made only after the school has notified and conferred with guardians throughout the year (progress reports, report cards and student-led conferences, etc.) as to

the student's progress or lack thereof. The school may take into account the student's academic growth, the standardized test scores, completion of daily work, social/emotional level, or other factors when considering final promotion/retention status, in addition to the recommendations of appropriate school staff. During this time, all individual student retention will be reviewed by the Principal in collaboration with the Principal Supervisor.

It is our continued goal at Breakthrough Schools to keep you informed as parents and to provide a premier, college-prep experience for your child.

Below are specific grade level academic criteria for promotion and retention:

Third Grade Reading Guarantee

Based upon Ohio's Third Grade Reading Guarantee, the school will not promote any student to the 4th grade who does not achieve at least the level equivalent to the level designated by the state of Ohio's Board of Education unless:

- The student is a limited English proficient student who has been enrolled in U.S. schools for less than three (3) full school years and has had less than three (3) years instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Dept. of Education;
- The student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:
 - The student is a student with a disability;
 - The student has taken the 3rd grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two (2) school years but still demonstrates a deficiency in reading; and
 - The student previously was retained in grades K-3.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction in the 4th grade, including an altered instructional day, and specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low performing readers. If the student is retained, the school shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading, and a minimum of 90 minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data, when available, and performance reviews.

Kindergarten through Third* - Academic Retention Criteria

Passes Literacy Class	Does Not Pass Literacy Class
The student is promoted to the next grade-level.	<p>The student is at-risk for retention.</p> <p>In order to be considered for promotion:</p> <ul style="list-style-type: none"> ● students Attendance ● students will need to make progress towards meeting the iReady minimum score (see chart below) ● Social and Emotional Readiness (age, previously retained, behavioral considerations)

**Typically we would follow the Third Grade Reading Guarantee, but this has been suspended for the 21-22 SY. In the future, we will use any guidelines for third grade retention handed down by the state.*

	Kindergarten	First Grade	Second Grade	Third Grade
iReady Minimum Score	Foundations Skills Assessment	332	378	440

Fourth through Eighth Grade - Academic Retention Criteria

Passes All But One Core Class	Fails Two or More Core Classes
The student is promoted to the next grade-level.	<p>The student is at-risk for retention.</p> <p>In order to be considered for promotion:</p> <ul style="list-style-type: none"> ● students will need to show over one years' worth of growth on I-Ready in either Math or Reading for the subject that they failed (either Math or Reading). <p>Other data that will be used to determine possible retention:</p> <ul style="list-style-type: none"> ● students Attendance ● Social and Emotional Readiness (age, previously retained, behavioral considerations)

What is defined as a core class?

- For Grades 4-8: Reading, Math, Science and History

What is considered failing?

A failing grade is any percentage lower than a 60%.

A Final Note on Retention

Retention and/or placement decisions will be made only after the school has notified and conferred with 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 principal, with appropriate input from the Principal Supervisor, the student's teachers, and other professional staff.

Reporting Student Progress - Interim Progress Reports and Report Cards

Citizens Academy Schools use a variety of assessment tools to get an accurate and complete picture of each student's progress, strengths, and weaknesses. Frequent assessments help teachers to individualize instruction. These include report forms, student-guardian-teacher conferences, standardized tests, self-evaluations, short-cycle assessment and performance-based tasks.

Students receive written evaluations three times during the year, in November, March, and May.

Guardians are notified during the course of the year if a child is not progressing satisfactorily. This occurs through regular guardian/teacher contact, progress reports, guardian/teacher conferences and report cards. Please contact your child's teacher at any time to schedule a conference. Interim Progress Reports and report cards will be sent to guardians three times a year.

Special Needs

Citizens Academy Schools provide a broad range of services for students who have been identified as having special needs or physical disabilities. School personnel and guardians work closely together to tailor an appropriate educational program that meets the needs of each individual child.

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

Section 504

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

If you suspect that your child might have a special need or disability, you should contact the teacher to provide information about your child and discuss concerns you may have. You may request a review by the school's Intervention Assistance Team, who will recommend ways in which you and the teacher can help your child.

Testing Program

At Citizens Academy Schools, assessment is a critical component of the educational process. Students in grades K-1 will be screened for early literacy and math development throughout the year to help

teachers plan for each child's instructional needs in key curricular areas.

Assessments may include, but are not limited to, assessments from purchased curriculum providers, assessments made by school staff, diagnostic assessments (delivered three times per year) and Ohio State Tests.

Additional assessments are conducted for students who might have special learning needs. The school staff works closely with the guardians in such cases. If there are questions regarding any of the School's testing procedures or results, contact the Principal.

Notice concerning state-prescribed testing and compulsory attendance law

The Citizens Schools are community schools established under chapter 3314 of the Ohio Revised Code. The schools are public schools and students enrolled in and attending the schools are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the schools that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the administrative code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administrations or the Ohio Department of Education.

Health and Medical Concerns

A healthy child is more likely to be academically successful. Guardians are asked to ensure that their child gets enough sleep, nutritious meals, and regular exercise. Guardians should schedule regular visits to the doctor and dentist. We also ask families 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 skateboarding).

We are not permitted to keep ill children at school. If a child's illness is such that they need to return home, families 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.

Auto-injector: Use of Inhaler/Epinephrine

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, and/or an epinephrine auto-injector to treat anaphylaxis at school, any school-related activity, event, or program sponsored by the school or in which the school participates, if the conditions of school Policy and Ohio law are met.

Guardians are to begin this process by having the below Inhaler/Epinephrine Auto-injector Form properly completed and getting a copy of the Policy from the school office.

Child Abuse Policy

As mandated by Ohio law, employees of Citizens Schools 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 Citizens Academy Schools staff will receive in-service training in child abuse prevention and intervention.

Communicable Diseases: Guidelines for School Attendance

Children should remain at home, if any of the following should occur:

- Recurrent/repeated vomiting and/or diarrhea since dinner the night before
- Temperature of 100 or higher within the last 12 hours without anti-fever medication
- Strep is the likely diagnosis, but test results have not been received
- Positive throat culture for strep (student may return 24 hours after antibiotics have been administered if student's condition has improved with no fever, fatigue, etc.)
- Symptoms of moderately severe illness such as a persistent cough, runny nose with body aches that appear to be more than a cold
- Presence of lice, ringworm, scabies
- Puss-like drainage from the eyes
- Eyes that are pink/red and are itchy or crusty upon waking
- Severe headache, severe earache, severe or persistent abdominal pain

- A rash that is suspected to be contagious

Hand washing is the most effective method for combating communicable disease.

It is the responsibility of the guardian to make arrangements for child care in the event a child should develop signs of a communicable disease or other injury that would prevent the child from being productive in class.

Children should be free of symptoms for at least 24 hours before returning to school.

All cases of communicable disease must be reported to the school.

Covid-19

If your child tests positive for Covid-19 at any point while enrolled at the school, please report this to the school immediately. Families should follow guidance from their pediatrician regarding Covid-19.

Note that during the coronavirus pandemic, masking may be required at school. More information will be communicated to families throughout the school year as policies for Covid-19 are data-driven. Note that school policies are informed by guidance from public health officials.

Families will be notified by letter if their child/children have been exposed to Covid-19.

Food Allergies

Federal Law entitles students with disabilities to have the same rights and privileges and the same access to benefits, such as school meals as non-disabled students. Consequently, schools which do not make appropriate program accommodations for students with disabilities could be found in violation of federal civil rights laws. Schools are required to make accommodations as outlined in the Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Education Act. If your child has any food allergies it is imperative that you inform the school so that the information can be provided to school staff and personnel to ensure proper precautions can be taken.

Homelessness

If a child is experiencing homelessness, they are entitled to certain assistance and accommodations per the McKinney-Vento Act. Families experiencing homelessness are encouraged to contact the school and request to speak with the McKinney-Vento liaison to ensure their child/children have access to this assistance.

Homeless children and youth are defined as children living in motels, hotels, or camping grounds; sharing the housing of other persons due to loss of housing or economic hardship; living in shelters; abandoned in hospitals; having 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; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Medication at School

It is the school's preferred practice that the guardian administers all children's medication at home. However, under some circumstances, the school will make an exception to this policy. When it is necessary for school personnel to administer prescribed medication, the following guidelines are to be followed:

- All school personnel must be informed that the administration of any drug (prescription or over the counter) without the order of the physician and the permission of the guardian could be interpreted as practicing medicine and is prohibited by law.
- A written notice with administration directions **MUST** be obtained from the physician by the guardian before **ANY** medication (prescription or over the counter) may be administered by school personnel. The notice **MUST** include instructions as to the name of the medication, dosage, time and duration of the medication, and possible side effects. Written request forms are available in the Main Office. **NOTE:** A proper prescription bottle of medication **DOES NOT** take the place of the physician's written note with a signature giving permission for school personnel to administer medication. All medications **MUST** have both a physician's written request and a guardian's written request to administer medication.
- Medication must be in the **ORIGINAL** containers (child proof) and have an affixed label including the student's name, name of medication, dosage, route of administration, and the time of administration.
- The medication and the **SIGNED** written request forms must be submitted **EACH** year and brought to the Main Office by the guardian. Forms are available in the Main Office.

Required Immunizations

The Ohio Department of Health has established minimum immunization requirements for school age children. These immunizations may be obtained through one's pediatrician, health clinic, or family doctor and must be completed before a child is enrolled in school. After the start of the school year, students have fourteen (14) days to obtain the required immunization documentation. Students who do not have the proper documentation will have to remain home until the immunizations, or legal exceptions, are provided.

Approved for immunization documentation includes:

- A signed written statement of the student's physician indicating that the student has been immunized against measles, mumps and rubella;
- A signed statement of a guardian or guardian indicating that the student has been immunized against measles, mumps and rubella and the date of each immunization;
- A signed written statement from a guardian, guardian or physician that the student has had natural mumps and is not required to be immunized against mumps;
- Written statement of the guardian or guardian declining to have the child immunized for reasons of conscience, including religious convictions; or
- Written certification from the student's physician that immunization against any disease is medically contraindicated and therefore the student is not required to be immunized against measles, mumps and rubella.

If all required immunization documentation is not provided by the fourteenth (14) day, the student is no longer permitted to attend school. The student will only be permitted back into the school when the proper documentation is acquired by the school.

However, if students do not have their full required immunizations, guardians must provide evidence that the required additional doses are scheduled and that the first dose has been received (barring acceptable objections).

Vision & Hearing Screenings

Required vision and hearing screenings will be conducted by a certified health official. If your child's vision and hearing screenings are not within normal range, you will receive written notification. All findings will be placed in your child's cumulative file. All students must have a medical and dental examination before they start school.

Students may be exempted provided documentation from a licensed provider.

Safety and Security

Anti-Harassment, Intimidation, and Bullying

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 and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

"Harassment, intimidation, or bullying" means 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 which are electronically generated, stored or transmitted.

The school reserves the right to discipline students' off campus behavior which substantially disrupts the school's educational process or mission, or threatens the safety or well-being of a Student or Staff member. 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 their designee. All other persons may report prohibited incidents of which

they are aware to the Principal or their designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The Principal or their designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or their designee shall conduct a prompt and thorough 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 Guardian 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), Guardians 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 President 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.

The school prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or their designee after consideration of the nature and circumstances of the act, in accordance with school policies and procedures. The school shall implement the following strategy for protecting victims: 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 guardians 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 and 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 or retaliation from the offender or other parties.

Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation or bullying" 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 or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

Non-disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. 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.

Disciplinary Interventions

When acts of harassment, intimidation and 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 or bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

The school may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Guardians 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.

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

Gang Activity

Students are prohibited from engaging in gang activities while at Citizens Academy, on Citizens Academy Schools property, or at Citizens Academy Schools-sponsored events. As used herein 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:

- On behalf of any gang
- To perpetuate the existence of any gang
- To effect the common purpose and design of any gang
- To represent a gang affiliation, loyalty or membership in any way while on Citizens Academy Schools grounds or while attending a Citizens Academy Schools 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 their will in furtherance of the common purpose and design of any gang. A violation of this policy is grounds for suspension or expulsion from a Citizens Academy School.

General Procedures

Child safety, along with providing an exceptional education, is our greatest concern. Many school rules are intended to assure the safety and well-being of our students. All visitors to the school, including

guardians and volunteers, MUST report to the Main Office upon arrival and sign in and produce a valid ID that will be run through our visitor management system. If someone other than a guardian or guardian or approved emergency contact is to pick up a student from school, send a note to the homeroom teacher or guardians must call the Main Office no less than two hours before the end of the school day. All students who leave school during the school day must get picked up and signed out in the school office so that we can identify the person to whom the student is released. Students are only released to those designated persons listed on their emergency forms.

There is no supervision of students outside before or after school. Students are only allowed to use the playground equipment when supervised by school personnel.

Incident Reports

Student injuries will be reported to guardians on a written Incident Form. A call will be made to the guardian in the case of a student injury on the day that the injury occurs. Each Incident Report will be reviewed by the Principal or their designee.

Public Conduct on School Property

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 the School premises, or on the way to or from School or School-sponsored activity.

School officials have the authority to call a law enforcement officer if any individual violates this policy or other posted regulations, or does not leave School property when requested to do so.

Restricted Access Process

Aggressive behavior that intentionally or unintentionally is disrespectful, disruptive, threatening or intimidating toward a staff member, student or another guardian may result in restricted building access. These behaviors may include, but are not limited to:

- Screaming/yelling at a staff member or another guardian
- Using profanity towards a staff member or another guardian
- Behaving in a threatening or disrespectful manner towards a staff member or another guardian.
- Using profanity towards or in the presence of a student or group of students
- Raising your voice at/ reprimanding a child that is of no relation to you

When these behaviors occur a “Guardian Incident Form” needs to be filled out by the staff member or guardian that had the encounter with the offending guardian. After the form is completed the following steps will occur:

- The administrative team will review the “Guardian Incident Form”, contact the person that was reported and investigate the situation
- Contact will be made with the complainant after the investigation has concluded.

If the complaint is found to be of substance the consequences are as follows:

- 1st Offense: documented Verbal Warning

- 2nd Offense: written Warning

Beyond the 2nd offense there is potential for a person's access to our building being restricted.

***Depending on the severity of the incident, immediate restricted access to the building may occur.**

Safety Drills

Throughout the school year, children are given safety instructions that include fire, tornado, and lock-down drills. The procedures for each drill are posted in the classrooms and practiced regularly. Children must remain quiet and orderly so they can respond to the directions given by their teacher. Students who do not follow these requirements may receive a consequence. The drills are scheduled, conducted and documented according to state and local mandates.

School Safety Plan

Citizens Academy Schools has a Safety 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.

Tips for Families

It is critical that guardians support school safety by keeping emergency contact information up-to-date and by teaching their children safety rules. The following are some basic safety tips to keep children safe:

- Teach your child their full name, telephone number (including the area code) and complete address (including the city, state, and zip code).
- Teach your child how to make both a local and long distance phone call and how to use 911. Tell your child that an operator can help him/her by connecting him/her with the police or home.
- Teach your child that a stranger is someone you do not know well. Your child should learn to tell you about strangers they meet or anyone who asks them to keep a "secret." Teach your child to yell "HELP" when they feel threatened or in danger.
- Teach your child never to go into anyone's home without your permission. Children need to know whose homes they can enter.
- Teach your child to report any dangerous situations to their guardians, including the presence of firearms in a friend's or others' homes.
- Teach your child that they should NEVER get into anyone's car unless you have given your approval. Also, teach your child not to go near cars with people in them.
- Teach your child to walk and play with others. A child who is part of a group is less vulnerable than the child who is alone.
- Teach your child that it is ok to say "no". Make sure they know that every adult does not have authority over them – especially if that person wants the child to do something you have taught them is wrong.
- Teach your child that no one has the right to touch them or make them feel uncomfortable. If someone does attempt to touch them, they should tell you immediately.
- Teach your child what to do if someone is following them. They should go to a place where there are other people, to a neighbor's house or a store. They should ask for help. They should not try to hide.
- If for any reason the child is left at home unsupervised, teach them never to tell anyone over the

telephone that they are alone. Make sure that your child knows a family member or a neighbor to call if someone tries to get into the house or if there is an emergency.

- Teach your child to always wear a properly fastened seat belt when riding in a car, and a helmet when riding a bike.

Student Code of Conduct

School Rules and Expectations

The primary objective of Citizens Academy and Citizens Leadership Academy Schools is to develop each student's potential for learning and to foster both positive values and interpersonal relationships. If this is to be accomplished, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The student's conduct determines to a great extent the full development of their 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. Students who model exemplary citizenship are recognized daily by both teachers and administrators and are also publicly recognized. Individual students may also be recognized monthly during Citizenship Assemblies. Our students know that it feels much better to be proud of and recognized for positive choices than to receive consequences for negative ones.

Why We Have Our Rules

Each staff member devotes enormous energy to help each child succeed. Children who feel safe and understand what is expected are much more able to focus on learning.

To achieve our mission, many of our students will need to dramatically improve their academic skills. They will need to focus more than ever before in class. Students need to accept that academic achievement requires taking responsibility for one's behavior. This is why we are building a "No Excuses" school culture. We realize that Citizens Academy Schools may not be the right school for every student.

Each student who misbehaves is someone we very much want to help as an individual. However, we must also balance that student's education against the need for all Citizens Academy Schools students to focus in class.

Even slight misbehavior at school leads to consequences. Thus, we expect continued family support and understanding, including if students complain that the school is too demanding or "unfair." When a child presents such concerns, we ask guardians to trust us as professional educators to provide a disciplined environment that promotes quality education.

We are a "choice" school: guardians choose to enter our lottery, and for that we are humbled and grateful. To honor our commitment to provide an environment where all students can and will learn, continued or serious misbehavior may indicate that CA/CLA is not the right fit for that particular student and may result in suspension or expulsion.

Disciplinary Action

Disciplinary action may become necessary as a result of student misconduct, misbehavior, or truancy. Therefore, the School has established general rules of conduct and related consequences:

School-Wide Rules

1. Follow directions the first time given.
2. Respect yourself and others.
3. Respect the property of yourself, others, and the school.
4. Respect the learning taking place.

School-Wide Consequences

If students are not following school-wide rules, they earn consequences. Variations to the tiered system below may occur depending on various factors (e.g. severity of behavior, frequency, etc.).

1. Verbal Warning or Redirection
2. In-Class Intervention (e.g. brain break, refocus station)
3. Second In-Class Intervention (e.g. brain break, refocus station)
4. Contact family
5. Referral to Dean
6. In-school consequence (e.g. In-School Reflection, detention, community service project, public apology)
7. Out-of-School-Suspension
8. Expulsion

Please note: Teachers/grade levels have differing behavior strategies that they use to support the school-wide consequences, such as tally marks and card systems. Teachers often utilize classroom consequences such as student/teacher conferences, loss of classroom privileges, calls home to guardians, and missed school events such as field trips or other activities in addition to the above-mentioned school-wide consequences. The school's response to continuous inappropriate behavior could also include referring a student for counseling or psychiatric evaluation.

Seclusion and Restraint Policy

This policy governs the use of positive behavioral methods and emergency safety interventions including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

I. Definitions

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement that is not (A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

De-escalation techniques: are strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process that is used to describe the function or purpose that is served by a student's behavior. Understanding the function that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint: (A) any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose; and (B) does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including: (1) restraints for medical immobilization; (2) adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or (3) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from student's possession; (C) to calm or comfort; (D) to assist a student in completing a task if the student does not resist the contact; or (E) to prevent an impulsive behavior that threatens the student's immediate safety.

Positive Behavior Interventions and Supports: (A) a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students, and (B) that encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminishes recurrences of challenging behaviors, and teaches appropriate behavior to students.

Positive Behavior Support Plan: design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

Prone Restraint: physical or mechanical restraint while the student is in a face down position.

Seclusion: involuntary isolation of a student in a room, enclosure, or space from which the student is

prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student: a child or adult aged three to twenty-one enrolled in the school.

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, or other School staff who interact directly with students.

Timeout: a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

II. Creation of Positive Behavioral Intervention and Supports (PBIS)

The School shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement.

The School shall train staff to: (A) identify conditions such as where, under what conditions, with whom, and why specific inappropriate behavior may occur; and (B) conduct preventive assessments which include: (1) a review of existing data, (2) interviews with parents, family members, and students; and (3) examination of previous and existing behavioral intervention plans.

Based on the assessment data, the School shall develop and implement preventative behavioral interventions that (A) modify the environmental factors that escalate the inappropriate behavior; (B) support the attainment of appropriate behavior; and (C) use verbal de-escalation to defuse potentially violent dangerous behavior.

III. Prohibited Practices

The following are prohibited under all circumstances, including emergency safety situations:

- (A) Prone restraint;
- (B) Corporal punishment;
- (C) Child endangerment as defined in R.C. 2919.22;
- (D) Seclusion or restraint of preschool students (if any);
- (E) Deprivation of basic needs;
- (F) Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following:
 - (i) Any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;

- (ii) Pinning down with knees to torso, head and/or neck;
 - (iii) Using pressure points, pain compliance and joint manipulation techniques;
 - (iv) Dragging or lifting of a student's hair or ear or by any type of mechanical restraint;
 - (v) Using students or untrained staff to assist with the hold or restraint; or
 - (vi) Securing a student to another student or to a fixed object.
 - (vii) Using any other technique used to unnecessarily cause pain.
- (G) Any physical restraint that impacts the student's primary mode of communication;
 - (H) Mechanical or chemical restraints;
 - (I) Aversive behavioral interventions; or
 - (J) Seclusion of students in a locked room.

IV. Restraint

May be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective intervention is possible, and, when performed by trained staff, except in the case of an unavoidable emergency situation. The physical restraint must not obstruct the student's ability to breathe.

Staff must:

- (A) Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- (B) Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- (C) Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
- (D) The least amount of force necessary should be used;
- (E) Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- (F) Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- (G) Complete all required reports and document staff observations of the students.

V. Seclusion

Seclusion shall only be used if: it is a last resort for the student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention.

The room or area used for seclusion cannot be locked, and must provide for adequate space, lighting, ventilation, clear visibility, and the safety of students.

Seclusion shall not be used as: a substitute for an education program, less restrictive alternatives, inadequate staffing, staff training in positive behavior supports and crisis prevention and intervention; a form of discipline or punishment; a means to coerce, retaliate; or in a manner that endangers the students.

Staff must:

- (A) Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- (B) Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- (C) Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- (D) Remove the student when the immediate risk of physical harm to self or others has dissipated;
- (E) Conduct a de-briefing including involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- (F) Complete all required reports and document the observation of the student.

VI. Functional Behavioral Assessment

If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion the School shall conduct a functional behavioral assessment (FBA) to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA should be followed by a behavioral intervention plan (BIP) that incorporates appropriate positive behavioral interventions. The use of an FBA or a BIP does not necessarily mean the student is a special education student in itself, but may be used for non-disabled as well as differently-abled or special education students.

VII. Training and Professional Development

The School shall train all staff working with students annually on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. The School shall have a plan on training staff working with students, as necessary, to implement PBIS on a system-wide

basis. The School shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques and that their training is kept current.

VIII. Required Data and Reporting

Staff must document each use of seclusion or restraint and report it to the building administration and the parent immediately. A written report of the incident must be created, given to the parent within 24 hours of the incident, and placed in the student's file. This report is subject to the Family Educational Rights and Privacy Act.

The School shall report information concerning its use of seclusion and restraint annually to, and as requested by, the Ohio Department of Education.

The School shall make this policy available to parents annually, and shall post this policy on its website.

IX. Monitoring and Complaint Procedures

The School shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The Principal or their designee must investigate every complaint and respond to the parent in writing within thirty (30) days of filing the complaint.

Guardian(s) may choose to file a complaint with the Ohio Department of Education, Office of Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

O.A.C. 3301-35-15

Students' Rights and Responsibilities

The primary goal of Citizens Academy and Citizens Leadership Academy Schools is to develop every student's potential for learning and responsible citizenship. In pursuit of a sound educational program each student is entitled to receive equal opportunities and equal consideration under the rules and regulations governing student behavior. Citizens Academy Schools believe that conduct is closely related to learning and that an effective instructional program requires an orderly school environment.

It is the responsibility of each guardian, student, and educator to understand that the school is a community governed by rules and regulations. The main purpose of the rules and regulations is not to punish or control individuals, but to create the best educational environment possible for all students.

Good conduct based on the school's virtues allows students and staff to live together in harmony. The end result of appropriate discipline during formative years will be a citizen who can live and work effectively with others, and assume full responsibility for mature self-discipline. Academic success is largely dependent upon the maintenance of effective learning within the classroom.

Students' 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 distractions.
- 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 which 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 which 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.

Specific Violations

It is expected that all students who attend Citizens Academy Schools will demonstrate their understanding and respect for justice, responsibility and generosity, especially in their actions toward self, others and the school. (See Citizens Academy School's Mission Statement.) Therefore, all students and guardians must be made aware in writing of those examples of misconduct which may result in detention, suspension, and possible expulsion from the school.

Academic Misconduct: A student shall not cheat on tests or other school assignments or plagiarize.

Appearance and Dress: Students must wear a school uniform each day. Citizens Academy students are expected to follow the dress code at all times. On all occasions, including on rare occasions when students do not need to be in uniform, the following rules apply:

- A student may not dress in a manner that presents a hazard to the health and safety of the student or others.
- They may not wear clothing that causes undue attention or disruption of the teaching process as determined by the classroom teacher
- Results in the promotion of drugs, tobacco, or alcohol
- Glorifies death or mutilation
- Contains profanity or states sexual/pornographic activity
- Causes damage to school property
- Detracts from the favorable image of Citizens Academy Schools when representing an official school function
- Results in the encouragement of drug use, violence, threats or harmful influence to any individual or group, or denotes cult/gang membership.

Assault: A student shall not intentionally harm or cause physical injury to staff, students, or others.

Bullying/Harassment: Citizens Academy Schools believe that every individual deserves to be able to come to school without fear of demeaning or offensive remarks or actions. The harassment of other students or members of staff, or any other individual is not permitted. This includes speech or action that creates a hostile, intimidating, or offensive learning environment. Conduct constituting harassment may take different forms, (verbal, nonverbal, physical) including, but not limited to, the following:

- Sexual harassment
- Name calling
- Gender/ethnic/racial/religious/sexual orientation/disability harassment
- Nor shall a student urge another student or any other person to employ threats or intimidations, or engage in other forms of harassment.

Bus Violation: Students shall not interfere with or disrupt the operation of a school bus by activities dangerous to its safe operation including, but not limited to, failing to remain seated, extending objects or arms outside the bus, eating or drinking, shouting or other disorderly conduct such as fighting which can cause physical harm, emotional stress or diversion of the driver's attention. Students shall conduct themselves in a safe and orderly manner while waiting to board the bus and after leaving the bus. They shall not trespass or impose nearby property.

Disruption of School: A student shall not, by use of violence, force, noise, coercion, threat, harassment, intimidation, fear, passive resistance, or any other conduct, cause, attempt, or threaten to cause the disruption or obstruction of any lawful mission, process, activity, or function of the school.

A student shall not urge other students to engage in such conduct for the purpose of causing, attempting, or threatening to cause the disruption or obstruction of any lawful mission, process, activity, or function of the school.

While this list is not intended to be all-inclusive, the following acts illustrate the misconduct prohibited by this rule:

- Blocking the exit or entrance of any school building or corridor or room;
- Preventing or attempting to prevent by physical act or verbal utterance, the convening or continued functioning of any school class, or activity or lawful school meeting or assembly off school property;
- Preventing or attempting to prevent students from attending a class or school sponsored event or activity;
- Except under the direct instruction of a Principal or other authorized school personnel, blocking pedestrian or vehicular traffic on school property or at the site of a school sponsored event;
- Continuously and intentionally making noise or acting in a manner so as to interfere with the teacher's ability to conduct a class or extracurricular activity;
- Making, by telephone, letter, or other means, a threat to damage or destroy any school property or to disrupt any school sponsored or related function or event on or off school grounds;
- Activating or attempting to activate the alarm system in the absence of a fire;
- Participating in gang related activities such as attire, clothing, colors, initiation, or recruitment.

Drugs: The Citizens Academy Schools recognize that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole community. For purposes of this policy, “drugs” shall mean:

- All controlled substances as so designated and prohibited by applicable Federal and Ohio law;
- All chemicals which release toxic vapors;
- All alcoholic beverages and tobacco products;
- Any prescription or patent drug, except those for which permission to use in Citizens Academy Schools has been granted pursuant to Board policy;
- Anabolic steroids; and
- Any substance that is a “look-alike” to any of the above.

Citizens Academy Schools prohibit the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia, as the term is defined by law, on Citizens Academy school grounds, on Citizens Academy school vehicles and vehicles used for Citizens Academy school-sponsored events, and at any Citizens Academy school-sponsored event. The Citizens Academy Schools shall develop a curriculum for instruction in the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco for students at each grade level.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate this Policy. The Citizens Academy School's policies and procedures on Search and Seizure, Suspension and Expulsion, and Permanent Exclusion, among others, will be complied with fully in dealing with students suspected of drug use or possessing or distributing drugs in a Citizens Academy School. This serves as notification to guardians and students that compliance with this policy and other standards of conduct is mandatory.

Student Searches

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

The school acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board may require the Principal or their 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 email. Routine maintenance and monitoring of the school network system may lead to the discovery that a student has or is violating school policy or the law. Violations of school policy, the student code of conduct or the law may result in severe penalties, up to and including expulsion.

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

Search and Seizure of Property

School lockers, desks, and property are on loan to the students and remain the property of the School. They may be inspected and reclaimed at any time. Students may not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, weapons, and property belonging to others within their lockers, backpacks or desks. Students must open their lockers at the request of school officials. When on school grounds, students and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the student has violated or is violating the law or school rules.

A student shall have the opportunity to be present during the search of their 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 personal belongings shall be conducted by the Principal or their designee with one other staff member present. This may include a search of the student's bookbag, purse, lunchbox, pockets, jacket, etc. Strip searches may not 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 their 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 their 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 the 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 their 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.

Electronic Devices: Students shall be permitted to possess electronic devices (cellular phone, beeper, I-Pod, pager, radio, CD/MP3/DVD player, video recorder, video games, personal data device or other devices deemed distracting) provided they observe the following conditions:

- A student may bring a cell phone to school but it must be kept in the student's book bag upon entering the classroom and stored in the off position through the school hours of attendance.
- When a student violates this prohibition they will be subject to disciplinary action, including but

not limited to losing the privilege to bring the device onto school property. If a student is caught with an electronic device, it will be confiscated. The guardian must pick it up from the Principal or their designee.

- Students are responsible for devices they bring to school. The school is not responsible for loss, theft, or destruction of devices brought onto school property.
- Students shall comply with any additional rules developed by the school concerning appropriate use of electronic communication devices.
- Prohibited behavior involving electronic communication devices include, but are not limited to:
 - Text messaging on or off school property during school hours
 - Sexting, which is the act of sending sexually explicit messages or photographs between cellular phones or other electronic communication devices
 - Using cameras of any type to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another via email, other camera or posting online.
 - Using any kind of camera to cheat on an assessment/examination.
 - Playing digital games
 - Using digital cameras, camera phones or any other device to harass or bully another

Failure to Accept Directives or Discipline: Students shall comply with directives and accept Board-authorized discipline from teachers, student teachers, instructional assistants, substitute teachers, Principal, building leaders, network leaders, and/or other school personnel.

Fighting/Physical Injury: A student shall not cause or attempt to cause physical injury by fighting or behavior in such a way as could reasonably cause physical injury to a school employee, student, or other. This includes fighting in self-defense.

Forgery: A student shall not forge the name of another person or falsify times, dates, grades, addresses, or any other data whether orally or in writing.

Stealing: A student shall not take into their possession property of another student or staff member without explicit consent. This includes but is not limited to, toys, school materials (such as pencils, books, etc.), and food.

Transportation Discipline: Bus suspensions (for bus riding privileges only, but not for suspension from School) may be imposed for any period of time as set forth in the School's Code of Conduct. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to appear before the Principal before a suspension is imposed.

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be held within seventy-two (72) hours of the removal. Immediate removal is authorized when the Student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School's Code of Conduct. If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding code of conduct of the home school districts from which Students are being transported, in a central location in each School building, and make them available to Students or Guardians upon request.

Trespassing: A student shall not enter upon school grounds or into the school buildings to which the student is not assigned, except with the permission of school authorities or such student is attending a function where students have been invited to attend.

Truancy, Tardiness, or Class-Cutting: No student shall be absent from all or any portion of regularly scheduled classes or mandatory activities without school authorization and guardian consent.

Consequences for Actions

Students will be given lunch detentions for not following school rules. They are assigned by teachers and staff and conducted during the lunch/recess period. During the lunch detentions, students are not allowed to talk. They may participate in a mentoring session about making positive choices and being successful and are given assignments related to their classwork to complete. Reasons for receiving a lunch detention include, but are not limited to:

- Mild disruptive behavior
- Negative attitude
- Verbal conflict with a peer
- Excessive talking
- Mild disrespectful behavior
- Incomplete/missing classwork
- Use of inappropriate language

Please note: Inappropriate actions such as disruptive behavior, disrespectful behavior, and the use of inappropriate language are also subject to suspension depending on the severity of the offense.

Suspensions and Expulsions

The Principal or their designee 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. However, beginning with the 2019-2020 school year the Principal shall not initiate the process of issuing an out-of-school suspension or expulsion to students in grades Kindergarten through three, unless the student has committed a firearm, bomb-threat, or knife offense; or other criminal offense that results in serious bodily injury or property damage; or where the student's out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the student, fellow classmates, or school personnel. The Principal or their designee may not suspend, expel, or remove any student from School solely on the basis of the student's unexcused absences from School.

In the event that, in the opinion of the Principal or their designee, 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. A removed student in grades Kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the student's conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four and five may be removed, and must be provided with notice and procedures to follow the removal, including a hearing on the next school day following the removal.

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 in 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.

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 Principal. The student may enter School facilities only when given permission by Principal or if accompanied by a guardian or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

Students issued an in-school suspension shall serve suspensions in a supervised learning environment and shall be permitted to complete any classroom assignments missed because of the suspension. 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.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extra-

curricular activities for misconduct or rules violations. The length of suspension shall be determined by the 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.

The Board authorizes the Principal the option to require a student to perform community service or another alternative consequence 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 Principal or their designee as its representative at all hearings regarding the appeal of a suspension. The Head of Schools or the Head of School'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 guardians upon request.

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

Due Process Rights

Suspension: The following procedure does not apply to in-school suspensions. The 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 reasons for the intended suspension.
2. In Kindergarten through 3rd grade, the Principal shall consult with a mental health professional under contract with the School, if any, prior suspending the student. If the events leading up to the suspension indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's guardian or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. The student must be allowed an informal hearing before the Principal or their designee to challenge the reasons for the intended suspension or otherwise explain their actions. The student is not entitled to call witnesses at this informal hearing.
4. Within one school day after the suspension is imposed, the Principal or their designee shall provide written notification of the suspension to the guardian, guardian, or custodian. The notice must contain the following:
 - a. The reasons for the suspension;
 - b. Notification of the right to appeal to the Board 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 an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Principal or their designee may require the student to participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or their designee may develop an appropriate list of alternative consequences.

Expulsion

Only the Principal may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Principal or their designee must provide not only the student, but also the guardian, 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 at the request of the student, his guardian, custodian, guardian, or representative. The guardian or custodian must be sent a written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
2. If the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior expelling the student. If the events leading up to the expulsion indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's guardian or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his guardian, guardian, custodian or representative to appear in person before the Principal to challenge the reasons for the expulsion or otherwise explain their actions.
4. Within one school day after the expulsion is imposed, the Principal shall provide written notification to the 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 the Head of Schools or Board of Directors or their designee. The intent to appeal must be in writing and received within 14 days after receiving the notice.
- c. The right to representation at all appeals;
- d. The right to an appeal hearing before the Head of Schools or their designee or Board or its designee;
- e. The right to request that the hearing be held in executive session;
- f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Head of Schools or their designee may seek permanent exclusion;
- g. When the Principal 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 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 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's decision.

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

In-School Suspension

An In-School Suspension will be given under the following circumstances:

- Misbehavior while participating or attending a school offered program such as school assemblies, after school tutoring, or attending a field trip
- Inappropriate behaviors in the classroom during instruction times and other actions that are deemed unacceptable

After being made aware of an incident that could merit a suspension, the Principal or designee, when appropriate, will ask students in grades 2-5 to write their personal accounts of the problematic incident before being questioned regarding the event. Students in grades K and 1, when appropriate, will recall the facts of the incident to the Assistant Principal or designee. The students' accounts will be written verbatim by an adult.

The Principal or designee will review the students' accounts and compare them with the teacher's referral. The Assistant Principal or designee will investigate the incident and determine next steps.

The guardian(s)/guardian(s) of the child/children involved in the incident will be contacted by telephone and by letter on the day of the incident, and will be informed of their child's/children's actions and their

consequence.

Please note: Administration can divulge information regarding a student ONLY to that child's legal guardian(s) and school personnel. School staff members are NOT permitted to discuss children's consequences with anyone except for the child's legal guardian(s) and the appropriate school personnel.

For students who develop a pattern of behaviors requiring multiple suspensions, guardians will be asked to coordinate with school administration/teacher a behavior plan to address corrective actions.

Suspension Appeal Process per Ohio Revised Code

- The guardian of the suspended student submits an appeal in writing to the Principal.
- The Principal reviews the facts of the suspension and consults with the Assistant Principal.
- The Principal comes to a definitive conclusion regarding the suspension within five school days after receiving the written appeal.

If the suspension is reversed, documentation of the suspension will be removed from the student's permanent file. If the suspension is modified or not reversed, documentation of the suspension will remain in the student's permanent file. **In both cases, the student serves the suspension during the appeal process.**

Suspension Non-Negotiables/Consequences

Please note: The number and type of suspension days assigned for each offense will be based on the severity of the incident and will be determined by Citizens Academy and Citizens Leadership Academy School's administration. The administration may utilize In-School Reflection (ISR) and Out-of-School Suspension (OSS).

It is the policy of Citizens Academy Schools to assign homework whenever possible to any student that has been suspended or expelled.

Improper Physical Behavior (includes, but not limited to, hitting, kicking, punching, intentionally applying bodily fluids on or pushing another student):

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Severe Insubordination:

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Harassment (includes, but not limited to written or verbal- bullying, threats, and teasing)

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Use of Profanity or Other Inappropriate Language:

- First Offense: 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Unauthorized Touching (Sexual or Other):

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Racial Offense (Use of Racial Slurs)

First Offense: up to 3 days ISS or OSS

- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Lying, Stealing, or Cheating:

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Vandalism:

- First Offense: Restitution up to 3 day ISS or OSS
- Second Offense: Restitution and up to 5 days ISS or OSS
- Third Offense: Restitution and up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Possession of Imitation Firearm:

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Criminal Act (an act which results in serious physical harm to persons or property):

- First Offense: up to 3 days ISS or OSS
- Second Offense: up to 5 days ISS or OSS
- Third Offense: up to 10 days ISS or OSS
- Other: Possible Expulsion from School

Possession of Illegal Substances and/or Weapons

- First Offense: Expulsion from School

Emergency Removals: When circumstances are such that a student's continuing presence in school, on a bus, or on school premises is deemed to pose a continuing danger to persons or property or is an ongoing threat of disruption to the academic process, the Principal, Assistant Principal, or teacher may remove a student from a classroom setting, extracurricular event, or bus. A student may also be removed from an extracurricular activity in which they have been involved where the student violates the rules and regulations of said activity.

Discipline/Suspension/Expulsion of Exceptional Students

In matters relating to the disciplining of exceptional students, the Board shall abide by Federal and State laws regarding suspension and expulsion. The Principal will follow the guidelines and ensure they are properly used when disciplining any student with a disability.

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

The school may unilaterally remove a Student with a disability who violates a code of Student conduct from the Student's current placement for not more than 10 school days. This option may be used only if the disciplinary action is consistent with actions taken against nondisabled Students. The school may place Students removed under the 10-day rule in an appropriate interim alternative educational setting ("IAES") if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are not considered a "change of placement" and the school is not obligated to provide services to Students during those removals. The school can use the 10-day rule to remove a Student for either a single removal of 10 consecutive school days; or a series of shorter-term removals over the course of the school year that are more than 10 consecutive school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required. However, if one or more IEP team members believe that modifications are needed to the Student's behavior plan, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

Removals of More than 10 Days: Change of Placement

A change of placement occurs if a removal is for more than 10 consecutive school days; or if a Student is subjected to a series of removals, which accumulate to over 10 school days, that constitute a pattern. If a change of placement occurs (after a MDR (see below)), then the school must notify the guardians or guardians of that decision. This notice must inform the guardians or guardians of all the procedural safeguards accorded under the law. These safeguards include a manifestation determination review, a right to receive services, and a continuation of services for a free appropriate public education. The

school must provide services that:

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

Manifestation Determination Review ("MDR")

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

The MDR is not required for disciplinary removals that do not constitute a change of placement, that is, less than 10 school days per incident or a series of removals accumulating to more than 10 school days in one school year that do not constitute a pattern.

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

If the team determines that the behavior was a manifestation of the Student's disability, the full IEP team must meet the following requirements:

- Conduct a functional behavior assessment and implement a behavior intervention plan for the Student, unless the school conducted a functional behavior assessment prior to the manifestation determination;
- If the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and
- Return the Student to the placement from which he or she was removed, 45-day rule exception applies.

If the team determines that the behavior was NOT a manifestation of the disability, the school may discipline the Student using the relevant disciplinary procedures applicable to Students without disabilities in the same manner and for the same duration, continuing to provide services to Students with disabilities.

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

Exceptions to the MDR Requirement

School personnel may remove a Student to an IAES for up to 45 school days, without a prior MDR or IEP meeting, when a Student:

- Carries or possesses a weapon (a device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 1/2 inches in length);
- Knowingly possesses or uses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed healthcare professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. §812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV or V in the Controlled Substances Act); or
- Has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

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

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

The school must still do a MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the school must still meet all of the requirements outlined above for the MDR, with the additional exception that the student stays in the alternative placement for 45 school days, regardless of the outcome of the manifestation.

Due Process Complaint

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

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

During any due process proceedings, the student's placement, through a disciplinary action, must not change unless the guardians and the school agree otherwise, or upon admissions to the school and guardian consent. The school may change the Student's placement when taking disciplinary actions that

constitute a change of placement against Students with disabilities, or Students who may be eligible for IDEA services.

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

Guardian Involvement and Communication

Family and Guardian Involvement

Families are a precious resource at Citizens Academy Schools. It is important for the school and family to build relationships. Our goal is communication and cooperation with the needs of the children as the number one priority. Research consistently shows that family involvement is a significant factor in children's school success. Guardians' attitudes toward their children's education strongly influence how their children regard school. Guardians can make it clear through their daily words and actions that education takes a high priority in their family. Guardians who show an active interest in their children's work make a positive difference. We urge families to participate as much as their schedule permits. Read to or with your child every night. Books and magazines should be available in students' homes or through visits to the library. We also ask guardians to seek opportunities to show their children how math is used in daily life.

Guardian/Family/Volunteers

We encourage guardians and/or other family members to volunteer in the school whenever they can (on lunch hours, days off, etc.). We ask guardians and/or other family members to volunteer 8 or more hours this academic year. Some volunteer opportunities include: reading to the class, organizing class materials, assisting in class projects, chaperoning class field trips, serving on committees, assisting in the Main Office and attending Guardian Advisory Council meetings. Guardians will be expected to participate and sign an agreement with the school.

Guardian/Family Responsibilities

Guardians and families are responsible for the education of their children. By choosing to send your child/children to a Citizens Academy School, you have asked us to share this responsibility. It is understood that you recognize the importance of mutual respect and cooperation. Guardians and families are responsible for supporting school policies and the authority of the administration and teachers.

Guardians are required to ensure that their children complete all assignments and are expected to monitor their progress. Families must be aware of the high expectations of a "no excuses" school and must follow the policies and procedures stated in this handbook. Guardian/Family responsibilities are outlined in detail in the Guardian/Family Pledge located at the end of the Handbook.

Citizens Academy Schools Board of Directors

All meetings, as well as their location and starting time of the Board of Directors Meeting Calendar will be posted annually on the Citizens Academy Schools website. All guardians are welcome and encouraged to attend.

The Guardian Advisory Council (PAC)

We appreciate guardians joining our Guardian Advisory Council (PAC), an organization for guardians and Citizens Academy Schools staff to meet monthly and discuss ways to collaborate as a school community.

Mission Statement of the PAC:

The PAC's mission is to develop a team of empowered guardians, to encourage communication between guardians and teachers, to enhance family awareness, to promote family involvement, to raise and administer funds for the purpose of providing educational resources, and to positively impact the lives of all Citizens Academy Schools children and their families.

All meetings are held at each school throughout the school year based upon the posted Board Schedule. Historically, the meetings are held on the third Thursday of the month and begin at 5:30 p.m. This is, per the Bi-Laws voted on by guardian members annually. Please note there will be no meeting during the month of December.

Pledges and Policies

Committees of staff and guardians developed both a Guardian Pledge and a Staff Pledge as a written commitment. Guardians are requested to sign one copy of the Guardian Pledge and keep one for reference. The Staff Pledge is included for your information and has been signed by your child's teacher. Copies of signed Guardian and Staff Pledges will be kept at the school.

School/Staff Pledge

- I pledge to treat all members of Citizens Academy's community with respect and dignity.
- I understand that Citizens Academy is a college preparatory elementary school. I pledge to have very high expectations for myself, students, colleagues, and guardians.
- I pledge to uphold and support the "No Excuses" culture of Citizens Academy.
- I pledge to conduct myself in a professional manner and to model the school virtues in my daily interaction with staff, students and guardians.
- I pledge to prepare thoroughly for each class.
- I pledge to know the curriculum and state standards and to use them to create engaging lessons.
- I pledge to establish clear rules for acceptable behavior, class participation, grades and assignments.
- I pledge to discipline students in a fair and consistent manner according to the school-wide discipline plan.
- I pledge to communicate regularly with guardians concerning academic progress, behavior and citizenship.
- I pledge to have an individualized plan for each student.
- I pledge to arrange conferences with guardians at mutually convenient times.
- I pledge to work in a highly collaborative and collegial way to ensure students' needs are being met.
- I pledge to regularly attend all school mandated professional development activities and meet educational requirements set by state.

Signature of staff member

Date

[OFFICE: PLEASE PROVIDE A SIGNED COPY TO GUARDIAN FOR THEIR RECORDS].

Citizens Academy Visitors, Volunteers and Guests Policy

The School wishes to provide a welcoming environment for Visitors, in order to do so, Visitor controls are necessary to assist in securing a safe and productive school environment.

Definitions:

“Visitors” means, guardians, guardians, volunteers, guests, invitees, vendors, contractors or subcontractors, non-staff adults who are not authorized to be on the school premises, or children who are not authorized to be on the school premises or who are not currently enrolled students.

“School” means the Citizens Academy and Citizens Leadership Academy Schools.

Procedures to enter or exit school premises:

Doors to the School remain locked and all Visitors must be “buzzed in.” In circumstances where the entrance and exit of students necessitates unlocked doors at the beginning or the end of a school day, these procedures still apply. After being buzzed in, each Visitor must proceed immediately to the school office and produce a valid ID which will be run through our Raptor System. There the receptionist will require all Visitors to log in, writing their name, the date and time of entrance, their purpose for visiting and destination. Each Visitor must wear a visitor badge at all times, in a visible place, attached to their clothing.

All Visitors must be accompanied to their destination by School personnel. At the end of their visit, a Visitor must be accompanied back to the School office to enter their time of departure on the Visitors log, and then proceed to leave the School premises.

Visitors should not take offense if school personnel remind them of proper procedure, even if the Visitor is well known to the requesting staff person. Rather, a staff person should be thanked for the reminder, and for following a procedure which attempts to enhance the safety of everyone on the School premises. Visitors shall comply with all requests by staff members during the course of their visit.

All Visitors are required to make a pre-arranged appointment with the School office in order to speak to School staff, so as not to disturb such staff in their job responsibilities during the school day.

Weapons:

“Weapon” means any object that, in the manner used, intended to be used, or represented, is capable of inflicting serious bodily harm or property damage or endangers the health and safety of persons. Weapons include firearms, guns, bombs or other explosives, knives, or, other objects not manufactured to do harm but which are used to cause physical harm or threat of physical harm. The possession and/or use of weapons is prohibited at any time on School grounds, on School vehicles, or at a School sponsored event. If a Visitor becomes aware of a violation of this policy; he or she should immediately and discretely, if possible, report it to School personnel.

Emergencies:

Visitors shall report accidents or emergencies immediately to the nearest School personnel. The School has written and posted fire, tornado and emergency safety procedures. Visitors must follow directions

and not hamper the orderly and established procedures. The School has a written and posted set of procedures that are meant to enhance the health and safety of students and staff in the event an evacuation of the School is necessary.

If the building is to be evacuated, staff will notify all building occupants of the decision to evacuate. Visitors must follow the established procedure as directed by School staff, and remain with the evacuees until dismissed by law enforcement or other authorities.

In a crisis situation, one assigned School staff person will provide facts to the media, customarily after guardians have been notified. Visitors should respect this procedure and direct media to the established staff spokesperson during an emergency.

Threats, Intimidation or Inappropriate Behavior:

Threatening behavior that consists of words or deeds that intimidate or cause anxiety concerning physical or mental well-being of staff, students or other visitors are strictly forbidden. Any Visitor exhibiting such behavior will be asked to leave.

No Visitor shall attempt to or actually commit any of the following: assault, strike, threaten, or menace staff, students or other Visitors; disrupt, disturb, or interfere with any activity conducted in or on the School premises; follow, pursue, or lay hands upon a student or other person in or on the School premises or at a School-sponsored activity; or disrupt the educational program.

Inappropriate language or swearing is not conducive to the School learning environment and is prohibited.

School officials have the authority to call a law enforcement officer if any individual violates this policy or does not leave School premises when requested to do so.

The Principal has the authority to prohibit the entry of any Visitor to the School premises when there is reason to believe the presence of such person would be detrimental to the good order of the program.

Protection of School Facility, Equipment and Personal Property:

It is in the best interest of the School to protect the School's facility adequately. Every effort shall be made to hold accountable those who knowingly cause harm to School property, and, to require such persons to rectify the damage or pay a fee to cover repairs. A reward may be offered for apprehending such persons. Appropriate authorities may be contacted.

Background Check Requirements:

- Volunteers. All volunteers are required to undergo a criminal records background check.
- Contractors. "Essential school services" are necessary services that would need to be provided by School staff if the services were not provided by an independent contractor (such as food, janitorial or clerical services). All employees of independent contractors, subcontractors or vendors providing "essential school services" to the School must fulfill one of the following conditions:

- Provide proof that it has requested a criminal records check, including an FBI check, within the five-year period prior to the date on which the person will begin working in the School and the records check indicated that the person had not been convicted of or pleaded guilty to an offense that would disqualify the person for employment with the School; OR
- During periods of time when the independent contractor or its employee, contractor, subcontractor or vendor will have routine interaction with a child or regular responsibility for the care, custody or control of a child, an employee of the School will be assigned to be present in the same room as the child or, if outdoors, to be within a 30-yard radius of the child or to have visual contact with the child.

Citizens Academy Guardian Pledge & Handbook Acknowledgement

- I pledge to know, and understand school rules, and cooperate with school personnel in the enforcement of school rules according to the CA way and our “no excuses” culture.
- I pledge to support the school’s zero tolerance policy towards any physical or verbal aggression.
- I pledge to send my child to school on time and regularly (7:35 am – 3:20pm) as required by law.
- I pledge to support CA’s code of conduct and disciplinary actions which may include detention, suspension and/or expulsion.
- I pledge to support all academic opportunities provided for my child.
- I pledge to send my child to school in accordance with the school dress code.
- I pledge to support the completion of all homework and my child’s reading for 15 minutes daily.
- I pledge to notify the school within three business days of any change of phone numbers and addresses.
- I pledge to respond to phone calls and letters within three business days.
- I pledge to communicate my comments, questions, and concerns to the appropriate personnel.
- I pledge to attend any meetings concerning the welfare and well-being of my child. This includes conferences, Individual Education Plan (IEP) meetings, and any other intervention meetings.
- I pledge to volunteer at least eight hours a school year of my time or a family members time.(i.e. field trips, read in a classroom, help with a bulletin board, share a career)
- I pledge to donate an item to my child’s classroom (i.e. tissue, hand sanitizer, pencils).
- I pledge to treat all members of the Citizens Academy family with respect and dignity.
- I acknowledge that I have read and understood all of the contents of this school handbook, including the Guardian Pledge and Visitors, Volunteers and Guest Policies and will do my best to uphold the standards set by Citizens Academy.

Name of student and grade:

Name of guardian:

Signature of guardian with date:

[OFFICE: PLEASE PROVIDE A SIGNED COPY TO GUARDIAN FOR THEIR RECORDS].