

# *Student & Family Handbook*



UNITED SCHOOLS NETWORK

COLUMBUS COLLEGIATE ACADEMY

MAIN

2023-2024

UNITE TODAY. CHANGE TOMORROW.

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## ***Introduction: Making the Handbook Work for your Family***

### ***Purpose***

The 2023-2024 Columbus Collegiate Academy Student and Family Handbook is a guide to the most important policies and procedures of the school. Many of the most critical aspects of the Handbook will be reviewed with families during the Family Orientation and with students during their orientation. However, it will be important for guardians to read the Handbook in its entirety and discuss it with their student. We encourage you to ask questions throughout the year if any sections of the Handbook are unclear. Every policy and procedure was crafted with the best interest of our students in mind.

### ***Organization of the Handbook***

The handbook is organized into eight chapters with a number of topics in each chapter. It was our intent to provide the most important topics in these chapters written in clear, concise language. At the end of the handbook, there are appendices that provide additional information and a Statement of Understanding that must be signed and returned to the school.

### ***Changes to the Handbook***

Columbus Collegiate Academy's Student and Family Handbook is meant to be a useful guide to the school's operations. From time to time, policies, rules, and regulations may be changed. The Chief Executive Officer or their designee or the Board will provide notifications of changes and/or notice will be posted in the common area of the School's facilities.

## **Chapter 1: The School**

### **Vision & Mission**

*Vision:* For every child, an open door.

*Mission:* Transforming lives and our communities through the power of education.

### **School History**

Columbus Collegiate Academy - Main Street received a five-year charter from the Fordham Foundation in July 2008, and opened its doors to its first class of 6<sup>th</sup> grade students on August 18, 2008. The school's charter was renewed by Fordham in July of 2013. The 2023-2024 school year marks the sixteenth year of operation.

Community, political, and business leaders joined the Board of Trustees as advocates that supported the school's creation. The founding Executive Director, Andrew Boy, participated in the Building Excellent Schools Fellowship, a nationally-recognized year-long charter school leadership development and training program. Through visits to more than 25 of the nation's best charter schools, he was able to draw on practical, effective models of success throughout the development of Columbus Collegiate Academy.

Before founding Columbus Collegiate Academy, Mr. Boy taught at W.E.B. Academy in Cincinnati. At W.E.B. DuBois, Mr. Boy served as Science Lab Director from 2001-2005, improving students' proficiency scores from 0% passing to 80%+. Mr. Boy initiated and fostered academic programs between DuBois and NASA, COSI, Boys Hope Girls Hope, St. Xavier's Companion Students program, and Mad Science of Cincinnati. From 2005-2006, Mr. Boy was Lead Teacher for CSRIC, a new school within the DuBois school district, was twice awarded Teacher of the Year, and facilitated several mentoring relationships between students and Cincinnati professionals.

Over the last decade, Columbus Collegiate Academy has garnered local and national attention because of its impressive academic results. Based on results from Ohio's State Tests, Columbus Collegiate Academy has often been the top-ranked Columbus middle school. In 2012, Columbus Collegiate Academy received an Excellent rating, the highest rating given by the Ohio Department of Education. In addition, the school has been recognized and honored as a New Leaders for New Schools Effective Practice Incentive Community (EPIC) Gold-Gain (2011) and Silver-Gain (2010) school. United Schools Network, our charter management organization, has been awarded major investments from the Columbus Foundation and the Walton Foundation to grow from one to four schools. In 2017-2018, CCA-Main Street earned an overall "B" rating on the school report card.

By joining our sixteenth class of students and families, you have placed a certain faith in this school. We intend to reward your faith with the best possible education for your children, as they STRIVE for college.

### **STRIVE Values Statements**

At the center of our culture are the **STRIVE Values: Studentship, Teamwork, Respect, Intelligence, Virtue, and Effort**. Teachers will explicitly teach behaviors related to these values at all times, as a part of the regular academic program. Every portion of the program, including meals, classes, Morning Meeting, Celebration, and enrichment activities will include activities to support the STRIVE values.

Students will be evaluated weekly on a STRIVE Paycheck, which will be created by the faculty, based directly on the values statements. Students who consistently earn high scores will be entitled to special recognition at Celebration and can earn special privileges.

#### **1) Studentship: I conduct myself as a student at all times, demonstrating curiosity, enthusiasm for academics, and high quality work.**

- a)** I show my teachers and my classmates that I am curious about learning. I never tease another student about their intelligence or their curiosity.

- b) I participate in every class by listening, raising my hand, answering questions that my teachers ask, and asking questions if I do not understand. I never disrupt class and do not speak to my classmates inappropriately during class.
- c) I wear my complete school uniform every day. I arrive at school with my uniform already in place, and I understand that I will be sent home or not allowed to attend class if I am not fully in uniform.
- d) If I am bored in class and already understand the material, I let my teacher know in a respectful way and ask for more challenging work. I carefully check my work on assignments and tests so that it is the best work I am able to do.
- e) I complete my homework fully and well each day. I will bring my neat, fully completed homework to school and turn it in during morning homeroom. I understand that if I do not complete my homework, I will have to make it up during breaks or enrichment.

**2) Teamwork: I make a positive contribution to my team at all times, including my classmates, my teachers, and members of my community.**

- a) I act in a caring way toward my classmates and teachers. I am nice at all times and do not say mean or disrespectful things to others.
- b) I clean up after myself, take good care of my things, and I respect the things in the school.
- c) I welcome guests into our school by telling them my name, shaking hands, speaking respectfully, and answering their questions.
- d) I always conduct myself in a professional manner. When I meet new people or greet familiar people, I make eye contact, shake hands, and speak clearly with a positive tone.
- e) I participate in the community service activities of the school with a positive attitude. I understand that part of my education is giving back to others.

**3) Respect: I always treat myself and others with the highest level of respect.**

- a) I always respect my classmates. I do not argue, speak disrespectfully, or say mean things and I keep my hands to myself, even when playing.
- b) I always respect my teachers. I never talk back during class, I always use a positive tone when speaking, and I never bring a negative attitude to a teacher or classmate.
- c) I always respect the property of the school, my teachers, and my classmates.
- d) If I have a conflict with another student or a teacher, I only speak about it in a respectful manner. I get help from a teacher in the school to resolve the conflict in a peaceful way.

**4) Intelligence: I appreciate that I can learn to be smart. I am proud of my intelligence and the intelligence of my classmates.**

- a) I regularly demonstrate the habits of studentship so I can increase my intelligence.
- b) I understand that no one is born smart. Intelligence is malleable, which means everyone can become smarter if they put forth the effort.
- c) If I see classmates who understand the material, I ask them for help at an appropriate time.
- d) If I see classmates who do not understand the material, I will ask if I can help them at an appropriate time.
- e) I never tease my classmates about their success.
- f) I never hold back on doing my work as well as I possibly can.

**5) Virtue: I always behave in a way that I am proud of and such that my family is proud of me.**

- a) I think about what is right and wrong and I make choices that positively affect myself and others. I do the right thing even when no one is looking.
- b) I always look for ways to help others. I treat everyone with kindness and in a way that is courteous.
- c) I take full responsibility for my actions at all times. If I am at fault, I will admit my mistake honestly. I will not blame other people for my mistakes or make excuses for my behavior.
- d) I always tell the truth with my teachers and my classmates. I understand that being honest is a part of my personal integrity.

**6) Effort: I always work as hard as I possibly can.**



- a) I come to school every day and always arrive on time.
- b) I come to class well-prepared. By the time class begins, I am in my seat with my materials out and ready to learn.
- c) When asked, I always take notes during class. I record notes, assignments, and homework in the appropriate places.
- d) I always listen when someone else is speaking. I look at them, nod to show that I understand, track the speaker, and ask questions if I do not understand.
- e) If I do not understand the material in class, I always ask my teacher for help.

The central focus of our educational program is college preparation. All children should be expected to achieve success in school and be prepared to achieve success in college.

Our mission requires that we develop in all students the foundational skills, core content knowledge, critical-thinking ability, and personal characteristics necessary to succeed in demanding high schools on their way to college. We can only accomplish this through a highly structured and disciplined environment in which rigorous instruction drives every classroom and frequent assessments allow us to ensure every student is receiving the ongoing academic support necessary for success. Our educational philosophy and program are built on four core beliefs.

### **Core Beliefs**

***In support of every student who enters our school doors, Columbus Collegiate Academy is passionately committed to four core beliefs:***

- 1. All students have the ability to achieve academic excellence.***
- 2. All students thrive in a school environment grounded in a clear vision, sound purpose, and predictable routines and structures.***
- 3. All students must be prepared to excel in demanding high schools on their way to selective colleges.***
- 4. All students deserve outstanding teachers that produce outstanding results.***

#### **Core Belief 1: All students have the ability to achieve academic excellence.**

We understand that many students will enter Columbus Collegiate Academy two to three grade levels behind. It is our duty to provide the expectations, structures, and supports that will allow them to efficiently and effectively strengthen any academic weaknesses and advance forward.

We believe that all students can be college-bound. We expect students to behave well and work hard. We expect students, families and staff to be accountable to each other for maintaining high expectations. All members of the school community will sign a contract of commitment, a pledge to do all in their power and whatever is necessary to achieve academic success. We expect families to attend annual family orientations and participate in guardian/family conferences throughout the year. Progress reports will be distributed three times each trimester and report cards will be issued at the end of each trimester. We expect students to arrive at school on time, attend classes prepared to work and learn, and complete homework assignments thoughtfully, carefully, and on time. We expect teachers to raise the bar by developing lessons that reflect passion for and knowledge of their subject, assign work that is challenging and engaging, and assess student progress thoughtfully, fairly, and regularly.

We provide students with a highly-disciplined, highly-structured learning environment because we believe that this environment will prepare students best for competitive high school and college programs.

We provide students with extra supports so that they can be successful at CCA and beyond. Intervention in math and reading is provided through small group instruction and a computer-adaptive program aligned to Common Core called i-Ready. Homework Center will be provided to students who need additional time to complete their homework.

#### **Core Belief 2: All students thrive in a school environment grounded in a clear vision, sound purpose, and predictable routines and structures.**

*"Brilliant teaching begins with a clear vision and sound purpose." -Adeyemi Stenbridge, Culturally Responsive Education in the Classroom*

A school environment grounded in a clear vision, sound purpose, and predictable routines and structures provides the foundation for rigorous and joyful learning. It is our responsibility to implement a culture that prioritizes academic growth, character development, and a strong sense of community. School staff will explicitly teach our STRIVE values, will make working hard, learning, and helping others the norm. We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this community space, they can thrive as students and as people. It is our job to provide this. This sense of community will come from showing and earning respect, being firm and positive, and sharing the love that brought us to this job, even when issuing consequences. This school is what we choose to make it.

**Core Belief 3: All students must be prepared to excel in demanding high schools on their way to selective colleges.**

Many of our students will be the first members of their families to attend college, and so the path to higher education will be a long and strenuous climb. A school can encourage, cajole, and prepare a student academically, but ultimately success relies on a student's internal belief in and commitment to his or her own success. To place our students firmly on the long climb to college, we will explicitly and proactively instill perseverance and courage in each of our students. In order to fulfill our long-term goal of having students enter and succeed in demanding high schools and colleges, we will inculcate commitments to enthusiasm, hard work, and achievement. Students will also be experienced in sharing their ideas with others in both writing and discussion. Student-to-student communication is one of the tenants of our program. Students who attend Columbus Collegiate Academy will have opportunities to visit and experience demanding high school and college programs first-hand. Students will visit top high schools and colleges during which they will observe and experience these environments.

**Core Belief 4: All students deserve outstanding teachers that produce outstanding results.**

*"The best teachers stand for a set of principles on which they will not compromise."* -Rafe Esquith<sup>1</sup>

Teachers' attitudes and actions critically influence student performance. A teacher who moves too quickly through curriculum, or who ignores the needs of a struggling student, shows favoritism to another, or complete apathy towards the subject material diminishes the possibility of success for many of their students. Outstanding teachers have an uncompromising desire to see their students excel, challenge all of their students to do their best, learn the most, and see the world through new eyes. Outstanding teachers have mastery in and passion for their content areas and instill such passion in their students, and they are prepared with strong lessons every day and with frequent assessments to ensure they have a clear understanding of what their students are learning. These are the teachers Columbus Collegiate Academy will recruit.

Experience with educating students in high-poverty environments and a track record of successful, measurable results in the classroom will be key characteristics our teachers must possess. A belief that every student can learn, and that standards-driven lessons and assessments are supportive of learning are also key. The ideal candidate will be willing to work hard to give students discipline, boundaries, and challenges, and to work as a member of a mission-driven team relentless about academic results.

Columbus Collegiate Academy will support its teachers in many ways. New teachers will be trained during a three-week summer orientation prior to the start of the school year. Professional development time will be part of the school's weekly and annual schedule. Meetings between school leaders and teachers will be held regularly to exchange ideas, concerns, and supports. Collaborative subject area teams will have daily opportunities to observe and learn from their colleagues. Planning time will be incorporated into each teacher's daily schedule. All staff will have the professional supplies and resources necessary to challenge the students and themselves.

Columbus Collegiate Academy teachers will use materials demonstrating success with similar populations. We will never use any one instructional approach in isolation, as we believe it is important to encourage teachers to devise the most comprehensive methods to deliver the best educational outcomes for students. Curriculum will be standards-driven, and we will ensure that all students meet specific national, state, and school standards required before progressing into

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<sup>1</sup> Esquith, Rafe. *There are No Shortcuts*. New York: Anchor Books, 2004. 47.

higher grades. We believe that standards provide a clear and useful framework by which to measure real student progress and hold teachers accountable for student performance.

## **Chapter 2: Attendance**

### **Attendance Policy**

One of the most important ways in which Columbus Collegiate Academy - Main Street families can support the mission of the school is to ensure that students are in attendance every day. Simply put, if students are not at school, they miss out on valuable instructional time and do not progress academically.

Students enrolled in the School must attend School regularly in accordance with the laws of the State. House Bill 410 led to many new requirements for attendance reporting practices for public schools across 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 in accordance with the procedure set forth in the section below whenever a student is absent.

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

While we understand that students get sick and unforeseen events may affect school attendance, we ask that CCA-Main families dedicate themselves to ensuring that students miss **no more than three** school days throughout the year. Regular attendance is required to participate in after school activities and sports, as well as other school activities like field trips.

Our doors open at 8:40 a.m. each morning, and students must arrive before 9:00 a.m. in order to be considered on-time. A student will be considered "tardy" if they arrive after 9:00 a.m. but before 9:30 a.m., and they will be marked with a "partial absence" if they arrive at or after 9:31 a.m. If a student arrives to school after 9:00 a.m., a family member must bring them into the school and sign them in at the front office on the student's tardy log.

Dismissal will begin at 3:50 p.m. each day. If students are dismissed between 3:30 and 3:50 p.m., this will count as an "early dismissal." Students who are dismissed at or before 3:29 p.m. will receive a "partial absence." Please note that, for a multitude of reasons, we cannot have students wait in the front office for their family to arrive for an early dismissal or partial absence. Students will remain in their classroom learning until their ride has arrived and they have been signed out.

All students are expected to arrive on-time and stay the full school day. Furthermore, we urge families to schedule doctor appointments and family vacations around CCA's school calendar and daily schedule. CCA is in session 167 days out of the year, which leaves 190 days for appointments and family vacations. Missing even two hours of instructional time during the day for an appointment can result in a student falling behind academically. Please keep this in mind as you plan your appointments and vacations. If a student absolutely must attend an appointment during the day, please attempt to schedule it after dismissal at 4:00 p.m. If this is not possible, please schedule the appointment for the earliest possible time in the morning and have your student report to school after the appointment.

### **Reporting Absences**

If a CCA student is going to miss a day of school, their guardian must **notify the school of the absence by 10:00 a.m.** on the day of the absence. This applies to all absences except those for which a guardian has sent in previous notification of an absence. In all cases, the primary responsibility for reporting absences rests with the guardian. If a student is absent from school, and no previous notification has been received, the CCA Office Coordinator will call the child's guardian to report the absence and determine the reason for the absence. It is expected that, at that time, the guardian will inform the front office of the reason for the absence and the anticipated duration of the absence. The procedure for reporting absences is as follows:

1. If a student is absent from school, a guardian must call CCA-Main to inform the school that their child or children will be absent from school. *This phone call must take place before 10:00 a.m.*

2. If a student is absent from school, and the school has not received any prior notification for the absence, and has not received a phone call regarding the absence by 10:00 a.m., the CCA-Main front office will notify the guardian to report the absence, determine the reason for the absence, and verify the anticipated length of the absence.

### ***Excused vs. Unexcused Absences***

Whether an absence is “excused” or “unexcused,” it is still an absence, and will be counted as an absence in our student information system. Again, we stress that students who are absent, for whatever reason, miss valuable instructional time and fall behind their peers on the path to college. The school will count an absence as “excused” for the six reasons that follow this paragraph, *upon receiving documentation*. Upon return to school, the student must provide the front office with a written statement from a guardian of the cause for absence, or the absence will be considered “unexcused.” The School Director and their designee reserve the right to verify such statements and to investigate the cause of each individual absence.

1. Personal physical illness such as to prevent attendance at CCA-Main. *Absences for illness longer than two days must be verified in writing by a doctor.*
2. Death in the family.
3. Observance of religious holidays.
4. Court subpoena.
5. High school visitation. The absence of an 8<sup>th</sup> grader from school due to a high school visitation will be excused if a High School Visit form is submitted to the office. Absences for this purpose should only be a full day when the school requires a full shadow day as a part of their admissions process.
6. An emergency or set of circumstances which in the judgment of the CCA-Main team constitute a good and sufficient cause for absence. Emergency circumstances will be defined by the School Director and be used to excuse absences on an extremely limited basis. Any requests for an excused absence because of an emergency must be submitted in writing upon the student's return to school.

A maximum of nine (9) student absences from school will be considered excused with guardian notification. After nine absences, documentation in addition to the guardian notification may be required in order for the absence to be excused. Such documentation may include, but is not limited to, written statements from a physician, dentist, or licensed mental health provider; or a social service agency if the student was receiving consultation or services. Documentation shall be reviewed by the School Director. Based upon the evidence presented, the School Director shall either excuse the absence or cause the absence to be marked as unexcused.

Absences will **not** be considered excused if for the following reasons:

1. Weather (snow, ice, cold, etc.). If school is canceled for weather, CCA-Main families will be informed through local media. If school remains open in snowy, icy, extremely cold, or rainy conditions, students are expected to be at school.
2. Transportation. If a student misses the bus or there is car trouble, students are still expected to be at school. Families will need to arrange alternative transportation to school.
3. Guardian Illness. If a guardian is sick, students are still expected to be at school.
4. Family Vacation. CCA is in session for 167 days. That leaves 190 days for family vacations. Please plan ahead and schedule family vacations for winter break, spring break, and summer break.

### ***Absences Due to Suspension***

If a student earns an out-of-school suspension, the Dean of Students (or their designee) will reach out to the family to schedule a re-entry meeting. Re-entry meetings are required; students and families must attend a re-entry meeting before returning to school. All absences accumulated after the suspension is over but before the re-entry meeting happens will count as unexcused absences.

### **Late Arrival and Early Dismissal Related to Absences**

Students are expected to arrive on time and to stay at school until the very end of the day. Late arrivals and early pick-ups are disruptive to the learning environment. Late arrivals and early dismissals can be marked as “authorized” or “unauthorized.” Late arrivals and early dismissals will be marked as “authorized” if the reason is documented in writing and approved by the School Director. Late arrivals and early dismissals will be “authorized” if they align with reasons for an excused absence or for medical appointments. Late arrivals and early dismissals that are not documented in writing and/or do not qualify as “authorized” will be labeled “unauthorized.” Minutes and hours for unauthorized late arrivals and early dismissals will count towards truancy thresholds as required under House Bill 410.

If a student is frequently tardy, we will set up a meeting between the family and the Director of Family & Community Engagement to develop an absence intervention plan. Late arrivals and early dismissals are disruptive to the learning environment, so families are asked to ensure their students arrive to school on time every day and stay for the duration of the day.

### **Absences due to Documented Medical Condition**

Any student who is absent for an extended period due to a medically-documented physical or mental impairment 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. In cases such as these, communication with the school is crucial. Additionally, documentation from a healthcare provider must be provided to the school.

### **Consequences for Absences and Tardiness**

Consistent with the CCA-Main Street philosophy, there are positive consequences for outstanding attendance, and negative consequences for poor attendance. The consequences are outlined in the table below:

<b>Action</b>	<b>Consequence</b>
Excessive Tardiness and/or Early Dismissals	The School Director or their designee will intervene in cases where attendance issues related to tardiness and/or early dismissals are disrupting the classroom environment and causing academic issues for the student.
Unexcused absences reach 18 hours (2.9 days)	The family will receive a warning letter entitled <i>Attendance Warning Letter</i> .
Unexcused absences reach 36 hours (5.8 days)	The family will receive a warning letter entitled <i>Attendance Warning Letter II</i> .
Unexcused absences reach 54 hours (8.75 days)	The family will receive a warning letter entitled <i>Attendance Warning Letter III</i> .
Unexcused absences reach 30 consecutive hours (4.86 Days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Habitual Truancy</i> . The guardian and student are required to participate in an Absence Intervention Team.
Unexcused absences reach 42 hours in one month (6.81days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Habitual Truancy</i> . The guardian and student are required to participate in an Absence Intervention Team.
Unexcused absences reach 72 hours in a year (11.67 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Habitual Truancy</i> . The guardian and student are required to participate in an Absence Intervention Team.

Excused and unexcused absences reach 38 hours in one month (6.16 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Excessive Absences</i> .
Excused and unexcused absences reach 65 hours in one year (10.53 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Excessive Absences</i> .  If a student has any combination of 65 hours (9.4 days) excused and/or unexcused absences in a year, it is considered a serious issue. At this point, the student is at risk of not being promoted to the next grade. The School Director reserves the right to retain any student who misses more than 65 hours of school.

### **Truancy**

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

A student is considered to have excessive absences if the student is absent without a legitimate excuse for thirty-eight (38) or more hours in one school month without a legitimate excuse; absent sixty-five (65) or more hours in one school year with or without a legitimate excuse.

Legitimate excuses for the absence of a student otherwise habitually truant or excessively absent 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.

### **Absence Intervention Team**

An absence intervention team will be established for each student who is absent for a period of time that exceeds the threshold for a habitual truancy. Within ten days after the absence of a student surpasses the threshold for habitual truant, the School Director or their designee will assign the student to an absence intervention team. Membership of each intervention team may vary based on the needs of each individual student, but must include:

- (1) A representative from the child's school district or school
- (2) Another representative from the child's school district or school who knows the child
- (3) The child's guardian, custodian, guardian ad litem, or temporary custodian.
- The team may also include a school psychologist, counselor, or social worker, or a representative of a public or nonprofit agency designed to assist students and families in reducing absences.

The School Director or their designee will make at least three meaningful, good faith attempts to secure participation of the student's guardian within seven school days of the habitual truant triggering absence. If the guardian fails to respond, the school will:

- (1) Investigate whether the failure to respond triggers mandatory reporting to the county public children's services agency
- (2) Instruct the absence intervention team to develop a plan for the child without the child's guardian.

### **Filing a Complaint in Juvenile Court**

The attendance officer (the School Director or their designee) must file a complaint in juvenile court against a student on the 61<sup>st</sup> day after the implementation of an absence intervention plan or other intervention strategies, provided that all of the following apply:

- (1) The student was absent without legitimate excuse from the public school the child is supposed to attend for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year.

- (2) The school district or school has made meaningful attempts to reengage the student through the absence intervention plan and any offered alternatives to adjudication
- (3) The student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered alternative to adjudication.

If the 61st day after the intervention falls on a day during the summer months, the school may extend the implementation of the plan and delay the filing of a complaint for an additional 30 days after the first day of instruction of the next school year.

Ohio Revised Code §3321.01; §3314.03(A)(6); §3321.13-.191

### ***Withdrawal: 72 Hour Rule***

A student who fails to participate in 72 consecutive hours (11.67 school days) of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a guardian may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the School Director or their designee.

### ***Missing & Absent Children Policy***

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

A student at the time of their initial entry to school shall present to the person in charge of admission any records given to them by the elementary or secondary school they most recently attended and a certification of birth\* issued pursuant to Section 3705.05 of the Ohio Revised Code 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 shall request the student's official records from the elementary or secondary school they most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Executive Director or their designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

The Executive Director or their designee will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The Executive Director or their designee will also assist guardians in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, guardians, and community members relative to missing children issues and matters are available from the Executive Director or their designee, including information regarding the fingerprinting program. The Executive Director's or their designee's informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with his/her guardian(s). Guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Executive Director or their designee is also required to notify a student's guardian, legal custodian, or other person responsible for them when the student is absent from school. The guardian or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. 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.

The procedure for absences is as follows:

- A guardian must call 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.



- If a guardian fails to call the School as prescribed in Part A, School personnel will call the guardian to inform them of the student's absence.
- In those cases where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

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

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

## Chapter 3: Dress Code

### **Rationale**

The purpose of the Columbus Collegiate Academy dress code is to create a professional, safe, and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day. Students are required to wear the Columbus Collegiate Academy uniform Monday-Friday, unless otherwise noted.

### **The Dress Code Defined**

Students must arrive at school in the Columbus Collegiate Academy uniform every day. The uniform includes:

- Navy blue CCA uniform shirt that is tucked in at all times.
- Tan or khaki dress pants with belt loops. **Please note that this does not include denim pants of any kind.**
- Instead of pants, a plain, khaki or navy skirt that falls at or below the knee. (A belt is not needed if wearing a skirt.)
- Dress or tennis shoes with laces tied and worn with the pants leg over the tongue of the shoe.
- Plain, appropriate belt with a small buckle.
- Color of shirts underneath: plain black, gray, white, navy, or blue without a hood.

**Any student who arrives at school out of uniform will receive a dress code deduction, an immediate phone call home, and will be asked to change into school-provided appropriate uniform items.** The DFCE and Office Manager will work with the families of students who do not have uniform items, however, repeated out-of-uniform incidents will result in progressive disciplinary consequences. **A student who refuses to change into school-issued uniform items will be considered insubordinate.**

Students must present a neat, professional appearance in order to be considered in uniform. Students' shirts must be tucked in and shoelaces must be tied. **Students are not allowed to sag their pants. Repeated incidents of sagging or inappropriate uniform presentation will result in progressive disciplinary consequences, including the requirement to wear school-issued uniform items.**

Under **no** circumstances are students allowed to:

- wear pants without belt loops;
- wear shorts, denim pants, spandex pants, drawstring pants, or sweat pants (except CCA spirit wear);
- wear underclothes that can be seen (except short and long-sleeve t-shirts);
- wear steel-toed boots, wedges, or heels;
- Wear studded belts or belts with large or distracting buckles;
- wear facial make-up that is distracting;
- wear earbuds or headphones
- wear earrings or jewelry that impedes learning;
- wear sandals or other open-toed shoes;
- wear fake tattoos, display real tattoos, or display hand-written words or drawings on skin or clothes; and/or,
- carry cell phones or other electronic devices **(including earbuds, headphones and Smart watches)** on their person during the school day.

### **Monday through Thursday and Friday Uniform Expectations**

On Monday through Thursday, students are expected to wear their primary uniform. This includes the navy blue Columbus Collegiate Academy uniform shirt, appropriate belt and shoes, and navy or khaki dress pants or skirts. On Friday, students are permitted to wear Columbus Collegiate Academy spirit wear or t-shirts that they have earned throughout the year.

Students will have the chance to earn a shirt for winning Spirit Stick (which is similar to a Student of the Week award), showing dramatic growth in i-Ready, achieving Honor Roll, and participating in a school team or sport. If a student receives a t-shirt from a high school program, they may also wear that shirt on Fridays. Students should still follow dress code or pants, shoes, and belt if they elect to wear their incentive shirt on Fridays.

The Deans' Office staff paired with Student Council will lead Spirit Week once each trimester or three times a year. Students are invited to dress per the daily theme. For example, one day might be "Neon Day." Students would then be invited to dress in fluorescent colors on that day. Information regarding Spirit Week will be sent home to students and families in advance. Note that students who are on in-class suspension will not be eligible to participate in Spirit Week.

The last Friday in each month will be reserved for College Shirt Day. All students aside from those who are on in-class suspension are welcome to wear a college shirt. If students do not have a college shirt, they can wear the colors of their homeroom university. The rest of the student's uniform should continue to meet normal expectations on Fridays.

Students may also earn a dress down pass for excellent behavior. In this case, students are expected to present the pass at the front door during uniform check. On dress down days, students should wear clothing of their choosing that is appropriate for a school setting. Jeans without holes, rips, or fraying are fine to wear, but we ask that student clothing is not too tight or revealing. Sandals, jackets, sleeveless tops, shorts/skirts that do not extend to the knee are never permitted to be worn on dress down days.

Note that wearing earned incentive shirts and participating in dress-down days is optional. If a student has earned a dress-down pass, they do not have to use it. Students cannot give their pass away.

Other dress code considerations include:

- Jewelry: Jewelry is permitted, but if it becomes a distraction, school staff may request that it stay at home.
- Grooming: Students may not groom themselves in the classroom. Hairbrushes, combs, and other items used outside of the restroom may be confiscated.
- Keychains/Lanyards: Keychains/lanyards should be under the shirt, in the pocket completely, or stored in a student's locker or book bag.
- Purses, Fanny Packs, Misc. Bags: If a student has a purse, fanny pack, or bag, they will need to store it in their locker or on their hook for the duration of the school day. If personal items are needed from the purse or bag, the student will need to gain permission to retrieve the needed items at an appropriate time.
- Underclothes: Any underclothing (including, but not limited to, panties, boxers, briefs, brassieres, slips, and sports bras) should be fully covered by the uniform. All t-shirts worn under the uniform should be a solid color (white, black, or gray) and stay under the clothing of the child at all times.

### ***Alternate Dress Code***

For certain parts of the year, an alternate dress code may be put in place to accommodate student comfort during the warmer months. The alternate dress code allows students to wear khaki or navy shorts that extend to the knee or capris. All other elements of the dress code are still in place. The School Director or their designee will send communication home to families regarding if and when the alternate dress code is in place. An alternate dress code typically happens during the months of August, September, May, and June.

### ***Consequences for Dress Code***

Prior to entering the school building each day, each student will be checked for dress code compliance. Quick fixes (e.g. tucking a shirt in) will be addressed before the student enters the building. If the student has a more serious dress code violation (e.g. arriving without a uniform shirt or arriving without proper pants), the student will be sent to the family resource center and the student's family will be called and asked to bring the uniform item to school. If the family is unable to bring the item to school, the students will change into a school-provided item. Because the school has extra uniform items, the student will not be able to attend class until they are in full uniform. Additionally, the student will receive a \$5.00 deduction on their STRIVE Paycheck. After five deductions, students will serve detention.

Throughout the school day, CCA staff will continue to enforce the dress code. If it is a quick fix (e.g. tucking a shirt in), the student will receive a \$2.00 deduction on their STRIVE Paycheck and work with the staff member to resolve the issue. If the student has a more serious dress code violation, they will be sent to the front office and the office staff will likely reach out to the family for assistance. The student will also receive a \$5.00 deduction.

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

## Chapter 4: Student Conduct

### **Philosophy**

Columbus Collegiate Academy students will abide by a strict Code of Conduct based on the philosophy that classroom respect and order are essential for academic progress, that students benefit from the explicit teaching of acceptable behavior, and that having immediate and clear consequences for seemingly minor infractions guarantees that major infractions will not take place. Students, guardians, and a school administrator will sign the Family & School Compact, which demonstrates knowledge of the Code of Conduct. The purpose of this Code is to bring absolute clarity to the expectations and consequences of student behavior so that misunderstanding is never the reason for student misbehavior.

### **Intention**

A goal of CCA's is to provide a demanding, standards-based education in order to ensure acceptance and success in college-preparatory high school programs. Respectful behavior without disruptions is necessary to achieve this goal. The following beliefs inform our Code of Conduct:

- **Safety.** The Code of Conduct is designed first and foremost to ensure that CCA is safe for every student at all times.
- **Respect.** One of the six core values of CCA is respect. Respectful behavior is a hallmark of effective character development and facilitates strong community.
- **Self-discipline.** By learning to behave professionally, students learn skills useful beyond the walls of CCA. Students who behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
- **Making a big deal out of "little" problems.** The leaders of CCA believe that there are no "little" problems, but that every seemingly small problem can quickly contribute to more serious problems. By making a big deal out of "little" problems, the school can make sure that big problems happen infrequently.
- **Clear consequences.** Many disciplinary problems can be avoided by having clear, well-articulated consequences. The students of CCA will know exactly what behavior is expected and what consequences will result if the expectations are not met. The school will always promptly communicate with guardians about any disciplinary consequence.
- **Uninterrupted learning.** The purpose of this Code of Conduct is to remove distractions from the classroom so that students can commit 100 percent of their attention to academic learning.

### **Family & School Compact**

The Family & School Compact is the guiding commitment between Columbus Collegiate Academy students, staff, and guardians. *All guardians, students, teachers, and a school leader will sign the Family & School Compact prior to the first day of school.* This contract outlines general and specific expectations for students, teachers, and guardians, and is signed in the spirit of mutual accountability. Our work together is a three-way partnership, and the highest expectations must govern all of our actions to ensure the highest-quality education for every child. You can view the 2023-2024 Family & School Compact in Appendix A.

### **Code of Conduct and School Rules**

The Code of Conduct is the concise description of the twenty-two primary rules that govern student behavior at Columbus Collegiate Academy. All guardians will review the Code of Conduct at the mandatory Family Orientation. Students will review it during new student orientation prior to the start of school. Signing the Family & School Compact indicates that each guardian and student has read, understands and agrees to abide by the Code of Conduct.

1. All students treat fellow students, staff, and school property with respect.
2. Students must arrive at school in the Columbus Collegiate Academy uniform every day.
3. Attend school every day. Absences are excused only for illness, religious observance, or family emergency, and must be verified in writing by a guardian.
4. Always arrive on time for the school day.

5. Complete homework every night and turn it in at the appropriate time.
6. Do not disrupt class, Morning Meeting, or Community Celebration by talking out of turn.
7. Do not talk during transitions or during breakfast and lunch when the expectation of silence is communicated by a staff member.
8. Do not chew gum, eat, or drink anything other than water during class.
9. Keep any electronic devices (cell phones, cell watches, etc) at school off and in the classroom's for the entire school day (8:40 a.m.phone locker-4:15 p.m.). The school assumes no responsibility for these devices. This includes earbuds and headphones. Students should only use school-school issued headphones.
10. Always be prepared for class.
11. Do not behave in any way that is disruptive to your learning or the learning of another.
12. Do not plagiarize, cheat, or copy another's work, falsify information (i.e. forge a signature), or lie to a staff member.
13. Always be where you are supposed to be during the school day, have a pass anytime you leave the classroom, and report promptly to Homework Center, Detention, Extension, and your advisory/pack location when assigned to do so.
14. No play-fighting or touching another student. Keep your hands to yourself.
15. No intimidation, harassment, or bullying of a classmate or staff member using threatening behavior or language.
16. No defacement of school property.
17. No profane or otherwise inappropriate language.
18. No gang activity or evidence of affiliation.
19. No fighting, violence, or behavior threatening violence.
20. No possession, use, or sale of any drugs, alcohol, tobacco, or illegal substance.
21. No possession of weapons including toy weapons.
22. Do not behave in any way that is disruptive or distracting when riding school-provided transportation, including riding the school bus to and from school.

### ***Progressive Discipline***

All students are expected to conform to the Student Code of Conduct at School, on the School premises, and on transportation to and from School, if paid for or provided by the School and are subject to the School's disciplinary process when they fail to do so.

When students violate the Code of Conduct there are associated consequences that are outlined for different levels of offenses. Consequences will be determined based on the level of offense and the number of occurrences for similar offenses during the school year.

The five levels of offenses are described below:

#### **First Level: Deduction**

A deduction is a mark for deficiency or misconduct. Three deductions during a 50-minute class period typically results in an Office Referral and a lunch detention. Deductions take dollars away from the weekly *STRIVE* Paycheck which may result in the loss of privileges (i.e. field trips, special events).

#### **Second Level: Referral to the Deans' Office and Detention**

Students earn detention when they receive an Office Referral. Students also may serve a detention at the end of the *STRIVE* week on Friday morning if their paycheck is below \$70. This detention period is often called Extension.

#### **Third Level: In-Class Suspension**

If actions taken at Levels 1-2 have not corrected the inappropriate behavior, or, if the student has consistently engaged in lower-level infractions, the Dean of Students or their designee may place the student on in-class suspension for one or more school days. As the name suggests, in-class suspension is served in class. Students miss no class time, but they are held to very high behavior expectations in the classroom. As a part of the suspension, the student will be required to demonstrate positive behavior and earn a teacher signature each period on their ICS form in order to be removed from in-class suspension.

#### **Fourth Level: Out-of-School Suspension**

If actions taken at Levels 1-3 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct, the Dean of Students or School Director may suspend the student from School, not to exceed ten consecutive days of suspension. As a part of the suspension, the student will be required to catch up on all academic work and write an apology to the classroom or school community.

#### **Fifth Level: Expulsion**

If actions taken at Levels 1-4 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct, the Chief Schools Officer or their designee may expel the student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the student is permanently excluded.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Dean of Students, School Director, or Chief Schools Officer or their designee. The charts in Appendix G define and provide guidance to families and students regarding how the progressive discipline policy may be utilized for serious offenses, not specifically listed in the twenty-two rules listed in the Code of Conduct subsection.

### ***School Rules and Consequences***

#### ***Rule 1: All students treat fellow students, staff, and school property with respect.***

Respect is one of the six *STRIVE* Values at Columbus Collegiate Academy. Maintaining a respectful learning environment at all times is critical to effective delivery of the academic program. Disrespectful behavior to other students or to school staff will never be tolerated. Any student who demonstrates disrespect toward another student or staff member, in the judgment of any member of the staff, will receive a deduction, and in the case of serious disrespect, will receive a detention or a suspension.

#### ***Rule 2: Students must arrive at school in the Columbus Collegiate Academy uniform every day.***

The purpose of the Columbus Collegiate Academy dress code is to create a professional, safe, and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day, and includes after-school activities and field trips. Students are required to wear the Columbus Collegiate Academy uniform Monday-Friday, unless otherwise noted.

Students must arrive at school in the Columbus Collegiate Academy uniform every day. See Chapter 3 for an in-depth overview of the School's dress code policy.

There are two primary levels of uniform violations. These include coming to school without a required component of the uniform (e.g. a uniform shirt) or items that can be quickly fixed (i.e. tucking in their shirt). Students that arrive at school with a missing component are not permitted to enter class and receive a uniform \$5.00 deduction on their *STRIVE* Paycheck. For items that can be quickly fixed, students receive a \$2.00 deduction on their *STRIVE* Paycheck.

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

#### ***Rules 3-4: Attend school every day. Absences are excused only for illness, religious observance, or family emergency, and must be verified in writing by a guardian; Always arrive on time for the school day.***

Refer to Chapter 2: Consequences for Absences and Consequences for Tardiness and Early Dismissal.

#### ***Rule 5: Complete homework every night and turn it in at the appropriate time.***

Students must complete all of their homework each night. Students that come to school with incomplete homework or homework of poor quality will receive deductions on their *STRIVE* Paycheck and will be in a homework intervention.

Homework Center is not a punishment, but rather a support to ensure that students do not fall behind in their coursework. Homework Center attendance is mandatory. Failure to report to Homework Center is grounds for a referral to the Dean of Students.

**Rules 6-10: Do not disrupt class, Morning Meeting, or Community Celebration by talking out of turn; Do not talk during transitions or during breakfast and lunch when the expectation of silence is communicated by a staff member; Do not chew gum, eat, or drink anything other than water during class; Keep any electronic devices (cell phones, cell watches etc.) at school off and in a phone locker for the entire school day (8:40 a.m.-4:15 p.m.). The school assumes no responsibility for these devices; Always be prepared for class.**

Any student who violates Rules 6-10 will receive an in-school consequence (i.e. deductions and detentions). If the violation is serious or occurs multiple times, the student will receive a detention, or, at the discretion of the school leadership at Columbus Collegiate Academy, an in-class or out-of-school suspension. Examples of behaviors and related consequences are outlined below for some of the more common behavior issues:

- Talking out of turn during class is a deduction.
- Chewing gum, eating, and drinking are a deduction.
- Not prepared for class (i.e. no pencil) is a deduction.
- Talking in the cafeteria when the expectation is silence is a deduction.
- An electronic device that is out, used, or makes noise during the school day results in an Office Referral and is taken by a staff member and must be picked up by the student's guardian.

Records of student behavior will be recorded in each student's *STRIVE* Paycheck. The *STRIVE* Paycheck will be sent home with students every Thursday. All students are required to get the report signed and returned on Friday.

**Rule 11: Do not behave in any way that is disruptive to your learning or the learning of another.**

Behavior that disrupts the learning environment will never be tolerated at Columbus Collegiate Academy. Disruptive behavior can take on a wide range of behaviors. Minor disruptions, such as calling out in class, will result in a deduction. More serious disruptive behaviors, such as failing to cooperate with staff, will usually result in an out-of-school suspension. See the section on *Habitually Disruptive Students* in this chapter for information on repeated, serious disruptions.

**Rule 12: Do not plagiarize, cheat, or copy another's work, falsify information (i.e. forge a signature), or lie to a staff member.**

Academic dishonesty includes plagiarizing; fabricating information; copying work from others or from unauthorized sources; giving other students permission to copy work; gaining unauthorized access to material; and using, submitting, or attempting to obtain data or answers dishonestly. Instances of academic dishonesty on any assignment will be met with firm consequences. For the first offense, the level of discipline will range from detention to an in-class suspension. For the second offense, the level of discipline will range from detention to an out-of-school suspension. For the third offense, the level of discipline will range from out-of-school suspension to expulsion. In all cases, the student will be given a "zero" on the assignment without the ability to redo the assignment. This includes but is not limited to homework assignments, classwork, quizzes, unit tests, projects, essays, and exams.

**Rule 13: Always be where you are supposed to be during the school day, have a pass anytime you leave the classroom, and report promptly to Homework Center, Detention, Extension, and your advisory/pack location when assigned to do so.**

Students that are out-of-area without a pass will receive an immediate Office Referral. Repeated violations may result in more serious consequences such as an out-of-school suspension. Leaving the classroom, computer lab, lunchroom, or administrator's office without permission may result in an out-of-school suspension. Failing to report to an administrator's office, class, detention, or Friday Extension when assigned to do so will be met with a referral to the Dean



of Students and may result in an out-of-school suspension. Leaving the building or school grounds without permission is grounds for expulsion.

***Rules 14-17: No play-fighting or touching another student. Keep your hands to yourself; no intimidation, harassment, or bullying of a classmate or staff member using threatening behavior or language; no defacement of school property; no profane or otherwise inappropriate language.***

Any student who violates Rules 14-17 will be eligible to receive an immediate suspension. A student may be suspended from one day up to ten days. A formal notification will be given to the guardian(s). As a part of the suspension, the student will be required to catch up on all academic work in accordance with the Family and School Contract and may be asked to read an apology to the classroom or school community.

***Rule 18: No gang activity or evidence of affiliation.***

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

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 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; 4) writing gang-related messages or symbols; or 5) to represent a gang affiliation, loyalty or membership in any way while on School grounds or while attending a School function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or employees to commit acts or omissions against 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 School. See the discipline charts in Appendix G for detail on the definition of and related consequences for “Gang Activity.”

***Rule 19: No fighting, violence, or behavior threatening violence.***

The primary purpose of the Code of Conduct is to ensure that the Columbus Collegiate Academy community is safe for all students. As a result, violent behavior towards students, staff, or visitors will never be tolerated and will be treated with the most severe consequences. Any student who commits an act of physical violence at school, on school-sponsored transportation, at a school-related event, or plans such violent activity during the school day, will receive an immediate suspension and may be grounds for expulsion from School. See the discipline charts in Appendix G for detail on the definition of and related consequences for “Assault,” “Criminal Act,” “Hazing,” “Physical Contact,” and “Reckless Endangerment.”

***Rule 20: No possession, use, or sale of any drugs, alcohol, tobacco, or illegal substance.***

Student use, possession, distribution, or sale of alcohol, tobacco, or illicit drugs is prohibited on school grounds, at any school-sanctioned activities, when students are being transported in school-sponsored vehicles, or at any time or in any place where the School conducts business. A student violation of this policy will lead to a suspension, reporting to authorities, and/or recommendation for expulsion, as required by law, or at the discretion of the School. A student who arrives at school or a school event suspected to be under the influence of alcohol or drugs may be subject to a search of their possessions and disciplinary consequences pending the finding of the search.

If a student receives a suspension for a first violation of this policy, the student may be required to enroll in a rehabilitation/counseling program at the sole cost of the family. The family, when appropriate, will be required to report

back with an assessment, diagnosis, and treatment plan as a condition for admittance into the school. A second violation of this policy will be reported to authorities and lead to an expulsion hearing.

A student who is in possession of an electronic cigarette or nicotine vape pen may also be required to complete an in-school nicotine prevention program.

See the discipline charts in Appendix G for detail on the definition of and related consequences for “Illegal or Dangerous Substances,” “Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances,” and “Sale, Use, Possession, or Distribution of Tobacco Product.”

***Rule 21: No possession of weapons, including toy weapons.***

Guns, knives, explosives, or weapons of any type are not permitted in the school, on the campus, anywhere on the premises, on school-sponsored transportation, or at any school-sponsored or school-related event. Violations will lead to expulsion. Items that appear to be weapons or could be reasonably used as weapons are banned as well. Toy weapons are never permitted, even as part of dress-down days. The school reserves the right to investigate any student who draws, writes about, or talks about weapons. See the discipline charts in Appendix G for detail on the definition of and related consequences for “Dangerous Weapons,” “Firearms,” and “Knives.”

***Rule 22: Do not behave in any way that is disruptive or distracting when riding school-provided transportation, including riding the school bus to and from school.***

Busing to and from Columbus Collegiate Academy is provided by Columbus City Schools. The right to free transportation is dependent on the student’s good behavior while waiting for and riding on the school bus.

In order for bus drivers to get students to school on time and safely, they must focus on the road at all times. Thus, on the bus, students must remain in their seats, talk at a reasonable volume, and follow all directions given by the bus driver. Students who behave poorly on the bus compromise the safety of themselves and others. Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be the guardian’s responsibility to arrange for alternative transportation.

All bus referrals will be investigated by the Dean of Students, and Columbus Collegiate Academy will use the following protocol in determining consequences for bus referrals. The following infractions will result in bus referrals, and the Dean of Students will discuss the incident and referral with the specific bus driver and student:

- disrespectful behavior towards the driver or another student.
- physical violence and/or abusive language (swearing).
- eating on the bus.
- yelling or screaming.
- failure to remain seated.
- Insubordination.
- threatening behavior.
- possession of drugs, glass, weapons, animals, fireworks, or stolen merchandise.
- any other violation of school or bus policy.

**First Bus Referral**

Student will be removed from the bus for **one** school day (to and from school), and alternative transportation must be arranged by the guardian. Notification will be given either via the bus referral form that will be signed by the guardian or a phone call to the guardian in order to review bus-riding rules and consequences for future referrals.

**Second Bus Referral**

Student will be removed from the bus for **five** school days (to and from school), and alternative transportation must be arranged by the guardian. A guardian conference will be held with the Dean of Students and family to review bus-riding rules and consequences for future referrals.

**Third Bus Referral**

Student will be removed from the bus for **the rest of the current school year** (to and from school), and alternative transportation must be arranged by the guardian. A guardian conference will be held with the Dean of Students and family to review the consequences and plan for alternative transportation.

Steps in the bus referral progression may be skipped for serious acts of misconduct at the discretion of the Dean of Students, School Director, or Chief Schools Officer, or their designee.

## ***Chapter 5: Other School-Wide Discipline Policies and Procedures***

### ***General Discipline Procedures***

The purpose of disciplinary consequences is to ensure that both individual students and the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers for adhering to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

Disciplinary action, depending upon the nature of the action and/or referral, may include but is not limited to deductions, detention, guardian notification, a written assignment, lunch or enrichment detention, community service, in-school suspension, out-of-school suspension, or expulsion.

All decisions regarding disciplinary action will be made by the Chief Schools Officer or their designee, School Director, or Dean of Students. Columbus Collegiate Academy will make every effort to notify guardians promptly of any serious disciplinary action and will do so in writing whenever possible.

### ***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, 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 School Director 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 or e-mail. Routine maintenance and monitoring of the School network system may lead to the discovery that a student has or is violating School policy or the law. Violations of School policy, the student code of conduct or the law may result in severe penalties, up to and including expulsion.

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

#### **Search and Seizure of Property:**

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

The search of a student's person or intimate personal belongings shall be conducted by the School Director or their designee. This person should be of the student's gender and conduct the search in the presence of another staff member of the same gender. However, no strip searches may be conducted by School personnel. The extent of such a search will be based upon the severity of the expected breach of policy or law.

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 School Director 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 School Director 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 informant, if any; the extent of the search; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The School Director 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.*

### ***Suspension and Expulsion***

The Dean of Students and School Director may suspend a student for up to ten (10) school days. The Chief Schools Officer or their designee may expel a student for up to eighty (80) school days and in some instances one (1) year.

In the event that, in the opinion of the Chief Schools Officer or his/ her 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, without notice and procedures to follow the removal in accordance with R.C. §3313.66. A hearing must be held the next school day after removal to provide not only the student, but also the parent, guardian, or custodian notice of the formal disciplinary decision.

A student shall be expelled for up to one (1) year for bringing a firearm or a knife capable of causing serious bodily injury to the School or onto School Property (any Property owned, used or leased by the School for School, School extracurricular or School-related events), possessing a firearm or knife capable of causing serious bodily injury on School Property, making a bomb threat, or causing serious physical harm to persons or property.

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

- 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;
- bringing a knife to the School, onto School Property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the School or which the School is a participant;
- 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;
- 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;
- 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.

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

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

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

During the period of suspension, removal, or expulsion the student may not attend or participate in any School functions without permission from the School Director. The student may enter School facilities only when given permission by the School Director.

While serving an out-of-school suspension or expulsion, the Board does not authorize students to receive instructional services from the School. However, students are permitted to complete classroom assignments missed during suspensions.

The Board also authorizes the School Director 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 School Director commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extracurricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity, are not entitled to notice, hearing or appeal rights.

If the Dean of Students, School Director, or Chief Schools Officer or their designee determines that a student's behavior on a School vehicle violates School rules, they may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

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

The Board designates the Chief Schools Officer or their designee as its representative at all hearings regarding the appeal of a suspension. The Board Chair will hear the appeal of an expulsion. The Chief Schools Officer 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.

### ***Habitually Disruptive Students***

Any student who is suspended for disruptive behavior for the first time during any one school year while in school or on school grounds, at a school-sanctioned activity or event, or on school-sponsored transportation will receive a remedial discipline plan. The plan will be reviewed and modified after the second suspension and the student will be placed on disciplinary probation. In all such cases, the student and their guardian will be notified in writing. If the student receives a third such suspension, the student will be declared habitually disruptive, and Columbus Collegiate Academy may

recommend expulsion. See the discipline charts in Appendix G for detail on the definition of and related consequences for “Disruptive Behavior” and “Other Overt Disruptive Behavior.”

### ***Corporal Punishment and Student Restraint<sup>2</sup>***

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

### ***Discipline for Students with Special Needs***

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

### ***Complaints about Student Discipline***

The primary contact for student discipline is the Dean of Students. In the event of a complaint regarding student discipline, the guardian should schedule a meeting with the Dean of Students first. If the complainant is dissatisfied with the resolution proposed by the Dean of Students, he or she can pick up a complaint form in the school office and submit it to the School Director.

If an individual believes that the school has violated any applicable laws or regulations, or if he or she is unsatisfied with the results of the above process, he or she may file a formal, written complaint with the Chief Executive Officer. If the complainant is unsatisfied with the results of this process, he or she may file a formal, written complaint with the Board of Trustees. After receiving the complaint, the Board will respond in writing to the individual within 30 days.

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<sup>2</sup> See Appendix H for more information.

### **STRIVE Paychecks, STRIVE Dollars, and Rewards**

Records of all paycheck dollars, deductions, detentions, office referrals, and suspensions will be recorded in the *STRIVE* Paycheck. In addition, dollars will be deducted for attendance issues and missing homework assignments. Students are eligible to receive 100 dollars each week by following the Code of Conduct. Minor issues, such as receiving a deduction, result in the loss of two dollars while more significant issues such as an out-of-school suspension result in a deduction of twenty dollars. Students can earn *STRIVE* dollars for a wide variety of positive behaviors that add to their weekly score. A full list of dollars and deductions are below.

Students will receive a weekly Paycheck every Thursday detailing their point additions and deductions for the week. All students must have their paycheck signed by a guardian and returned Friday. If they fail to do so, students will receive a ten dollar deduction toward the following week, stressing the emphasis Columbus Collegiate Academy places on this communication with guardians. Every trimester, students have the opportunity to use their money on a wide variety of prizes and privileges.

A running average of each student's *STRIVE* scores will be kept on the paycheck. Students will need to earn a \$70 average or higher in order to participate in special events. *STRIVE* Paycheck scores are final and at the sole discretion of the staff of Columbus Collegiate Academy.

### **List of Dollars and Deductions Students Can Earn**

<b>STRIVE Dollars</b>			
1: Accepting consequence w/maturity	8: Insightful comment	14: Exemplary Respect	
2: Completing Extra Work	9: Demonstrating perseverance	15: Exemplary Intelligence	
3: Proactively assigning yourself	10: Outstanding line behavior	16: Exemplary Virtue	
4: Positive/Enthusiastic Attitude	<b>Five Dollars</b>		
5: Excellent Participation	11: Act of kindness	17: Exemplary Effort	
6: Volunteering to help	12: Exemplary Studentship	<b>Ten Dollars</b>	
7: Excellent SLANT	13: Exemplary Teamwork	19: Student worker salary	

<b>Deductions</b>				
<b>Two-Dollar Deductions</b>		26: Out of uniform (quick fix)	42: Disrespect to property	49: Materials at home
20: Distracting behavior/noises	27: Talking out of turn	43: Disruptive response	50: Not Keeping hands self	
21: Improper line behavior	28: Negative attitude/poor response	44: Discourteous response	51: Passing notes	
22: Materials not at desk	29: Poor response to deduction	45: Sleeping	52: Throwing objects	
23: Not following directions	<b>Five-Dollar Deductions</b>		46: Excessive inaprop. noise	53: Communicating with a peer on ICS
24: Not following procedures	40: Cheating	47: Gum/Candy/Food		
25: Not paying attention/ off-task	41: Disrespect to peer	48: Phone/Electronics		

*Note: This list is subject to change at any time. Please contact the Dean of Students with any questions.*



## Chapter 6: Academics

### Academic Standards

As a college-preparatory middle school, Columbus Collegiate Academy has 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 academic intervention if necessary. The highest effort from students, teachers, and guardians is necessary to reach this goal.

### General Academic Calendar

During the 2023-2024 school year, school will be in session from August 23<sup>rd</sup> to June 6<sup>th</sup>, 2024. The year will be divided into three trimesters. During the last week of each trimester, students will take comprehensive exams (sometimes referred to as “comps”). These exams will be designed by teachers in collaboration with the School Director and Dean of Academics and will directly evaluate students’ mastery of the curriculum.

<i>Trimester</i>	<i>Dates</i>	<i>Assessments</i>	<i>Total School Days</i>
1	August 23 <sup>th</sup> - November 16 <sup>th</sup>	November 15-16	58
2	November 27 <sup>th</sup> - March 1 <sup>st</sup>	February 28-29	57
3	March 6 <sup>th</sup> - June 5 <sup>th</sup>	June 3-4	59
Total Days			174

### Academic Classes

All students at Columbus Collegiate Academy take the same academic classes. All 6<sup>th</sup> grade students will take ELA, science math, and social studies. 7<sup>th</sup> grade students will take ELA, math, science, and ancient history. 8<sup>th</sup> grade students will take English language arts (ELA), math, science, and U.S. Studies. General intentions for each discipline are described below:

#### **ELA**

A course in English Language Arts focuses on building students’ reading and writing skills. Reading proficiency is essential to the mastery of all other academic subjects. Our goal is for students at Columbus Collegiate Academy to graduate reading at or above grade level. Throughout their education, students will read texts from diverse cultures in fiction, non-fiction, and poetry. Written expression is closely linked with success in college-preparatory high schools and higher education. Students will master the writing of multi-paragraph essays in five genres: expository, narrative, persuasive, literary response, and correspondence. Students will master grammar and mechanics.

#### **Mathematics**

Throughout middle school, Columbus Collegiate Academy students will take math courses driven by the Common Core math standards. The mathematical sequence will prepare students to enroll in a college preparation math sequence upon entry to high school.

#### **Science**

Students will study an intensive curriculum of the scientific method, Earth Science, Physical Science, and Life Science.

#### **Social Studies/History**

To ensure that Columbus Collegiate Academy graduates have the critical research, thinking, and writing skills necessary for high school history, all students will study a wide range of historical content and research. This study will follow the prescribed courses outlined in the Ohio Revised Standards in Social Studies.

#### **New 7<sup>th</sup> and 8<sup>th</sup> Graders**

Students who enroll at Columbus Collegiate Academy in the 7<sup>th</sup> or 8<sup>th</sup> grade and did not go through the school's rigorous 6<sup>th</sup> grade program will be given reading and math diagnostics at the start of the year. The School reserves the right to place students in lower grade levels if they are performing substantially below grade level.

### Sample Student Schedule

Below is a sample student schedule for a 7<sup>th</sup> grade student. Individual schedules will vary.

7th Grade: Monday	
8:40-9:10	Arrival
9:10-10:10	Period 1: Science
10:10-10:12	Transition
10:12-11:12	Period 2: ELA
11:12-11:16	Transition
11:16 - 11:56	Focus 1: Redo and Test Make-Up
11:56-12:36	Focus 2: Library
12:36-12:40	Transition
12:40-1:00	Lunch
1:00-1:05	Transition
1:05 - 1:25	Recess
1:25 - 1:30	Transition
1:30 - 1:45	DEAR
1:45-2:45	Period 3: Math
2:45-2:46	Transition
2:46 - 3:46	Period 4: History
3:46-4:15	Dismissal

## **Homework**

Columbus Collegiate Academy will assign meaningful homework to students on a nightly basis. The homework will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop students' responsibility, time management, and independent problem solving skills. The development of these skills is essential to a student's success at Columbus Collegiate Academy and to excelling in college. Each night, students are expected to complete all homework in a thorough manner paying attention to detail and quality. Every morning during homeroom, student homework assignments will be checked. Students with incomplete or missing homework assignments receive deductions on the STRIVE Paycheck and will have to attend Homework Center during the lunch/recess block to make up the work.

Guardians must be aware and supportive of their student's efforts with homework. Guardians are expected to actively check and review their student's homework each night and to let teachers know if their student is struggling. Guardians may assist students with their homework, but should never do it for them and should review their student's homework for quality and completeness. Lastly, families should be aware of the resources students' have when completing homework. Student's take daily notes, receive text packets, can contact their teachers with questions, and are able to redo homework assignments that they have not earned a perfect score on.

## **Academic Dishonesty**

Academic dishonesty includes plagiarizing; fabricating information; copying work from others or from unauthorized sources; giving other students permission to copy work; gaining unauthorized access to material; and using, submitting, or attempting to obtain data or answers dishonestly. Instances of academic dishonesty on any assignment will be met with firm consequences. For the first offense, the level of discipline will range from detention to an in-class suspension. For the second offense, the level of discipline will range from detention to an out-of-school suspension. For the third offense, the level of discipline will range from out-of-school suspension to expulsion. In all cases, the student will be given a "zero" on the assignment without the ability to redo the assignment. This includes but is not limited to homework assignments, classwork, quizzes, unit tests, projects, essays, and exams.

## **Assessment**

In addition to the comprehensive exams mentioned in the general academic calendar, Columbus Collegiate Academy will use regular, external assessments to support its educational program. These assessments will include, but are not limited to:

- State of Ohio assessments in Math and English Language Arts for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students (end-of-year assessment)
- State of Ohio assessments in Science for 8<sup>th</sup> grade students (end-of-year assessment)
- i-Ready diagnostic assessments in the fall, winter, and spring of each year for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students
- Interim Assessments in Math three times per year.
- Other placement tests which may be necessary at the discretion of the school.

In the case of the state tests, the Ohio Department of Education has shared a general spring test window. CCA students will likely complete state tests between April 1<sup>st</sup> and May 15<sup>th</sup>. More information on exact testing dates is forthcoming.

Participation in these assessments is required. Students are expected to give their best effort on every assessment.

## Grades

Students will receive letter grades for each completed class (ELA, math, science, and social studies/history). The letter grades represent the level of mastery demonstrated by the student for that particular assignment.

The following table describes the grade and level of mastery assigned to each numerical band:

Percentage	Letter Grade	Level of Mastery
90% - 100%	A	Advanced Mastery
80% - 89%	B	Mastery
70% - 79%	C	Approaching Mastery
60% - 69%	D	Developing Mastery
50% - 59%	F	No Mastery Indicated
0%	F	Did not Complete/No Effort Demonstrated

Students who receive a grade below 60% in any class are considered to have failed the class. If a student ends the year with a final yearly average below 60% in any class, they may be required to repeat the grade, in the following year.

## Report Cards

Students receive a report card for each trimester, which includes a summary of their academic work. Report cards are provided to guardians at the family conference night, which are held within ten days following the conclusion of trimester one and two. The trimester three report card will be mailed the week following the last day of school..

***Guardian attendance during conference nights is heavily encouraged.***

Progress reports will be issued to all students three times each trimester. Students bring progress reports home, and they must be reviewed with guardians, signed to indicate they have been discussed, and returned to school. Students who do not return the Progress Report Signature Card will receive a ten-dollar deduction.

## Guardian Contact

Guardians should expect communication from the school and individual teachers on a regular basis. Guardians will be contacted for the following reasons: positive academic and behavioral choices, missing homework, poor grades, to report that a student earned an office referral, and when there is a change in student behavior or academic performance or behavior. Each grade level has a teacher serving as the Grade Level Chair (GLC). GLCs in conjunction with the School Director, Dean of Family and Community Engagement, Dean of Students, and Associate Dean of Students, are responsible for monitoring calls home to families. These staff members will ensure that frequent communication attempts are being made to each student in their grade level.

The School also strongly encourages guardians to contact the school as soon as concerns or questions arise. In general, guardians should contact individual teachers for specific concerns or questions regarding student academic or behavioral performance in that class. For example, if a student is struggling in math class, their math teacher should be contacted. For broader academic concerns that involve more than one class, we encourage guardians to contact the School Director, Dean of Academics, and/or appropriate Department Chair. For behavioral concerns that span more than one classroom, please contact the Dean of Students or Associate Dean of Students. In the event that a staff member does not answer a call, the School encourages families to leave a voicemail so that calls can be returned promptly and with preparedness.

## **Promotion and Retention**

We believe that the CCA-Main Street program will prepare students to find ongoing academic success, and so it is not only our goal but also our expectation that CCA students earn promotion to the next grade level at the end of each school year.

Students may earn promotion to the next grade level by doing the following:

- demonstrating mastery of academic standards (as measured by and reported through grades)
- demonstrating effort through strong attendance, regular participation in class, and showing strong effort on assignments.
- demonstrating progress on unique goals per Individual Education Plans, Individual Service Plans, and/or 504 Plans (as applicable).

At CCA, students will take four core academic classes: English Language Arts, math, science, and social studies. To demonstrate mastery of academic standards, students need to score a minimum of 60% in each of their classes. Students who are projected to earn less than a 60% in one or more classes will be evaluated for retention. While families will be regularly updated on their student's progress and promotion status throughout the year, retention evaluations will take place during Trimester 3. The School Director, dean of academics, and relevant core content teachers and/or intervention specialists will meet in order to consider the following criteria:

- The age of the student
- Previous retention
- Progress on IEP, ISP, health, and 504 plans
- Attendance
- Academic progress as demonstrated through grades, effort, and diagnostic testing like i-Ready
- Behavior and disciplinary history

## **Communication with Families**

Parents and guardians can expect regular communication from school staff regarding their child's academic performance. Progress Reports will be sent home every three weeks and report cards will be shared at family/teacher conferences at the end of each trimester. Families can also expect information on their child's likely promotion status trajectory after report cards are shared through a letter from the School Director or their designee.

As part of our process, the school welcomes family input regarding the decision to promote or retain a student. Guardians are welcome to share their input with a member of their child's grade level team, or they can contact the main office number at 614-299-5284 to leave a message for the School Director.

## **Attendance and Punctuality**

The student's attendance patterns (excused and unexcused absences as well as tardies) and its effect on student progress will be taken into account when evaluating retention for a student (see Chapter 2).

## **Students with Disabilities**

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

## **A Final Word on the Promotion Policy**

Promotion, retention, and/or placement decisions will be made only after the school has notified and conferred with guardians throughout the year (via Progress Reports, report cards, family conferences, etc.). The final decision for promotion rests with the School Director.

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

## **Chapter 7: Safety & Security**

### **Closed Campus**

Columbus Collegiate Academy is a closed campus. Columbus Collegiate Academy's hours are between 8:40 a.m. and 4:00 p.m. Monday through Friday during which all students must remain on the campus as defined by the school unless supervised by a staff member. When on campus, students must always be in class and under the supervision of an adult. Students who are excused at dismissal time may leave campus if they do not have other obligations.

Students who need to leave campus early must be picked up by a guardian or authorized individual. The guardian must sign the student out of the school's attendance log before the student will be released.

### **Visitor Policy<sup>3</sup>**

The Board welcomes and encourages visits to School programs by guardians, family members, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including guardians and volunteers, must report to the front office upon entering the School building, sign the visitor log, and receive a visitor pass. **Visitors must remain in the front office unless escorted through the school with a staff member; regular vendors and service providers may move through the school unaccompanied with the authorization of the Operations Manager and/or School Director.** This procedure has been adopted for the safety of our students and staff. Children from other schools may not visit during the school day. Exceptions may be made at the School Director or their designee's discretion for families who are considering enrollment and for Columbus Collegiate Academy alumni. Columbus Collegiate Academy alumni should check in at the front office and follow the same procedures above when visiting.

The Chief Executive Officer or their designee, the School Director, the Dean of Students, and/or the Dean of Family and Community Engagement have the authority to prohibit the entry of any person 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 School Director or their designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The School Director or their designee may implement such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks. This includes setting up an appointment to speak with school personnel and following classroom visitation guidelines.

### **Student Emergencies**

In case of an emergency, guardians should contact the Main Office either by phone or in person. **Students are not able to receive or make calls on personal phones during the school day.** Under no circumstances should guardians contact students in their classrooms, including after-school activities, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the front office.

### **Accident or Medical Emergency**

If a medical emergency or serious accident occurs to a student at school, first aid will be administered and the guardian(s) of that student will be contacted immediately. If guardian(s) cannot be reached, a person listed as the student's emergency contact, authorized pick-up personnel, or family physician will be contacted. If the situation warrants, the school will call Emergency Medical Services (911).

### **Medication Dispensation Policy**

As mandated by section 3313.713 of the Ohio Revised Code, this policy is intended to create a framework to ensure that guidelines are observed in those circumstances where a student must take prescribed or over-the-counter medication during the school day.

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<sup>3</sup> You can read the full visitor policy in Appendix J.

Guardians should determine with the counsel of their child's prescriber whether the medication schedule can be adjusted to avoid administering medication during school hours.

All medications to be administered during school hours must be registered with the front office. Upon receipt of the medication, the trained staff member shall verify the amount of controlled medication brought to the school and indicate that amount on the Student Medication Log Sheet.

Medication may be brought to the School directly by the guardian or other responsible individual at guardian request. Guardian(s) may permit their student to bring medication to school after confirming this authorization with the front office in advance. Two to four weeks' supply of medication is recommended. Medication that is brought to the office will be properly secured.

For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. Student's name;
2. Prescriber's name;
3. Date issued and expiration date;
4. Pharmacy name and telephone;
5. Name of medication;
6. Prescribed dosage and frequency; and,
7. Special handling and storage directions.

Any unused medication unclaimed by the guardian will be destroyed by administrative personnel when a prescription is no longer to be administered or at the end of a school year.

The staff member administering the medication shall make reasonable efforts to assist the student in taking the medication properly.

If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall attempt to locate the student and administer the medication and to then notify the guardians of the importance of the child reporting on time for their medication.

All medications are to be administered in such a way as to not unduly embarrass the student.

A log for each prescribed medication shall be maintained that records the personnel giving the medication, the date, and the time of day. This log will be maintained along with the prescriber's written request and the guardian's written release on the Medication Form.

If, for supportable reasons, the school nurse or designated employee wishes to discontinue the privilege of a student self-administering a medication, except for the possession and use of asthma inhalers or epinephrine auto injector, they shall notify the guardian of this decision in sufficient time for an alternative administration to be established.

Only employees who are licensed health professionals or who have completed the specified drug administration training program conducted by a licensed health professional and are designated by the School may administer a prescribed medication to a student.

Written documentation of any training provided for each person authorized to administer a prescribed medication or treatment will show:

1. What training was given;
2. The trainer's name and professional status; and,
3. When the training was given.

If a student is exhibiting behavior that causes the teacher to be concerned about their medical status, this behavior must be reported to the School Director and/or school nurse and expressed in writing in behavioral terms. A designated person may then contact the guardian and advise that the guardian seek medical attention for the child, at which time the written observations may be given to the guardian to take to the doctor.

A student in grades 6-8 may be allowed to possess and self-administer an over-the-counter medication upon the written authorization of the guardian. The guardian must complete a Medication Form and submit it to the school nurse or front office for filing in the student's records. If a student is found with a medication in their possession, their record should be checked to determine if the proper authorization is on file. If not, the matter is to be reported to the School Director for disciplinary action. The School Director may use one or more of the following procedures, depending on the particular situation:

1. Contact the guardian and arrange for the guardian to submit Authorization for Non-Prescribed Medication or Treatment as soon as possible.
2. Take the medication from the student and keep it in the school office until the completed form has been submitted.
3. Administer appropriate discipline after a student is provided due process. The purpose of any disciplinary action on this matter should be to make it clear to all students and guardians that, because of its policy on drug use, the school cannot allow possession or use of any form of unauthorized drug or medication at any time.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches and athletic trainers should never dispense, supply or recommend the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

Dispensing of non-authorized, over-the-counter medication by Board employees to students served by the District is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

### ***Diabetes Care Policy***

As mandated by section 3313.7112 of the Ohio Revised Code, this policy is intended to create a framework to ensure that each student enrolled in the School who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating practitioner. The diabetes care to be provided includes any of the following:

- a. checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
- b. responding to blood glucose levels that are outside of the student's target range;
- c. in the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
- d. administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
- e. providing oral diabetes medications;
- f. understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the order of the student's treating practitioner;
- g. following the treating practitioner's instructions regarding meals, snacks, and physical activity; and,
- h. administering diabetes medication, as long as the conditions prescribed in division (C) of this section are satisfied.



Not later than fourteen (14) days after receipt of an order signed by the treating practitioner of a student with diabetes, the School shall inform the student's guardian that the student may be entitled to a 504 plan regarding the student's diabetes. Information will be given to the guardian concerning the appropriate procedural safeguards for 504 plan administration.

Diabetes medication may be administered by a school nurse or, in the absence of a school nurse, a school employee who has received training that complies with the Ohio Department of Education's training guidelines.

The School will report diabetes care information to the Ohio Department of Education by December 31<sup>st</sup> of each year. The diabetes care information includes:

- a. the number of students with diabetes enrolled in the School during the previous school year; and,
- b. the number of errors associated with the administration of diabetes medication to students during the same time period.

### **Food Allergy Protection Policy**

Columbus Collegiate Academy recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating students with food allergies and to reduce the likelihood of allergic reactions of students with known food allergies while at school.

#### **A. Parent/guardians and student responsibilities:**

- Parents and guardians of students with allergies shall:
  - Notify the School Director, nurse, or Operations staff when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order as necessary;
  - Provide the school with prescribed emergency medications;
  - Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:
    - food allergy action plan;
    - anaphylaxis emergency action plan;
    - diet order

Parents and guardians will be responsible for educating their students about allergy management at school. Allergy management and education includes, without limitation, identification of "safe foods" by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

#### **B. School responsibilities**

- The school will cooperate in the development of a food allergy action plan for students with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the school nurse or health maintenance worker, parents/guardians of the student, and the student's health care provider. The plan will be effective for the school year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.
- With parental consent, the school will share the food allergy action plan with appropriate school staff.
- Food will not be provided during the school day by means other than the school breakfast, lunch, or snack except with prior consultation with the School Director, nurse, or Operations staff.

- At least one employee who has received instruction in the recognition of food allergy reactions will be present when students are being served food during the regular school day.

### ***Birthday Treats and Party Invitations***

Because of food allergies and federal guidelines around healthy eating, Columbus Collegiate Academy cannot permit birthday or other treats to be brought to school. In addition, students should not bring party invitations to be distributed at school. We thank you in advance for your cooperation with this policy.

### ***Safety Procedures***

In accordance with state regulations, the students and staff at CCA-Main Street will practice regular safety drills, including fire drills, lockdown and evacuation drills, and tornado drills. A copy of our drills and crisis procedures is available from the Operations Manager upon a guardian's written request.

In case of fire, the school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first week of school and frequently throughout the school year, students and staff will participate in safety drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. In case of a more serious emergency, should it be necessary to evacuate the school before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time—school staff and students will evacuate from the school's buildings and proceed to our evacuation site at St. Vincent's.

### ***Student Transportation (non-school bus)***

Regulations adopted by the Ohio Department of Education generally do not allow the transportation of students in a vehicle other than a school bus or other commercial vehicle, whether to the school itself or to school-related events. The Ohio Department of education has adopted Chapter 3301-83 of the Ohio Administrative Code, which establishes the minimum requirements for safe student transportation in Ohio.

Columbus Collegiate Academy and the staff do not have vehicles that meet the rigid set of requirements in order to be authorized for student transportation. Therefore, Columbus Collegiate Academy will never arrange for the transportation of students in the personal vehicles of staff members. Transportation for field trips will be provided through buses. Guardians and families are responsible for providing transportation to and from after-school events and programs.

## ***Chapter 8: General School Information & Policies***

### ***Non-Discrimination Statement***

It is the policy of Columbus Collegiate Academy to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The school also prohibits any form of discipline or retaliation for reporting incidents.

### ***Anti-Harassment, Intimidation, Dating Violence, and Bullying***

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

The School prohibits acts of harassment, intimidation, dating violence 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, dating violence, 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, dating violence, 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, dating violence, 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, dating violence, 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, dating violence, 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 School Director or their designee. All other persons may report prohibited incidents of which they are aware to the School Director or their designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The School Director or their designee is then responsible for determining whether an alleged incident

constitutes a violation of this policy. In so doing, the School Director 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 School Director 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, dating violence, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the School Director 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 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, dating violence, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to insure that there has been no incidents of harassment/intimidation/dating violence/bullying or retaliation from the offender or other parties.

Harassment, intimidation, dating violence, 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, dating violence, 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 School Director. The following procedure sets forth possible interventions for the School Director to enforce the prohibition against harassment, intimidation, dating violence, or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. Non-disciplinary Interventions: When verified acts of harassment, intimidation 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, dating violence, or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating, dating violence, 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.
2. Disciplinary Interventions: When acts of harassment, intimidation, dating violence, 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 them 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, dating violence, or bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

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

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, dating violence, 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.

*R.C. §§ 3313.666, 3313.667*

### ***Striving to Be an Antiracist School***

The purpose of this section is to publicly commit to the necessary and essential work of antiracism at Columbus Collegiate Academy Main Street. CCAM rejects all forms of racism as they are destructive to the school's mission, vision, values, and goals. The school condemns in the strongest possible terms, white supremacy culture, hate speech, hate crimes, and violence in the service of hatred. Under the threat of HB 322 and 327 which actively censor and restrict evidence and truth-based education, the school believes it is important to take a stand on this issue. This is a policy new to the 2023-2024 school year.

### **Philosophy**

The school believes that educators must play an active and ongoing role in eradicating racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice. In that spirit, our school is committed to the following principles:

- Establishing and sustaining a school community that shares the collective responsibility to confront, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- Embracing the racial diversity within our school while actively eliminating practices that perpetuate the racial disparities among our students so that all students have the opportunity to be seen, valued, and successful in school.
- Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, gender, class, religion, sex, and disability status.

The school recognizes that racism is prevalent and embedded within social structures, systems and norms, and so part of the work must be to educate and bring awareness to CCAM students and staff. To this end, the School is committed to self-evaluation, on-going training, and professional development tied to antiracism. The School will also administer an annual survey to families and a biannual survey to students to capture feedback. All school staff are encouraged to reflect upon racism and how it may impact their professional practices. These steps will support the larger goal of developing and maintaining a school-wide culture centered on respect and compassion for others--and ultimately a place which is free of racism.

### **Definitions**

- Racism: defined by Dr. Camara Jones as a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call "race"), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources.
- Antiracism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
- Individual racism: pre-judgment, bias, or discrimination by an individual based on race. This includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
- Systemic racism: encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

*Definitions are adapted from various sources including the Government Alliance on Race and Equity at [www.racialequityalliance.org](http://www.racialequityalliance.org)*

## ***A Gender Inclusive School***

Civil rights laws prohibit discrimination and discriminatory harassment on the basis of gender expression and gender identity in Ohio public schools. All students have the rights to be treated consistent with their gender identity at school.

CCA has a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and non-binary students. Bullying or harassment that targets a student based on their gender identity or gender expression is discriminatory harassment. Schools must take steps to protect students from discriminatory harassment and must investigate possible harassment as soon as they know or reasonably should know about it, even if a parent, guardian, or student does not file a formal complaint.

In Ohio public schools, including at CCA Main Street, students have the right to be addressed by their requested name, pronoun (e.g., he/him, she/her, they/them, etc.), and gender identity. Additionally, students can expect to use a bathroom that matches their gender identity.

The CCA Main Street staff has received training on what it means to be a gender inclusive school in the past and will continue to prioritize this going forward. Should you or your student have any questions, feel free to contact the School Director or a Diversity Advocate at our school.

## ***Internet Acceptable Use Policy***

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

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

Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the discipline charts in Appendix G. See these charts for details on the definition of and related consequences for "Electronic Access," "Intimidation, Menacing, Bullying, Cyberbullying," "Misuse of Electronic Online Hardware or Software," "Offensive Material," "School Property," and "Technology Misuse."

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

1. Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy.  
Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; using other users' e-mail addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Student Code of Conduct. A good rule to follow is to never view, send, or access material that you would not want your instructors and/or family to see. Should a student encounter any inappropriate material by accident, they should report it to their instructor immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.

6. Damaging Technology devices, computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the Technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
  - a. any activity that requires an exchange of money and/or credit card numbers;
  - b. any activity that requires entry into an area of service for which the School will be charged a fee;
  - c. any purchase or sale of any kind; and
  - d. any use for product advertisement or political lobbying.
8. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

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

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, email, or the various accounts set-up through the school (e.g. students accounts in Google, Edulastic, Accelerated Reader, i-Ready, etc.). Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct or the law may result in severe penalties, up to and including expulsion.

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

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

## School Calendar

The Columbus Collegiate Academy Main Street school year runs from August 23 , 2023 through June 5<sup>th</sup>, 2024. School hours are from 8:40 a.m. to 4:00 p.m. every day.

<b>Summer</b>	
August 15 (Tu, 5:00 - 7:00 pm)	New Student and Family Orientation
August 19 (S, 11am - 1pm)	New Student and family Orientation
<b>Trimester One</b>	
August 23 (W) September 14 (Th)	First Day for Students; Trimester 1 Begins Open House (5:30 - 7:00pm)
September 20 (W)	Teacher Professional Development (PD), No School
October 20 (F)	No School
November 15-16 (W-Th)	Trimester 1 Comprehensive Exams
November 17, 20, 21 (F, M-T) November 20 (M) November 22 - 24 (W-F)	No School; Teacher PD Family/Teacher Conferences No School; Thanksgiving Holiday
<b>Trimester Two</b>	
November 22 (M)	Trimester 2 Begins
December 20 - January 3 (T)	No School; Winter Break
January 15 (M)	No School; Dr. Martin Luther King, Jr. Day
February 19 (M)	No School; Presidents Day
February 28-29 (W-Th) March 1, 4, 5 (F, M, T) March 4 (M)	Trimester 2 Comprehensive Exams No School; teacher PD Family/Teacher Conferences
<b>Trimester 3</b>	
March 6 (W)	Trimester 3 Begins
March 29 (F) and April 1-5 (M-F)	No School; Spring Break
May 27 (M)	No School; Memorial Day
June 3-4 (M-T)	Trimester 3 Comprehensive Exams
June 5 (W)	Last Day of School; Field Day
June 6-7 (Th-F)	No School; Teacher PD



June 7 (Th)	8th Grade Commencement
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***School Closings Due to Inclement Weather***

In the event of inclement weather, Columbus Collegiate Academy will follow Columbus City School’s decision to close school. If Columbus City Schools are closed, then Columbus Collegiate Academy is closed. If Columbus City Schools are open, then Columbus Collegiate Academy is open. The only exception to this is in the rare case of an early dismissal due to weather in Columbus City Schools. We are not able to dismiss early because of busing logistics within the district.

School closings for Columbus Collegiate Academy are announced on TV channels 4, 6, and 10 and will be listed as Columbus Collegiate Academy Main Street. It is the responsibility of guardians and students to access this information.

***Food Service***

Columbus Collegiate Academy provides breakfast and lunch food service for its students. The school participates in the National School Lunch Program, which provides free or reduced price breakfasts and lunches as well as free milk to eligible students. Tables describing eligibility and applications to participate in the program will be provided at the mandatory New Student & Family Orientation.

Breakfast is served from 8:45-9:00 a.m. and is optional for all students. Students must arrive at school by 8:55 a.m. in order to eat breakfast.

***School Property***

Columbus Collegiate Academy expects students to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment including all technology, books and any other material possessions of Columbus Collegiate Academy.

In order to fully participate in our curriculum, students may have the opportunity to use a school computer, school headphones/earbuds, and course texts. Students must be able to produce these loaned items daily and must maintain them in good condition throughout the year. Damaged or lost items will be the responsibility of the student and must be paid for based upon an amount assessed by the school. Participation in Field Day may be prohibited if items are not returned and/or fees are not paid.

Intentional actions to damage or harm school property may lead to a suspension or an expulsion hearing. Should the damage be deemed as an unintentional act, students may be given the option of reimbursing the school and/or completing community service determined at the discretion of Columbus Collegiate Academy. More information is available in Appendix G.

***Personal Property***

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

***Electronic Communication Devices***

While on School property, in a School vehicle, or while attending School-sponsored or School-related activities, whether on or off School property, Students shall be permitted to possess electronic communication devices, including but not limited to cellular phones, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process, or educational mission including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee

authorizes the student to do otherwise, devices shall be turned off during the School day and stored in classroom phone lockers. Phones may only be turned on and operated before and after the regular school day.

2. When Students violate this prohibition, they shall be subject to disciplinary action, including but not limited to losing the privilege of bringing the device onto School property. In addition, an administrator may confiscate the device, which shall only be returned to the Student's Guardian. All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the School becomes aware of other misuse of the device, or, has a reasonable suspicion of other violations of School policy, the Student may be disciplined for additional violations of this or other School policies. In other words, a Student loses their privacy rights in the device and information contained in the device, once a School policy is violated and the device confiscated so long as the School has a reasonable suspicion of misuse.
3. Students are responsible for devices they bring to School. The School shall not be responsible for loss, theft, or destruction of devices brought onto School property.
4. Students shall comply with any additional rules developed by the School concerning appropriate use of electronic communication devices.
5. Students shall not utilize an electronic communication device in a manner that would violate the School's Technology and Internet Acceptable Use Policy or its Student Code of Conduct.
6. Examples of types of prohibited behavior involving electronic communication devices include, but are not limited to:
  - a. text messaging on or off School Property during School hours to or from a student on School Property;
  - b. sexting, which is the act of sending sexually explicit messages or photographs, primarily between mobile phones or other electronic communication devices;
  - c. using digital cameras or camera phones to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another person via email, to another camera phone or by posting it on the web;
  - d. using digital cameras, camera phones, or any other device to cheat on examination;
  - e. playing digital games;
  - f. using digital cameras, camera phones, or any other device to harass or bully another.

### ***Lost and Found***

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

### ***School Supplies***

It is the responsibility of students to come with appropriate materials to school. If circumstances make this impossible, guardians should speak with the child's advisor. The school supply list for each grade level can be found in Appendix C.

### ***Enrollment Requirements and Student Records***

#### **Birth Certificate**

Upon enrollment at the School, a student must present a birth certificate or may substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

#### **Proof of Residency**

In addition to a birth certificate or comparable certificate, the child must also present proof of residency, an immunization record, and the records given to them by the elementary or secondary school they most recently attended.

Families of currently enrolled students must immediately notify the school and provide an updated proof of residency as soon as their address changes.

Along those lines, each year, in order to confirm enrollment for the upcoming school year, updated proof of residency is required for all students even if the home address of the student has not changed.

### **Immunization Records**

Students enrolled in the School are required to have, at the time of initial entry into School and at the beginning of each School year thereafter, written evidence on file that they have been immunized against diphtheria, tetanus, pertussis, poliomyelitis, measles, mumps, chicken pox and rubella, as required by Ohio law and applicable Ohio Department of Health regulations and guidelines (collectively "Laws"). Adequate written evidence of such required immunizations shall consist of: 1) a signed physician's statement indicating that the Student has received the required immunizations, including the immunizations received and the date of receipt; or 2) a signed statement by the Guardian indicating that the Student has received the required immunizations, including the immunizations received and the date of receipt. In the case of a Guardian's statement, the Executive Director, in their sole discretion, may require any other evidence as they believe is needed to determine compliance with this policy including, but not limited to, a physician's statement.

No student may remain in School for more than fourteen (14) days after initial admission or, for a student not being initially admitted, more than fourteen (14) days after the beginning of the school year unless:

1) the student has received the required immunizations or the student is "in the process" of receiving the required immunizations, as defined in Laws and 2) the Student's Guardian has submitted adequate written evidence of the required immunizations as set forth in this policy.

Students who do not comply with this policy and any other immunization requirements of Laws, shall be excluded from School no later than the fifteenth day after admission or, for students not being initially admitted, no later than the fifteenth day after the beginning of the school year.

Any Student who is admitted or commences a school year who is "in the process" of receiving the required immunizations, pursuant to Laws, and who does not complete the required immunizations, shall be excluded from School no later than the fifteenth day of the following school year.

Any Student who is excluded for failure to comply with this policy shall be readmitted upon submission (provided there is no wait list), to the School Director, of adequate written evidence, as set forth above, of compliance with this policy and the Laws.

Students may be exempted from required immunizations, subject to any requirements of Laws under the following circumstances:

1. A Guardian may present a written statement to the School Director of objection to immunization for good cause, including religious convictions.
2. A Guardian may present a written statement signed by a physician certifying that certain or all required immunizations are medically contraindicated.
3. A Guardian may present a written statement from the Guardian or physician that the student has a history of measles (rubella), mumps, and/or chicken pox and need not be immunized against the disease(s) for which the history so exists.
4. Pursuant to Ohio Department of Health regulations and guidelines, a guardian may present laboratory testing results signed by a physician demonstrating that detectable rubella antibody is present in the Student and the Student need not be immunized against German measles (rubella).
5. Any other circumstances required by the Laws.

The School Director may require any other evidence they believe is needed to consider a request for exemption, and in their sole discretion may determine whether to grant an exemption to required immunizations.

The School may deny admission to a Student otherwise exempted from the chicken pox immunization requirement, if the Director of the State Department of Health ("DH") notifies the School's Executive Director that a chicken pox epidemic

exists in the School's population. The denial of admission shall cease when the Director notifies the School Director that the epidemic no longer exists. The academic standing of a Student who is denied admission during a chicken pox epidemic may be preserved in accordance with the admission, testing and other policies of the School and subject to School Director and Board approval.

The Board and School shall follow the requirements and recommendations of Ohio law and the Ohio Department of Health, if any, with regard to tuberculosis testing of students.

### **School Records**

Within 24 hours of the student's entry into the school, a school official shall request a student's official records from the elementary or secondary school he or she most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within 14 days of the date of the request, or the student does not present a certification of birth or comparable certificate, the school shall notify the law enforcement agency that the student may be a missing child.

### **Request to Review Student Records**

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

**The full Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) for Columbus Collegiate Academy can be found in Appendix I.**

### ***Public Records Policy***

The Board supports the right of the people to know about the programs and services of their schools and makes efforts to disseminate appropriate information. Each building principal is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of school wide interest is coordinated by the Superintendent/Designee.

Business of the Board is discussed and decisions are made at public meetings of the Board, except such matters required to be discussed in private executive sessions.

The official minutes of the Board, its written policies, its financial records, and all other public records are available by request in the front office during school hours.

Each Board member attends public records training every term for which they are elected to public office. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. The Board designates the Treasurer to attend public records training on its behalf.

All records responsive to a request are made available in a reasonable period of time. The School makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the School provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is made in writing or if the Superintendent/Designee determines written explanation is necessary.

The School may ask that the identity of an individual requesting information and the reason the information is sought be in writing. The School first informs the requester that such disclosure is not mandatory, unless the request is for student directory information. The School also informs the requester that providing such information in writing enhances the School's ability to identify, locate, or deliver the records sought. The School may also ask that the request be put in writing, but notifies the requester that it is not mandatory to do so.

Any individual who wants to obtain or inspect a copy of a public record may request to have the record duplicated on paper, on the same medium on which the record is kept or on any other medium that the Superintendent/Designee determines reasonable. If the request is ambiguous or overly broad, the School informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released when guardians have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

The Superintendent/Designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of mail requests sent to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the records nor the information in them will not be used for commercial purposes.

A fee may be charged for copies and/or delivery. The School may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the main office and employee handbooks provided by the School. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule is maintained and readily available to the public in the main office.

### ***Release of Photographs and Other Information***

Columbus Collegiate Academy 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.

### ***Distribution of Published Materials or Documents***

Publications prepared by and for the school may be posted or distributed to the greater community, with prior approval by the Executive Director. Such items may include school posters, brochures, murals, etc. The school newspaper and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the School Director.

Unless a student obtains specific prior approval from the School Director, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed at school or on campus. Materials displayed without this approval will be removed.

***Commerce***

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

## ***Appendix A: Family & School Compact***

### ***Family & School Compact***

**Columbus Collegiate Academy - Main Street  
2023-2024 School Year**

Columbus Collegiate Academy Main Street, and the guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

The Family & School compact below is in effect during the 2023-2024 school year.

#### **School Responsibilities**

Columbus Collegiate Academy - Main Street will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - First and second year instructional staff will attend an intensive 22-day Summer Institute during which they will be instructed on how to create effective, state standard-aligned curricula that meets the needs of our students. Instructional staff will also participate in a series of classroom management and student support seminars that will train teachers to create an orderly, supportive, and joyful classroom for all students.
  - The School Director and other instructional coaches will observe and provide feedback to teachers on a regular basis to ensure each teacher is improving in his or her craft, executing effective lessons, collecting data on student learning, and maintaining a supportive and joyful classroom environment.
- Hold family/teacher conferences after Trimester 1 and Trimester 2 during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Tuesday, November 22<sup>nd</sup>
  - Tuesday, March 7<sup>th</sup>
- Provide guardians with frequent reports on their children's progress. Specifically the school will provide Progress Reports every three weeks and Report Cards every twelve weeks. Additionally, the school will share growth data for each student after the fall, winter, and spring i-Ready assessment. Lastly, achievement on Ohio State Assessments will be shared once received after spring testing.
- Provide guardians with reasonable access to staff. Specifically, staff will be available for consultation with guardians daily by cell phone until 8:00 p.m. Guardian requests for in-person meetings with teachers will be honored and arranged by the Grade Level Chair. Additionally, guardians are encouraged to attend monthly Family Advisory Council meetings and family/teacher conferences at the end of each grading period.
- Provide guardians with opportunities to volunteer and participate in their child's class and to observe classroom activities. Guardians are encouraged to volunteer during special events such as family nights. Columbus Collegiate Academy also encourages guardians to observe during the school day. Moreover, guardians may attend meetings through the Family Advisory Council in order to get involved with planning events, reviewing policies, and providing feedback to the school.

#### **Guardian Responsibilities**

We, as guardians, will support our children's learning in the following ways:

- Supporting Columbus Collegiate Academy's demanding academic program and high standards of conduct.

- Making sure that my child is at school on time, in uniform every single day, unless sick or unable to attend because of a family emergency, when I will call the school before 9:00 a.m.
- Monitoring my child's schoolwork, homework, and grades regularly. I will always encourage them to work hard and produce the best possible work.
- Maintaining an environment at home where my child can do their homework, with a clean desk or table and necessary materials.
- Calling Columbus Collegiate Academy if I have questions about attending the required guardian events three times a year (i.e. New Student and Family Orientation and two Family/Teacher Conferences).

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically I commit to:

- Understanding the STRIVE values and always doing my best to follow them.
- Attending school every day unless I'm sick and to give my full respect and attention to every task.
- Attending detention, Homework Center, and intervention when I am assigned to do so.
- Doing my homework every night, bringing it neatly to school and turning it in at the appropriate time. I commit to asking my teachers for help on my homework when I need it.
- Obeying at all times the Code of Conduct at Columbus Collegiate Academy throughout the school day and also during before-school and after-school activities.
- Speaking regularly and honestly with my guardians about my progress at school, my grades, my assignments, and my behavior.

**Signatures**

\_\_\_\_\_  
School Representative Signature

\_\_\_\_\_  
Guardian Signature

\_\_\_\_\_  
School Representative (print)

\_\_\_\_\_  
Guardian (print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student (print)



## ***Appendix B: School Contact Information and Staff Directory***

### **Main Address**

Columbus Collegiate Academy Main Street  
1469 East Main Street  
Columbus, OH 43205

**Phone:** 614.299.5284 **Fax:** 614.299.5303

**Website:** [www.unitedschoolsnetwork.org](http://www.unitedschoolsnetwork.org)

### **Staff List**

<b>Name</b>	<b>Job Title</b>
Dr. Sue Brennan	School Director
Ms.Tierra Dortch	Dean of Students
Ms. Asher Roberts	Dean of Academics
Ms. Briana Black	Dean of Family and Community Engagement
Mr. Chad Tennant	Associate Dean of Students
Ms. Kylie Holmes	Operations Manager
Mrs. Nicole Brooks	Office Coordinator
Ms. Shamyra Hall	Operations Associate
Mrs. Jen Felbaum	6 <sup>th</sup> Grade Level Chair and 6th Grade ELA Teacher
Mrs. Danyelle Owen	6 <sup>th</sup> Grade Math Teacher
Mr. Jacob Delight	6 <sup>th</sup> Grade Science Teacher
Ms. Christina King	7 <sup>th</sup> Grade History Teacher
Ms. Allison Rana	7 <sup>th</sup> Grade Level Chair and ELA Teacher
Ms. Jamelia Hall	7 <sup>th</sup> Grade Science Teacher
Ms. Alexandra Retodo	8 <sup>th</sup> Grade Level Chair and 8th Grade Science Teacher
Ms. Ashley Shanab	8 <sup>th</sup> Grade ELA Teacher
Ms. Lauren McKay	Special Education Department Chair and Intervention Specialist
Ms. Brandy Spitzer	Intervention Specialist
Ms. Carly Allocco	Intervention Specialist

## Appendix C: School Supply List

### CCA 2023-2024 School Supply List

#### Grade 6

1. Book bag / backpack
2. 1 sturdy folder
3. Several **pencils (mechanical or traditional wood pencils)**

#### Grade 6 - Optional

- Loose-leaf paper to donate to classroom
- Box of tissues to donate to classroom
- Large eraser
- Extra lead if using mechanical pencils

#### Grade 7

1. Book bag / backpack
2. 1 sturdy folder
3. Several pencils (mechanical or traditional wood pencils)

#### Grade 7 - Optional

- Loose-leaf paper to donate to classroom
- Box of tissues to donate to classroom
- Large eraser
- Extra lead if using mechanical pencils
- Calculator (basic or scientific)

#### Grade 8

1. Book bag / backpack
2. 2 sturdy folders
3. Several **pencils (mechanical or traditional wooden pencils)**
4. 1 spiral notebook
5. 2 packs of loose-leaf paper

#### Grade 8 - Optional

- Box of tissues to donate to classroom
- Large eraser
- Extra lead
- Calculator (basic or scientific)

#### **DON'T WASTE YOUR MONEY!**

Please **do not** bring these to school:

pens of any kind  
markers, highlighters, crayons, or  
colored pencils  
toys of any kind  
scissors, tape, glue, staplers

\*Occasionally, students may be asked to bring one or more of these items into school for a project, but these should not be at school on a daily basis.

## ***Appendix D: Arrival and Dismissal***

The bulleted points below serve as general reminders for families.

### **Arrival**

- The school building officially opens to students at 8:40 a.m. each day. No students are permitted in the building before 8:40 a.m.
- Students arriving before 8:40 a.m. must wait outside and behave in an orderly fashion at the front door. The Student Code of Conduct is in effect even before the doors open for breakfast. Specific expectations for early arrival are posted at the front door.
- The parking lot at the front of the building on Mound Street will be closed at 8:25 a.m. No cars will be permitted to enter or leave the parking lot between 8:25 a.m. and the time when the last bus arrives. The parking lot will be closed to ensure the safety of students that arrive by bus.
- Car riders that are dropped off prior to 8:25 a.m. should line up at the front door. Car riders arriving after 8:40 a.m. should be dropped off on the corner of Mound and Miller, out of the way of buses, and walk to the building's front entrance.
- Students arriving late (after 9:00 a.m.) must report to the front desk to sign the tardy log and get their homework checked.
- Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building until 8:40 a.m.
- Teachers and administrators are not available for meetings during arrival because of meeting and coverage responsibilities.

### **Dismissal**

- Monday-Friday, the school day officially ends at 4:00 p.m.
- Students that leave before 3:50 p.m. will receive an Early Dismissal attendance infraction.
- The Mound St. parking lot will be closed at 3:45 p.m. Car riders should be picked up along the school-facing side of Mound to the west of the 7th grade hallway doors and along Kelton Ave.
- Bus riders will exit the building through the main doors.
- Guardians must submit a release form listing the names and information for any individuals who regularly are authorized (as well as not authorized, if applicable) to pick up their children.
- Walkers will be dismissed out of the main entrance off of Mound Street. Guardians/families who are picking up walkers will need to wait outside of the facility.
- Anyone who is picking a CCA student up is subject to providing identification.
- Teachers and administrators are not available for meetings during dismissal because of coverage responsibilities.

## ***Appendix E: 2023-2024 Admissions Policy***

Columbus Collegiate Academy will not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. Columbus Collegiate Academy shall be open to any child who is eligible under the laws of the State of Ohio for admission to a public school, and Columbus Collegiate Academy shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act, the Americans With Disabilities Act, and Chapter 3314 of the Ohio Revised Code. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

### ***Publicity and Outreach***

Each year, the school holds information sessions to inform families and community members about the school and the admissions process. These information sessions are held at the school and perhaps at other community-based locations. The sessions are publicized widely, through means such as flyers, mailings, and informational sessions at daycares, community organizations, and local businesses. Families are encouraged to visit the school to see classes in action and meet currently enrolled students.

### ***Enrollment Process***

Families interested in enrolling a child at Columbus Collegiate Academy are required to submit a completed application. The applications are made available at the school's information sessions. After submitting the application, guardians are required to attend a mandatory New Student & Family Orientation where school systems, procedures, and rules are reviewed in detail. The final steps in the enrollment process include attending the family orientation in August and the first day of school. There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school.

### ***Admission Lottery***

In the event that Columbus Collegiate Academy 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 1<sup>st</sup> each year.

### ***Student Recruitment Activities***

*Columbus Collegiate Academy may undertake the measures below, among others, to recruit student applicants:*

- Sending letters to residents of the Columbus City Schools and surrounding districts;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary daycares, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.

Columbus Collegiate Academy aims to attract a student population that is similar in demographics to that of the Columbus City Schools. Through extensive outreach, it will attract students who reflect the demographics of CCS, including students with disabilities and students who have Limited English Proficiency. Columbus Collegiate Academy is committed to attracting and retaining such students by offering a high-quality educational program, hiring and training highly-effective teachers, and communicating regularly with families.

### ***Enrollment and Eligibility***

All students who are accepted for enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. Columbus Collegiate Academy reserves the right not to enroll any student whose forms are not returned by the designated date. All new students must take the school's baseline standardized tests. Guardians and students are required to attend information sessions and orientations, sign the Family-School

Contract, and agree to fulfill their obligations to Columbus Collegiate Academy including adherence to the Code of Conduct.

In addition, a child may not be eligible for admission if the guardian and student fail to complete all required forms truthfully.

Students confirm enrollment for the following school year by returning the Enrollment Confirmation Form in April..

### ***Vacancies***

Barring an unexpectedly high attrition rate, Columbus Collegiate Academy does not plan to accept students after the seventh grade. To fill any vacancies, however, separate waiting lists are maintained for each grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. Columbus Collegiate Academy reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill a vacancy, the school contacts the guardian of the student next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's guardians are unsuccessful, the school may remove that student from the waiting list within 48 hours. Documentation of attempts made to contact the guardians of any student removed from the waiting list are maintained by the school.

### ***Withdrawal from the School***

Columbus Collegiate Academy is a school of choice. As such, circumstances may arise in which a guardian wishes to transfer their child to a different school. When guardians withdraw their child from the school they should schedule a meeting with the Dean of Family and Community Engagement to fill out the Withdrawal Form. Students who miss 72 consecutive, unexcused hours of school without notifying the school are subject to being unenrolled. A student who attends another school is subject to being unenrolled from Columbus Collegiate Academy. The school ensures the timely transfer of any necessary school records to the student's new school.

## ***Appendix F: Discipline Due Process***

### ***Suspension Due Process***

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

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

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

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

### ***Expulsion Due Process***

Only the School Director or their designee may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the School Director must provide not only the student but also the guardian written notice of their 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 School Director at the request of the student or guardian. The guardian must be sent a written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
  - c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Chief Schools Officer may seek permanent exclusion.
2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and their guardian or representative to appear in person before the Chief Schools Officer to challenge the reasons for the expulsion or otherwise explain their actions.
3. Within one school day after the expulsion is imposed, the Chief Schools Officer shall provide written notification to the guardian 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 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 an appeal hearing before the Board or its designee;
- e. The right to request that the hearing be held in executive session;
- f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Chief Schools Officer may seek permanent exclusion;
- g. When the Chief Schools Officer expels a student for more than twenty days or for any period of time extending into the next trimester or school year, the School shall provide, along with this notice, the student and his guardian 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 of 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 Chief Schools Officer is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Chief Schools Officer's decision.

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

## **Appendix G: Serious Discipline Infractions, Definitions, and Consequences**

*Below is a key to use while referencing this chart. More information is available in Chapter 4.*

- Level 1 Disciplinary Action = Deduction
- Level 2 Disciplinary Action = Referral to the Dean of Students
- Level 3 Disciplinary Action = In-Class Suspension
- Level 4 Disciplinary Action = Out of School Suspension
- Level 5 Disciplinary Action = Expulsion

<b>INFRACTION</b>	<b>DEFINITION</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
Academic Dishonesty	Plagiarizing; fabricating information; copying work from others or from unauthorized sources; giving other students permission to copy work; gaining unauthorized access to material; and using, submitting, or attempting to obtain data or answers dishonestly.	Level 2 - 3 disciplinary action.	Level 2-4 disciplinary action.	Level 4 - 5 disciplinary action.
Altering Official Documents	The forgery, falsifying, or unauthorized alteration of a document.	Level 3 - 4 disciplinary action.	Level 4 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Assault	Physical attack, injurious or not.	Level 4 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Bomb Threat	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.	Level 4 - 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.
Criminal Act	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.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.
Damage/Destruction of Property	Causing, attempting to cause, or threatening to cause damage to School or private property (including graffiti).	Level 2 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Dangerous Weapon	Bringing a dangerous weapon onto School Property or possessing a dangerous weapon on School Property. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, which is used for, or is readily capable of causing death or serious bodily injury. Note that protective sprays and Swiss army knives are considered to be dangerous weapons.	Level 4 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Display of Affection	Any physical display of affection between students is prohibited.	Level 2 - 5 disciplinary action.	Level 3 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or volunteers, verbally harassing other students, and running and/or making excessive noise in the building.	Level 1 - 4 disciplinary action. Serious disruptive behavior will result in a remedial behavior plan.	Level 3 - 4 disciplinary action. Serious disruptive behavior will result in disciplinary probation.	Level 4 - 5 disciplinary action. Expulsion may be recommended for habitually disruptive behavior.
Electronic Access	The unauthorized use of electronic password codes for any reason, including but not limited to, accessing, controlling, or disabling technological devices or services.	Level 2 - 4 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Extortion/Robbery	Obtaining money, information, or property from another by threat, intimidation, or coercion.	Level 4 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Firearm	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).	1 year mandatory expulsion.	1 year mandatory expulsion.	1 year mandatory expulsion.
	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.	Level 5 disciplinary action and 1	Level 5 disciplinary action and 1	Level 5 disciplinary action and 1



		year discretionary expulsion.	year discretionary expulsion.	year discretionary expulsion.
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.
Gambling	Illegal participation in, or the organization of, games of chance for money and/or other items of value.	Level 1 - 4 disciplinary action.	Level 2 - 5 disciplinary action.	Level 5 disciplinary action.
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student.	Level 4-5 disciplinary action.	Level 4-5 disciplinary action.	Level 5 disciplinary action.
Gross Disrespect to peers or adults	Any display of disrespect by word or action toward any staff member and/or peer; open defiance, that may threaten the general discipline of the school, classroom, or school community.	Level 1 - 4 disciplinary action.	level 2 - 5 disciplinary action.	level 2 - 5 disciplinary action.
Hazing	Committing any act or coercing another, including the victim, to do any act of initiation into any Student or other organization that causes or creates risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subject to hazing does not lessen the prohibition in this policy.	Level 3 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Illegal or Dangerous Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, substances capable of producing a change in behavior or altering a state of mind or feeling; and/or paraphernalia.	Level 4 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Illegal Organization	Anti-social organizations, secret societies, gangs, and other sets of individuals that are not sanctioned by the School, which are determined to be disruptive to teaching and learning. This includes but is not limited to, wearing of symbolic jewelry apparel, making gestures, language use, graffiti, distributing material, or altering personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	Level 3 - 5 disciplinary action.	Level 3 - 5 disciplinary action.	Level 5 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 - 5 disciplinary action.	Level 2 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Intimidation/ Menacing/ Bullying/Cyberbullying	Threats, verbal or physical, that inflict fear, injury, or damage.	Level 3 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
Knife	Bringing a knife to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 - 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 - 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.	Level 5 disciplinary action and 1 year discretionary expulsion.
Loitering	Presence of an individual in or about a School under one or more of the following circumstances: <ul style="list-style-type: none"> <li>• After a reasonable request to leave.</li> <li>• Does not have a legitimate reason for presence.</li> <li>• Does not have written permission from proper authority for presence.</li> <li>• Refusal to identify self.</li> </ul>	Level 4 disciplinary action.	Level 4 disciplinary action.	Level 5 disciplinary action.
Lying	Intentionally giving untrue communication.	Level 1 - 4 disciplinary action.	Level 2 - 4 disciplinary action.	Level 4 - 5 disciplinary action.

Misuse of Electronic Online Hardware or Software	Students using School online services for illegal, inappropriate, or obscene purposes.	Level 2 - 4 disciplinary action.	Level 4 disciplinary action.	Level 5 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarities/ Profanity	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 2 - 4 disciplinary action.	Level 2-4 disciplinary action.	Level 4 - 5 disciplinary action.
Offensive Material	The production, possession, and/or distribution of materials that offend common decency or morals.	Level 2 - 4 disciplinary action.	Level 4 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Other Overt Disruptive Behavior	Knowingly engaging in any behavior meant to alter the teaching/learning process; to demean, intimidate, or harm another or the property of the individual or the School.	Level 2 - 4 disciplinary action.	Level 4 disciplinary action.	Level 4 - 5 disciplinary action.
Out of Area	Leaving a designated space without permission.	Level 2 - 4 disciplinary action.	Level 3 - 4 disciplinary action.	Level 3 - 5 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students.	Level 1 - 4 disciplinary action.	Level 3 – 5 disciplinary action.	Level 4 - 5 disciplinary action.
Reckless Endangerment	Any willful act that is not intended to cause harm but in fact places others in jeopardy of injury, or results in the damage, destruction, or defacement of School or private property.	Level 1 - 4 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 - 5 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Safety	Students shall be concerned about their own safety and that of others. Student actions that may be considered a safety risk include, but are not limited to: <ul style="list-style-type: none"> <li>Talking during safety drills</li> <li>Running, pushing, yelling, or other inappropriate behaviors</li> <li>Leaving the school building or grounds without permission</li> </ul>	Level 2 - 5 disciplinary action.	Level 2 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.	Level 5 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia.	Level 3 - 5 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.
School Property	Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to: <ul style="list-style-type: none"> <li>Defacing textbooks, library books, and other school materials</li> <li>Destruction or improper use of school computers, printers, or other technology</li> <li>Defacing/destruction of school property including desks, walls, lockers, etc.</li> <li>Failure to respect the property of other students, teachers, school personnel, etc.</li> <li>Gum chewing on school property</li> <li>Improper use of restrooms and/or supplies</li> <li>Stealing</li> </ul>	Level 1 - 4 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 - 5 disciplinary action.
School Telephone	Use of the telephone by students is strongly discouraged. To help students develop responsibility, phone calls home require the written consent of the student's teacher. Violations include but are not limited to: calls not approved by the teacher/principal.	Level 1 - 2 disciplinary action.	Level 2 - 4 disciplinary action.	Level 4 - 5 disciplinary action.
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of	Level 2 - 4 disciplinary action.	Level 4 - 5 disciplinary action.	Level 5 disciplinary action.

	substantially interfering with the victim's employment or educational environment.			
Technology Misuse	See Chapter 8 for internet and technology use policy descriptions.	Levels 1 - 4	Level 4 - 5	Level 5
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 3 - 5 disciplinary action.	Level 3 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Toys or Play Objects	School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to: <ul style="list-style-type: none"> <li>• Bringing toys or distracting objects to school</li> <li>• Creating toys or distracting objects at school</li> </ul>	Level 1 - 2 disciplinary action.	Level 2 - 4 disciplinary action.	Level 3 - 4 disciplinary action.
Transportation	Riding the bus, or other transportation provided by the district, is a privilege. The applicable guidelines, rules and policies established by the local school district which provides transportation will be supported by the School. Violations include but are not limited to: <ul style="list-style-type: none"> <li>• Disrespectful behavior towards the driver or another student</li> <li>• Physical violence and/or abusive language (swearing)</li> <li>• Eating on the bus</li> <li>• Constant yelling or screaming (which could endanger the lives of others)</li> <li>• Failure to remain seated</li> <li>• Threatening behavior</li> <li>• Possession of drugs, glass, weapons, animals, or stolen merchandise.</li> <li>• Any other violation of school or bus policy. See below, Transportation Discipline (for removal from vehicle only).</li> </ul>	Level 4 disciplinary action (1-day suspension from the bus).	Level 4 disciplinary action (5-day suspension from the bus)	Level 4 - 5 disciplinary action (10-day suspension from the bus or removal from the bus for the rest of the academic year).
Trespassing	Being in a School building or on School grounds without permission or authorization, or refusing to comply with a request to leave School premises.	Level 3 - 5 disciplinary action.	Level 3 - 5 disciplinary action.	Level 4 - 5 disciplinary action.
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures.	Referral to the Department of Family and Children Services; possible enrollment in parent class on attendance policies	Referral to the Department of Family and Children Services; possible enrollment in parent class on attendance policies	Referral to the Department of Family and Children Services; possible enrollment in parent class on attendance policies

## ***Appendix H: Columbus Collegiate Academy Restraint and Seclusion Policy***

Columbus Collegiate Academy (the “School”) is committed to the use of Positive Behavior Intervention and Supports (“PBIS”) with students. School Personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Professional staff members and support staff determined appropriate by the Superintendent are permitted to physically restrain and/or seclude a student in limited circumstances as set forth in this Policy.

All restraint and seclusion shall only be done in accordance with this Policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion, and consistent with the Ohio Department of Education’s Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion.

This Policy shall be made available to guardians annually and shall be published on the School’s website.

### ***Definitions***

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

**Chemical restraint means** 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 Ohio 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 Ohio law.

**De-escalation techniques** are strategically employed verbal or 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** means 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. Mechanical restraint 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:

- A. restraints for medical immobilization;
- B. 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
- C. vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

**Parent** means:

- 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 Ohio Administrative Code 3301-51-05(E); or
- E. any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of the child.

**Physical escort** means 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** means the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Physical restraint does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes to:

- A. break up a fight;
- B. knock a weapon away from a student’s possession;
- C. calm or comfort;
- D. assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent an impulsive behavior that threatens the student’s immediate safety (e.g., running in front of a car).

**Positive Behavior Intervention and Supports (“PBIS”)** means a school-wide systematic approach to embed evidence-based practice 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. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

**Positive Behavior Support Plan** means the 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** means physical or mechanical restraint while the student is in the face-down position for an extended period of time.

**School Personnel** means teachers, principals, counselors, social workers, school resource officers, teacher’s aides, psychologists, bus drivers, or other School staff who interact directly with students.

**Seclusion** means the 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. Seclusion does not include teaching and learning environments that are one on one in nature where a student and teacher and/or aide are alone together.

**Student** means a child or adult aged three (3) to twenty-one (21) enrolled in the School.

**Timeout** means a behavioral intervention, in which the 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 own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

### ***Positive Behavior Intervention and Supports***

Positive Behavior Intervention and Supports (“PBIS”) creates structure in the environment using a non-aversive effective behavioral system to improve academic and behavior outcomes for all students.

The PBIS prevention-oriented framework or approach shall apply to all students and staff, and in all settings.

PBIS shall include:

- A. School staff trained to identify conditions such as where, under what circumstances, with whom, and why specific inappropriate behavior may occur;
- B. Preventative assessments that include:
  - a. review of existing data;
  - b. interviews with parents, family members, and students; and
  - c. examination of previous and existing behavioral intervention plans.
- C. Development and implementation of preventative behavioral interventions, and the teaching of appropriate behavior, including:
  - a. modification of environmental factors that escalate inappropriate behavior;
  - b. supporting the attainment of appropriate behavior; and
  - c. use of verbal de-escalation to defuse potentially violent dangerous behavior.

The Superintendent shall develop emergency procedures for the School.

### ***Seclusion***

Seclusion may be used only when a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective intervention is available. Seclusion may be used only as a last resort safety intervention that provides the student with an opportunity to regain control of their actions.

Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the student and/or others from physical harm, and otherwise in compliance with this Policy and the Ohio Department of Education's ("ODE") corresponding policy.

Seclusion shall be implemented only by School Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student.

### **Additional requirements for the use of seclusion:**

If School Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

### **Requirements for a room or area used for seclusion:**

A room or area used for seclusion must

- A. provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student.
- B. *not be locked* or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

**Additional prohibited seclusion practices:**

Seclusion shall never be used as a punishment or to force compliance.

Seclusion shall not be used:

- A. for the convenience of staff;
- B. as a substitute for an educational program;
- C. as a form of discipline or punishment;
- D. as a substitute for less restrictive alternatives;
- E. as a substitute for inadequate staffing;
- F. as a substitute for staff training in positive behavior supports and crisis prevention and intervention; or
- G. as a means to coerce, retaliate, or in a manner that endangers a student.

Seclusion of preschool-age children is prohibited, except that a preschool-age child may be separated from his or her classmates, either in the classroom or in a safe, lighted, and well ventilated space, for an amount of time that is brief in duration and appropriate to the child's age and development, if the child is always within sight and hearing of a preschool staff member.

***Restraint***

There are different types of restraint, as defined above, including physical restraint, prone restraint, mechanical restraint, and chemical restraint. The use of restraint other than physical restraint is prohibited.

Physical restraint may be used only when the student's behavior poses an immediate risk of physical harm to the student and/or others and no other safe and/or effective intervention is available. The physical restraint must be implemented in a manner that is age and developmentally appropriate, and otherwise in compliance with this Policy and the ODE's corresponding policy.

Physical restraint shall be implemented only by School Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Notwithstanding the requirements of this Policy and ODE's corresponding standards and policy, School Personnel may use reasonable force and restraint in accordance with R.C. 3319.41. Persons employed or engaged as teachers, principals, or administrators, non-licensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property.

**Additional requirements for the use of physical restraint:**

If School Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;

- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Physical restraint shall not be used for punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control.

### **Prohibited Restraint Practices**

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

- A. prone restraint as defined in Executive Order 2009-13 (which defines prone restraint to mean "all items or measures used to limit or control the movement or normal functioning of any portion, or all, of an individual's body while the individual is in a face-down position for an extended period of time");
- B. physical restraint that restricts the airway of a student or obstructs the student's ability to breathe;
- C. physical restraint that impacts the student's primary mode of communication;
- D. restraint of preschool-age students, except for holding a child for a short period of time, such as in a protective hug, so that the child may regain control;
- E. restraint that deprives the student of basic needs;
- F. restraint that unduly risks serious harm or needless pain to the student, including physical restraint that involves the intentional, knowing, or reckless use of any of the following techniques:
  - a. using any method that is capable of causing loss of consciousness or harm to the neck or restricting/obstructing respiration in any way;
  - b. pinning down the student by placing knees to the torso, head and/or neck of the student;
  - c. using pressure points, pain compliance, or joint manipulation;
  - d. dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
  - e. using other students or untrained staff to assist with the hold or restraint; or
  - f. securing the student to another student or to a fixed object.
- G. mechanical restraint (that does not include devices used by trained School Personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed); or
- H. chemical restraint (which does not include medication administered as prescribed by a licensed physician).

### **ADDITIONAL PROHIBITED PRACTICES**

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

- A. corporal punishment;
- B. child endangerment as defined in Ohio Revised Code 2919.22; and
- C. aversive behavioral interventions.

### **FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR INTERVENTION PLAN**

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, School Personnel shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, School Personnel shall also develop a behavior intervention plan that incorporates positive behavioral interventions.

### **TRAINING AND PROFESSIONAL DEVELOPMENT**

The School shall provide training as follows:



- A. All School Personnel, as defined in this Policy, shall be trained annually on the requirements of the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion; Ohio Administrative Code 3301-35-15; and this Policy.
- B. the Superintendent, in consultation with each school building's principal and/or assistant principal, shall identify which employees should receive additional training so that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, including the use of restraint and seclusion. Employees who receive such additional training must keep their training current in accordance with the requirements of the provider of the training.
- C. The Superintendent shall develop a plan to provide training to School Personnel, as defined in this Policy, so that Positive Behavior Intervention and Supports are implemented on a School-wide basis. Implementation of PBIS throughout the School may be a multi-year process, with training taking place over several years.

The School shall maintain written or electronic documentation on training provided and lists of participants in each training.

### **MONITORING AND COMPLAINT PROCEDURES**

The Superintendent shall develop a monitoring procedure to ensure that this Policy is appropriately implemented.

Any parent of a child enrolled in school in the School may submit a written complaint to the Superintendent regarding an incident of restraint or seclusion. The Superintendent shall investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint.

### **REQUIRED DATA AND REPORTING**

Each use of restraint or seclusion shall be:

- A. documented in writing;
- B. reported to the building administration immediately;
- C. reported to the parent immediately; and
- D. documented in a written report.

A copy of the written report shall be made available to the student's guardian within twenty-four (24) hours of the use of restraint or seclusion. A copy of the written report shall also be maintained in the student's file.

All written documentation of the use of restraint or seclusion related to a particular student are educational records pursuant to the Family Educational Right to Privacy Act ("FERPA"), and School personnel are prohibited from releasing any personally identifiable information to anyone other than the guardian, in accordance with FERPA's requirements.

The Superintendent shall develop a process for the collection of data regarding the use of restraint and seclusion.

The Superintendent shall report information concerning the use of restraint and seclusion annually to the Ohio Department of Education as requested by that agency, and shall make the School's records concerning restraint and seclusion available to the staff of the Ohio Department of Education upon request.

## ***Appendix I: Notification of Rights under FERPA***

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

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access.

Guardians or eligible students should submit to the School Director a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Guardians or eligible students who wish to ask the School to amend a record should write the School Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the guardian or eligible student, the school will notify the guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the guardian or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a guardian, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20212

FERPA permits the disclosure of PII from students' education records, without consent of the guardian or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the guardian or eligible student, §99.32 of the FERPA regulations requires the school to record the

disclosure. Guardians and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the guardians or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the guardian or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To guardians of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))
- To a State or local juvenile agency when the disclosure or reporting relates to the ability of the juvenile justice system to serve, before adjudication, the student whose records are being released. A disclosure or

reporting of educational records concerning a child who has been adjudicated as a delinquent child shall be treated as related to the ability of the juvenile justice system to serve the child before adjudication if the agency provides documentation to the school that the agency seeks the information in order to identify and intervene with the child as a juvenile at risk of delinquency rather than to obtain information solely related to the supervision of the child as an adjudicated delinquent child.

The juvenile court may grant a school access to all or a portion of the juvenile court records of a child who is a student at the school if the registrar submits a written request establishing that the juvenile court records are necessary for the school to serve the educational needs of the child whose records are requested or to protect the safety or health of a student, an employee, or a volunteer at the school.

The school shall keep the records confidential. However, the confidentiality order does not prohibit the school from forwarding the juvenile records to another school or a person if a parent, guardian, or custodian of the child consents to the release of the juvenile court records to the person.

## ***Appendix J: Columbus Collegiate Academy Main Street Visitor Policy***

Dear Visitor,

Welcome to our school! We are glad you are here!

In order to respect student learning, please make note of our policies and procedures for all visitors.

As a visitor, you must . . .

- enter the building and go directly to the front office.
- sign in to our Visitor Log at the front office.
- present identification to confirm your identity.
- wear a visitor badge for the duration of your stay in the building. We appreciate you keeping your visit to 30-50 minutes or less in order for our staff to best accommodate student learning.
- be escorted by our office staff to the classroom you would like to visit.
- silently observe. Interacting with staff and/or students can distract student learning. Note that you are more than welcome to call or email a staff member with any questions or feedback after your visit.
- not use your cellphone while in classrooms or hallways. If you must use your phone for any reason, please go to the front office to do so.
- indicate if you are visiting academic classes, which happen from 9:20-12:50 p.m. and again from 2:00-3:43 p.m. We do not permit visitation during non-academic times (e.g. arrival, homeroom, Bulldog Hour, lunch, recess, detention, or dismissal).
- return to the front office when your visit is complete to sign-out.

### **Meeting Requests**

If you wish to meet with a teacher, staff member, or school leader, please call or email them directly to schedule your appointment. Our front office staff is not able to schedule these appointments. Contact information for every CCA staff member is in our front office and is also included in the syllabus which is provided to students every Monday. ***Unfortunately, due to our calendar and schedule, we are unable to accommodate meetings that are not booked at least 24 hours in advance.***

If you have an emergency, please speak with our staff in the front office.

*Thank you again for visiting Columbus Collegiate Academy!*

## ***Appendix K: Weapons Free Policy***

The School prohibits all staff members and students from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the School for the purpose of school activities approved and authorized by the School including, but not limited to, property leased, owned, or contracted for by the School, a school-sponsored event, or in any School sponsored transportation.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type (real or not real), including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. This definition does not include a tool used for academic or job-related purposes.

The School Director shall refer a staff member who violates this policy to law enforcement officials, regardless of whether such staff member possesses a valid concealed weapon license. The staff member will also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy.

The School Director will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel;
- B. starter pistols used in appropriate sporting events;
- C. objects indistinguishable from a firearm used during school safety trainings;
- D. any other exceptions permitted by law.

Staff members shall report any information concerning weapons and/or threats of violence by students, staff members, or visitors to the building School Director. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.

The School shall post notices prohibiting the carrying and possession of concealed weapons in a school safety zone, including schools and school buildings, on school premises, and at school activities. The notices shall contain a statement substantially in the following form:

Unless otherwise authorized by law, pursuant to Ohio Revised Code 2923.122, no person shall knowingly possess, have under the person's control, convey or attempt to convey a deadly weapon or dangerous ordnance into a school safety zone.

The School shall conspicuously post such notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report. Notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and parcel of land.

## ***Statement of Understanding***

Signing this form acknowledges that the guardian has received a copy of Columbus Collegiate Academy Main Street's Student and Family Handbook, has had the opportunity to discuss the policies and have questions answered, and understands all of the provisions in the handbook. Although it reflects Columbus Collegiate Academy Main Street's current policies, it may be necessary to make changes from time to time to best serve the needs of our students. Any changes deemed necessary will be made in writing and the modified policy will be shared with every enrolled family.

By my signature below, I acknowledge that I have received a copy of the Student and Family Handbook of Columbus Collegiate Academy Main Street. I understand that it is my obligation to read, understand, comply with, and convey the importance of these procedures and policies to my child.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Guardian Name (please print)

\_\_\_\_\_  
Guardian Signature

\_\_\_\_\_  
Date

***\*Please do not remove this page. A separate Statement of Understanding will be provided for families to sign and turn into the school. This page is included for your reference only.\****

