



2024-2025  
STUDENT HANDBOOK



*Knowledge. Strength. Values.*

## TABLE OF CONTENTS

MISSION	4
VISION	4
CORE PRINCIPALS FOR STUDENTS	4
GOALS FOR STUDENTS	5
GOALS FOR STAFF	5
WHY THE COMBINATION OF ACADEMICS AND FITNESS?	5
REQUIRED NOTICE OF TESTING, O.R.C. 3314.041	6
EDUCATION PROGRAM	7
STUDENTS' RIGHTS	8
CODE OF CONDUCT	8
DISABLED STUDENTS AND DISCIPLINE	21
ANTI-HARASSMENT AND BULLYING POLICY	21
SCHOOL YEAR COMPACT	23
ARRIVAL	25
ATTENDANCE / TRUANCY / WITHDRAWAL	26
General Policy	26
Excused Absences	26
Withdrawal	26
Disciplinary Action for Unexcused Tardiness or Absence	27
Truancy and Attendance Intervention Strategies	28
AWARDS ASSEMBLIES	30
LUNCH PROGRAM	30
CAFETERIA RESPONSIBILITIES	30
PEANUT OR OTHER FOOD ALLERGIES	30
DISMISSAL PROCEDURES	31
EARLY DISMISSAL REQUESTS	31
FIELD TRIPS	32
HOMEWORK POLICY	32
MAKE-UP ASSIGNMENTS	32
PROGRESS REPORTS	32
INCLEMENT WEATHER	32
LABELING CLOTHING	33

LEARNING ENVIRONMENT	33
GENERAL HEALTH AND WELFARE	33
IMMUNIZATION REQUIREMENTS IN OHIO	33
USE OF INHALER / EPINEPHRINE AUTO-INJECTOR	36
WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL	36
MEDIA	37
LATE PICKUP OF STUDENTS	37
SPECIAL STUDENT SUPPORTS	37
FIRE / TORNADO DRILLS AND EMERGENCY MANAGEMENT TESTS	37
GRADING SYSTEM	37
STANDARDIZED TESTING	38
OFFICIAL SCHOOL COLORS AND MASCOT	38
UNIFORM POLICY / STUDENT APPEARANCE AT SCHOOL	38
DESCRIPTION OF UNIFORMS AND STUDENT APPEARANCE INFORMATION	38
VISITORS, VOLUNTEERS, AND GUESTS	39
STUDENT INTERNET USE AND CONTRACT	40
ELECTRONIC COMMUNICATION DEVICES	42
SEXUAL AND OTHER FORMS OF HARASSMENT	43
NON-DISCRIMINATION	43
PARENTS	45
PARENT TEACHER ORGANIZATION (PTO)	45
PARENT INVOLVEMENT	45
PARENT / GUARDIAN – STUDENT - TEACHER CONFERENCES	46
NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	47
STUDENT RECORDS AND RELEASE OF INFORMATION	48
NOTICE REGARDING RELEASE OF STUDENT DIRECTORY INFORMATION	51

## Harvard Avenue Performance Academy Knowledge. Strength. Values.

Dear Parents/Guardians and Students:

On behalf of the staff of Harvard Avenue Performance Academy (HAPA), we welcome you to the 2024-2025 school year!

This Student-Parent Handbook is designed to help you understand school policies and procedures. What is the mission of the school? What do teachers expect of students and families? What is the Academy's discipline policy? This handbook will answer these questions. You may also think of other questions to ask, and you should feel free to ask any teacher or staff member to assist you in finding the answers as the academic year progresses.

Please read through the handbook carefully. Take the time to familiarize yourself with as many details as possible, so that you will be well informed and active in the continued development of the Academy.

Let us all strive together to make this a remarkable year, and let us work together **to develop strong minds and strong bodies!**

Yours in educational excellence,

*Stephanie Widner*

Stephanie Widner  
Superintendent  
Harvard Avenue Performance Academy

## **MISSION**

The mission of Harvard Avenue Performance Academy is to preparing students for high school and beyond by providing a first rate academic and fitness program to develop students' strong minds and strong bodies in grades kindergarten through eighth grade.

The Performance Academies program emphasizes math, reading, writing, science and citizenship, as well as tennis, martial arts, soccer and sports psychology and physiology in an extended school day environment.

## **VISION**

To be among the most desirable elementary/middle schools in the region, recognized both locally and nationally, by high-achieving schools and fitness programs and for developing outstanding youth who achieve academic and fitness excellence.

To be one of the most sought-out public middle schools, in which both private and competitive public high schools will recruit promising high school students

## **CORE PRINCIPLES FOR STUDENTS**

### **A. Strive for Academic Excellence**

- Students seek out ways to grow, learn and improve.
- Students come to class with a positive attitude prepared to learn.
- Students initiate ways to improve the world around them and look for ways they can make their classroom, school, and community a better place.

### **B. Strive for Fitness Excellence**

- Students perform to the best of their abilities in the health and fitness program.
- Students appreciate the value of lifelong health and fitness.

### **C. Inspire Teamwork**

- Students appreciate the value of lifelong health and fitness.
- Students demonstrate collaboration, teamwork, and inspiration.
- Students treat others with respect and dignity.
- Demonstrate listening to others and cooperation.

### **D. Uphold Moral and Ethical Principles**

- Students set the example by working hard and demonstrating leadership skills both in the classroom and in athletics.
- Students demonstrate integrity and honesty by being honest and trustworthy with their teachers, parents and peers.

### **E. Encourage the Spirit**

- Students recognize the contributions of other individuals.
- Students nominate and recognize their fellow classmates for jobs well done.
- Envision a positive future for themselves and their peers.
- Students celebrate team, class, and school accomplishments together.

## **GOALS FOR STUDENTS**

At the Academy, you will:

- Receive more academic instructional time than in traditional school settings in the five, core academic subject areas: reading, writing, mathematics, science, and citizenship.
- Encounter challenges that stretch your mind, require you to ask for help, and reward you when you overcome problems and succeed.
- Receive first-class instruction in tennis, martial arts, and soccer, sports psychology and physiology.
- Develop good habits that will allow you to be healthy as you grow up.
- Study and practice good social skills, citizenship and ethical behavior that will help you become a successful adult.

## **GOALS FOR STAFF**

As we have some goals for you, we also have some goals for ourselves. While you are here at Harvard Avenue Performance Academy, we will:

- Challenge you to stretch your mind, help you to solve problems, and celebrate you when you overcome problems and succeed.
- Teach a minimum of 6 hours of academic subjects, focusing on reading, writing, math, science and citizenship each day.
- Teach a minimum of 1.25 hours of health and fitness activities each day.
- Implement innovative teaching methods and strategies to meet both your individual and collective needs.
- Keep track of your progress so we can help if you do not understand classroom participation, school tests, community service projects, portfolios, team projects, presentations, and state required tests.
- Work to be students ourselves so we can develop ourselves as teachers and improve how we teach you.
- Communicate with your parents/guardians regularly to make sure all the adults in your life know how they can help you learn the most.

Our ultimate goal is to prepare you to be productive citizens who contribute to and benefit from the local and global community. In summary, we want to help you in becoming the best person you can be!!!

## **WHY THE COMBINATION OF ACADEMICS AND FITNESS?**

We Will Not Wait to Succeed!!!

Many of you have asked why this school focuses so much on extra time in core academic areas, health and fitness activities, discipline, values and social skills training and an extended school day. Why do we wear the uniforms? Why is the discipline policy so strict and why do we choose to go to school for extended hours?

### **Academics and Extended Day**

There are several reasons why we choose to focus our resources on academics, as well as health and fitness. The first reason is that we are living in an age of academic reform, accountability, high stakes testing, and a focus on academic success. It is widely known that

schools that have been extremely successful in the past ten years are giving students more time in an extended day environment and are exposing their students to more time in core academic subject areas, especially reading and math. Such students have passed their required state assessments at higher levels than traditionally schooled students. The second reason is that the HAPA staff and supporters believe that all children can and will learn when challenged. By successful, we mean that our students can Master specific curriculum-based activities and can learn to do difficult tasks and understand challenging topics. Our responsibility is to help students meet these and other goals.

### **Health and Fitness**

The main reason we emphasize health and fitness as well as academics is that more and more data demonstrate that students achieve better when they are physically fit. Students have higher levels of attention in the classroom when exposed to daily physical fitness activities. In addition, students learn important lessons that will help them be more successful adults, including teamwork, collaboration, competition, maintaining good personal health, and more.

### **Uniforms**

Students wear uniforms to foster pride in their appearance at an early age and to show school spirit. Moreover, uniforms eliminate discussion and competition about clothing. Academy uniform colors are burgundy and gray plaid. It is expected that all students come to school dressed in uniform each day, and proper appearance is maintained with shirts tucked in, ties worn, shoes tied, no body piercings (other than girls' earrings), etc. Please see more specific policies related to school uniforms and appearance on the following pages.

### **Notice of Testing as Required by O.R.C. 3314.041**

The Harvard Avenue Performance Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who are exempt from the compulsory attendance law for the purpose of home education pursuant to section 3321.042 of the Revised Code shall no longer be exempt for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administrator or the Ohio Department of Education and Workforce.

## EDUCATION PROGRAM

### *An Ambitious Program!*

We believe that the “whole” child needs to be educated. Therefore, the Academy’s education covers three fundamental domains:

#### **Academic Skills and Knowledge**

- All students graduate from the school with an excellent grasp of academic fundamentals: reading, writing, math, science and citizenship.
- All students Master a broad range of challenging subjects.
- Every student’s progress is carefully charted and analyzed.
- Every student is expected to meet the school and state standards.

#### **Health and Fitness**

- Harvard Avenue Performance Academy’s students will learn and practice healthy habits while at the school to use in life.
- Students explore talents through participation in daily, state of the art athletic programs in school, including tennis, martial arts, soccer, and sports psychology and physiology.

#### **Ethics and Values**

- Students will have a solid foundation in the critical social and organizational skills required for success in today’s workplace.
- Students are expected to Master practical and work skills for life beyond the school and to share and model their successes.
- Through the school’s traditions and structure, the students will understand and exhibit character traits of successful leaders: responsibility, diligence, respect, perseverance, integrity, duty and courage.
- Throughout the academic and physical fitness curriculum, students learn to perform and collaborate in effective teams.

#### **Superior Use of Resources**

The success of our school will depend upon the full cooperation of all persons who impact the lives of students -- families, hospitals, colleges and universities, neighborhood associations and youth organizations-to help our teachers address the social, physical, emotional, and spiritual needs of students beyond the walls of the classroom.

#### **Faculty and Staff**

There are no resources more important in a school than its teachers. Harvard Avenue Performance Academy has sought out the best teachers for the best students. We commit to not only hiring stellar teachers, but also to creating a collegial environment that allows teachers to perfect their craft and to develop as professionals.

- All teachers are qualified and experienced.
- All teachers are held to high professional standards.
- All teachers are rewarded for a job well done.
- All teachers have the resources they need to do their job to the best of their ability.
- All teachers have the opportunity to grow professionally.



### **Parental Support**

Our aim is the success of every student and we have crafted a program to ensure that each student is developing to his or her academic and social potential while at Harvard Avenue Performance Academy. Yet we can only go so far on our own. We need parental help to take our students the rest of the way.

- All parents understand the role as partners, commit to fulfilling it and work with the Harvard Avenue Performance Academy to ensure their child's potential is met.
- All parents are required to commit a minimum of 20 hours to the school in volunteer service over the course of the year. This service could include chaperoning on field trips, assisting teachers and staff during the week and/or Saturday school and/or participating in the monthly Parent Teacher Organization Meetings.
- All parents are asked to be actively involved in the PTO.

### **Partnerships with the Community**

- Local Universities
- Business and Political Leaders
- Area Chambers of Commerce
- Local Churches
- Others

## **STUDENTS' RIGHTS**

Students of the Harvard Avenue Performance Academy shall have the rights afforded to students under the provisions of the Federal and State constitutions and the laws of the State of Ohio. Although the rights of students are not identical to the rights of adults, it is recognized that a student's private, non-school-sponsored and non-program-related conduct cannot be regulated unless the educational community or School administration is affected by such conduct.

## **CODE OF CONDUCT**

We, like Aristotle, believe that "We are what we repeatedly do". To this end, Harvard Avenue Performance Academy has established routines, traditions and high expectations that reinforce the school's commitment to exemplary academic standards. Students are expected to adhere to a rigorous code of conduct on the School premises, at School activities or functions whether on or off the School premises and on transportation to and from School, and are subject to the School's disciplinary process when they fail to do so. Students may also be subject to the School's disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School staff or their property, or if the behavior disrupts or has a connection to the school learning environment.

**Students must be on time and they must be in uniform. They must be respectful. They must be prepared.** If they are not, they must deal with the consequences. If they are responsible, they earn the right to be a part of the school community.

We expect our students' behavior to be focused on learning. Our policy is simple: If a student disrupts the learning environment, the student is removed from the environment.

- All students come to school ready to learn and make effective use of their time.

- All students understand the definition of disrespectful behavior and that it will not be tolerated.
- All parents understand and support HAPA's code of conduct.

All students are expected to conform to the Student Code of Conduct and are subject to the School's disciplinary process when they fail to do so. Consequences may be enforced based upon specific offenses or accumulated demerits.

### **Positive School Wide Behavior Management**

The Positive School Wide Behavior Management Plan is designed to ensure an appropriate balance between positive rewards and consequences. It focuses on teaching students how to behave appropriately, with kindness and respect, as well as teaching them how to make appropriate choices, even under difficult circumstances. The positive behavior management system will be implemented in all grades from kindergarten through eighth grade. We define and articulate clearly to students what behavior we do not want, as well as the behaviors we want instead. Opportunities for positive student recognition in the classroom will be required of all teachers. Ticket systems and other behavioral re-enforcers will be required at the classroom level.

### **Commitment to Restorative Interventions**

Performance Academies recognizes that removal from the academic curriculum for disciplinary reasons should occur as a last resort. In lieu of discipline that would result in extended removals from the classroom, teachers and staff shall engage in Restorative Interventions aimed at rehabilitating students for continued participation in the classroom through reconciling the behaviors at issue with any purported victims or the classroom / school as a whole. In other words, Restorative Interventions move the focus of disciplinary actions away from punitive measures and toward correcting behaviors for continued engagement in the curriculum.

When disruptive behaviors occur, the School will attempt to address them in a restorative manner focused on needs, accountability, and addressing root causes. When someone in our School community is harmed, we are committed to creating space to bring together all those affected to collaboratively address needs and responsibilities, and come up with a plan to repair harm where appropriate. That said, the health and safety of all students and staff is paramount to this Code of Conduct, and the School recognizes that Restorative Interventions are not appropriate in all cases.

Students engaging in behavior that violates the Code of Conduct below may be eligible for Restorative Interventions if (1) their behavior was nonviolent, nonthreatening, and did not involve drugs or other potentially harmful substances, objects, or conduct; (2) the conduct does not require expulsion (Level 4 offense only) under the Code of Conduct; and (3), if applicable, the student has shown willingness to engage in previous Restorative Interventions and has shown some behavioral progress as a result.

Potential interventions may take two forms. First, for Level 1 or some Level 2 violations, the teacher will engage in Classroom Level Interventions, which may include a redirection or a two-minute meeting with the student to address the issue. If the Classroom Level Interventions (CLI's) are unsuccessful or if the student engages in Level 2 behavior that goes beyond disruption and minor disrespect, the teacher may issue a Referral to the Restorative Intervention Coordinator, who may engage in Non-Classroom Student Level Interventions (NSLI's). At the Restorative Intervention Coordinator's discretion, NSLI's may include restorative conferences

with the student, mediation with the victim of the student's misconduct, peer jury systems, peer counseling circles, student behavior contracts, student apology notes, or other restorative measures deemed warranted by the Coordinator. If the NSLI's are not effective, or in conjunction with any of the NSLI's above, the Restorative Intervention Coordinator may include a parent-conference at his/her discretion.

The goal of Restorative Interventions is to maximize student interpersonal development and student engagement in curricular work. Students who fail to participate or show progress from Restorative Interventions may lose eligibility for such strategies and may instead be subject to other disciplinary measures set forth in this Code of Conduct, including suspension and expulsion.

### **Violations of Code of Conduct for Students in Grades Four to Eight**

**Level 1:** The teacher addresses the inappropriate behavior with the student, and may use one of the following examples of disciplinary actions: review of class and School rules; verbal warning; loss of special activities; completion of behavior self-report; recess/lunch or after school detention; call home to parents; classroom community service; verbal and written apology to person(s) offended. The form of discipline action used is recorded in the teacher's record book.

**Level 2:** If the same act(s) of misconduct continue, or if more serious act(s) of misconduct occur, a conference with the parent(s)/guardian(s), teacher, and/or Principal is held in order to set behavior goals with and for the student and determine how the goals may be met. Additionally, the student may be removed for the remainder of the school day to an in-school suspension in a supervised learning environment where he or she will be permitted to complete classroom assignments missed due to the suspension; shadowed by his/her parent; required to perform classroom community service. The student may be issued an in-school suspension.

**Level 3:** If acts taken at Levels 1-2 have not corrected the inappropriate behavior, or if the student engaged in serious act(s) of misconduct, the Principal may impose an out-of-school suspension, which refers to a Principal's decision to temporarily remove a student's right to attend School or any School-related activity for a specified period of time, not to exceed ten School days. A meeting with the parents will be convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Additional details related to an out-of-School suspension are:

- Students suspended from School are not allowed to visit the School or attend any School-related activities during the period of suspension.
- Students are allowed to complete classroom assignments and homework assignments and are given learning opportunities while on suspension. In order to receive credit, students must submit the assignments to their teacher on the day of readmission to the School.
- At the discretion of the Principal, out-of-School suspension reports, conduct reports, and/or corrective action plans may be removed from a student's permanent School file at the end of the School year if that student has shown noted improvement in behavior after the disciplinary action was implemented.

**Level 4:** If actions taken at Levels 1-3 have not corrected the inappropriate behavior, or if the student engaged in certain serious act(s) of misconduct, the Superintendent may expel the student from School, not to exceed eighty days or one year as allowed by law, or may seek the Student’s permanent exclusion. Restitution may be required and charges may be filed with the police.

**Violations of Code of Conduct for Students in Grades Three and Lower**

The School will address Code of Conduct violations by students in kindergarten through third grade in the same manner as listed above for Grades 4 and higher, but with the following exceptions to **Levels 3 and 4**.

Students in grades kindergarten through three may only receive an out-of-school suspension or expulsion if the student has committed a firearm or knife offense, bomb threat, or criminal offense that results in serious bodily injury or property damage, or in instances when the student’s out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the student, fellow classmates, or school personnel.

If a student in grades kindergarten through three faces a Level 3 or Level 4 disciplinary action, whenever possible, the Principal will consult with a mental health professional under contract with the School, if any, prior suspending or expelling the student. If the events leading up to the suspension or expulsion indicate a need for additional mental health services, the Principal or mental health professional will assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional, so long as doing so does not result in a financial burden to the School.

Not all acts of misconduct can be itemized. The following is an enumeration of some of the main areas of conduct which will lead to disciplinary action. The following list of violations is not all inclusive, but only representative and illustrative. A student committing an improper act of misconduct, which does not happen to be specifically listed, is still subject to disciplinary action. Acts of misconduct include, but are not limited to, the following:

<b>INFRACTION</b>	<b>DEFINITION</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
<b>Academic Misconduct</b>	<i>Plagiarizing, cheating, copying another’s work or internet publishings, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).</i>	<i>Level 2 disciplinary action.</i>	<i>Level 3 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>
<b>Altering Official Documents</b>	<i>The forgery, falsifying, or unauthorized alteration of a document.</i>	<i>Level 2 disciplinary action.</i>	<i>Level 3 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>

<b>INFRACTION</b>	<b>DEFINITION</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
<b>Assault</b>	<i>Unlawfully causing any physical injury.</i>	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.	Level 4 disciplinary action.
<b>Bomb Threat</b>	<i>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.</i>	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
<b>Criminal Act</b>	<i>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.</i>	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
<b>Damage/ Destruction of Property</b>	<i>Causing, attempting to cause, or threatening to cause damage to School or private property (including graffiti).</i>	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Display of Affection</b>	<i>Any physical display of affection between students is prohibited.</i>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Disruptive Behavior</b>	<i>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 parent volunteers, verbally harassing other students, and running and/or making excessive noise in the building.</i>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Dress Code Violations</b>	<i>See pages 36-37. See also Policy No. 263 Dress and Grooming.</i>	Level 2 Parent may have to bring uniform	Level 2 Parent may have to bring uniform	Level 2 or 3 Parent may have to bring uniform
<b>Electronic Access</b>	<i>The unauthorized use of electronic password codes for any reason, including but not limited to, accessing, controlling, or disabling technological devices or services.</i>	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Electronic and Other Communication Devices</b>	<i>No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, I-Pods, gaming devices, tablets, etc.) without approval on School property between the hours of 8:00 AM. to the conclusion of School. See also Technology and Internet Acceptable Use Policy.</i>	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Extortion/Robbery</b>	<i>Obtaining money, information, or property from another by threat, intimidation, or coercion.</i>	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Firearm</b>	<i>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).</i>	1 year mandatory expulsion.	1 year mandatory expulsion.	1 year mandatory expulsion.
	<i>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.</i>	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<i>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.</i>	<i>Level 4 disciplinary action and 1 year discretionary expulsion.</i>	<i>Level 4 disciplinary action and 1 year discretionary expulsion.</i>	<i>Level 4 disciplinary action and 1 year discretionary expulsion.</i>
<b>Gambling</b>	<i>Illegal participation in, or the organization of, games of chance for money and/or other items of value.</i>	<i>Level 1 or 2 disciplinary action.</i>	<i>Level 2 or 3 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>
<b>Gang Activity</b>	<i>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. See Gang Activity Policy.</i>	<i>Levels 1 to 3 disciplinary action.</i>	<i>Level 3 or 4 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>
<b>General Decorum</b>	<i>Not using reasonably quiet voices inside the building, lack of school materials, minor graffiti or stickers on school property, uncaged pets, chewing gum, not having paper, pencils or books.</i>	<i>Level 1 to 2 disciplinary action.</i>	<i>Level 1 to 3 disciplinary action.</i>	<i>Level 2 to 3 disciplinary action.</i>
<b>Hazing</b>	<i>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. See Anti-Hazing Policy.</i>	<i>Level 2 or 3 disciplinary action.</i>	<i>Level 3 or 4 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>
<b>Homework</b>	<i>Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.</i>	<i>Level 1 disciplinary action.</i>	<i>Level 1 or 2 disciplinary action.</i>	<i>Level 1 to 3 disciplinary action.</i>
<b>Illegal or Dangerous Substances</b>	<i>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.</i>	<i>Level 2 or 3 disciplinary action.</i>	<i>Level 3 or 4 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>
<b>Illegal Organization</b>	<i>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. See also Gang Activity Policy.</i>	<i>Level 1 or 2 disciplinary action.</i>	<i>Level 2 or 3 disciplinary action.</i>	<i>Level 4 disciplinary action.</i>
<b>Inappropriate language</b>	<i>Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community.</i>	<i>Level 1 disciplinary action.</i>	<i>Level 1 - 2 disciplinary action.</i>	<i>Level 2, 3 or 4 disciplinary action.</i>

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<b>Insubordination</b>	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 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Intimidation/ Menacing/ Bullying/Cyber-Bullying</b>	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and pager, text messages, text messaging applications, blogs, MySpace, Facebook, Wikipedia, Bebo, Snapchat, Yik Yak, Instagram, the Internet, Xanga, Piczo, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School.) See also Anti-Harassment, Intimidation, and Bullying Policy.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.	Level 4 disciplinary action.
<b>Knife</b>	Bringing a knife capable of causing serious bodily injury 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 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife capable of causing serious bodily injury 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 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
<b>Littering</b>	Throwing paper, trash, or other materials on the floor, inside the School building, or on School grounds.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Loitering</b>	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 3 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Lunch and Lunch Time Behaviors</b>	When Parents provide a Student's lunch, they are expected to provide a healthy meal. Carbonated beverages, such as soda (pop) are prohibited. Lunch should be a pleasant experience for everyone, teachers, students, and staff. Students must display decent table manners, courteous conversation, and cooperation with volunteers, teachers, and school personnel. Violations include but are not limited to: <ul style="list-style-type: none"> <li>• Eating food outside the designated area or room</li> <li>• Leaving without permission</li> <li>• Littering</li> <li>• Discourtesy (toward volunteers, other students or staff)</li> <li>• Failure to remain seated and to clean up your space</li> <li>• Talking too loud and/or inappropriately</li> </ul>	Level 1 disciplinary action.	Level 1 or 2 disciplinary action.	Level 2 to 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<b>Lying</b>	<i>Intentionally giving untrue communication.</i>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Misuse of Electronic Online Hardware or Software</b>	<i>Students using School online services for illegal, inappropriate, or obscene purposes. See also Policy No. 232 Technology and Internet Acceptable Use.</i>	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Obscenities/ Verbal Abuse/ Vulgarities</b>	<i>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.</i>	Level 1 disciplinary action.	Level 1 or 2 disciplinary action.	Level 2 to 4 disciplinary action.
<b>Offensive Material</b>	<i>The production, possession, and/or distribution of materials that offend common decency or morals.</i>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Other Overt Disruptive Behavior</b>	<i>Knowingly engaging in any behavior meant to alter the teaching/learning process; to demean, intimidate, or harm another or the property of individual or the School.</i>	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
<b>Physical Contact</b>	<i>Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students.</i>	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Playground Behavior</b>	<i>The playground is a place to develop friendships in a relaxed setting. Improper behavior or other dangerous actions may include, but are not limited to:</i> <ul style="list-style-type: none"> <li>• Any use of physical force or violence</li> <li>• Throwing objects of any kind, including snow, and/or ice</li> <li>• Taking property of others (hats, gloves, etc.)</li> <li>• Not being in the supervised area</li> <li>• Improper use of playground equipment</li> <li>• Using unapproved playground equipment</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Reckless Endangerment</b>	<i>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.</i>	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Refusal to Do Classroom Work</b>	<i>The refusal to complete work, labs, projects, or other assignments given by the teacher.</i>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
<b>Safety</b>	<i>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:</i> <ul style="list-style-type: none"> <li>• Talking during safety drills</li> <li>• Running, pushing, yelling, or other inappropriate behaviors</li> <li>• Possession of or use of tobacco, alcohol, or drugs</li> <li>• Leaving the school building or grounds without permission</li> <li>• Any of the inappropriate playground behaviors listed above.</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Sales in General</b>	<i>Students may not sell items for their own personal profit on school grounds or at school sponsored events.</i>	Level 1 to 3 disciplinary action.	Level 2 to 3 disciplinary action.	Level 3 to 4 disciplinary action.



INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<b>Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances</b>	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. See also Drug Prevention Policy.	Level 3 disciplinary action.	Level 4 disciplinary action.	Level 4 disciplinary action.
<b>Sale, Use, Possession, or Distribution of Tobacco Product</b>	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including lighters), or electronic cigarettes meant to deliver nicotine as an alternative to or similar to tobacco products. See Use of Tobacco on School Premises Policy.	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
<b>School Hall and Restrooms</b>	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior taught at the school. Violations include but are not limited to: <ul style="list-style-type: none"> <li>• Cheating, stealing, lying, coarse language, etc.</li> <li>• Lack of courtesy and respect (name-calling, talking back)</li> <li>• Any use of physical force or violence at any time anywhere on school property</li> <li>• Harassment of other students, teachers, volunteers, etc.</li> <li>• Disrespect toward staff members, substitutes, volunteers, and/or visitors.</li> </ul>	Level 1 disciplinary action.	Level 1 - 2 disciplinary action.	Level 2, 3 or 4 disciplinary action.
<b>School Property</b>	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 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>School Telephone</b>	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 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>School-Wide Policies and Classroom Policies</b>	The School has in place a school-wide behavior management and discipline plan designed to provide consistent expectations throughout the School. In addition, each classroom has its own characteristics and expectations, and teachers may establish certain classroom rules to assist them in providing a pleasant atmosphere and good educational environment. These school-wide and classroom rules are in addition to those listed in this Code of Conduct, and failure of a student to adhere to these classroom rules and other school policies may be the basis of disciplinary action.	Level 1 to 3 disciplinary action.	Level 2 to 3 disciplinary action.	Level 2 to 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<b>“Sexting”</b>	The act of sending sexually explicit messages or photographs primarily between mobile phones or other communication devices or applications, including those that claim to create impermanent exchanged messaging or images, may constitute a crime under state and/or federal law. Any person engaging in sexting may be suspended and/or expelled from school and may be reported to law enforcement and/or other appropriate state or federal agencies.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.	Level 4 disciplinary action.
<b>Sexual or Other Harassment</b>	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 substantially interfering with the victim’s employment or educational environment. See also Policy on Sexual and Other Forms of Harassment	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.	Level 4 disciplinary action.
<b>Social Behavior</b>	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior taught at the school. Violations include but are not limited to: <ul style="list-style-type: none"> <li>• Cheating, stealing, lying, coarse language, etc.</li> <li>• Lack of courtesy and respect (name-calling, talking back)</li> <li>• Any use of physical force or violence at any time anywhere on school property</li> <li>• Harassment of other students, teachers, volunteers, etc.</li> <li>• Disrespect toward staff members, substitutes, volunteers, and/or visitors</li> </ul>	Level 1 disciplinary action.	Level 1 to 2 disciplinary action.	Level 2 to 4 disciplinary action.
<b>Tardiness</b>	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule. See also Policy on Attendance/Tuancy/Withdrawal	Disciplinary action consistent with Tuancy Policy	Disciplinary action consistent with Tuancy Policy	Disciplinary action consistent with Tuancy Policy
<b>Technology Misuse</b>	See Policy on Technology and Internet Acceptable Use for unacceptable uses of technology/Internet.	Levels 1 to 3 disciplinary action.	Level 3 or 4 disciplinary action.	Level 4 disciplinary action.
<b>Theft</b>	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 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Toys or Play Objects</b>	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 disciplinary action.	Level 1 or 2 disciplinary action.	Level 1 to 3 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<b>Transportation</b>	<p>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 and the management company. Violations include but are not limited to:</p> <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 policy.</li> </ul> <p>See below, Transportation Discipline.</p>	Level 1 disciplinary action.	Level 1 or 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Trespassing</b>	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 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
<b>Truancy</b>	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Policy on Attendance/Truancy/Withdrawal	Disciplinary action consistent with Truancy Policy	Disciplinary action consistent with Truancy Policy	Disciplinary action consistent with Truancy Policy
<b>Verbal altercation</b>	Engaging in minor verbal altercations. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.

**Transportation-Only Discipline**

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

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the School Principal which must be held within seventy-two hours of the removal. Immediate removal is authorized when the Student’s presence poses a danger to persons or property or a threat to the safe operation

of the school bus. The length of time removed from ridership shall be in accordance with the policies of the School.

Suspensions or immediate removal from bus riding privileges of disabled Students shall be accomplished in accordance with the laws governing suspension and expulsion of disabled Students.

### **Expulsion and Suspension**

The Principal or her/his designee (usually a Lead Teacher) may suspend a student for up to ten (10) school days. The person designated as Superintendent in OEDS-R may expel a student for up to eighty (80) school days, and in some instances, one (1) year. Provided however, neither the Principal or his/her designee nor the Superintendent shall initiate the process of issuing an out-of-school suspension or expulsion to students in grades pre-kindergarten through three, unless the student has committed a firearm or knife offense, or other criminal offense that results in serious bodily injury or property damage, or where the student's out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the student, fellow classmates, or school personnel. The Principal or Superintendent may not suspend, expel, or remove any student from School solely on the basis of the student's unexcused absences from School.

In the event that, in the opinion of the Principal or his/her designee, a student's presence at the School creates a health risk, presents a danger to the other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures. A removed student in grades pre-kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing. Students in grades four through twelve may be removed, and must be provided with notice and procedures to follow the removal in accordance with R.C. 3313.66, including a hearing on the next school day following the removal.

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

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

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property;
2. Bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;
3. Possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person;

4. Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. Making a bomb threat to a school building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device, or any item intended to look substantially similar such listed items (e.g., a “look alike”) or used in threatening manner causing others to believe they may possess one of the listed items. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

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

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

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

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

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

**Students issued an in-school suspension shall serve suspensions in a supervised learning environment and shall be permitted to complete any classroom assignments missed because of the suspension. While serving an out-of-school suspension or expulsion, the Board authorizes students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of tests and exams; homework**

**packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work. Any student serving an out-of-school suspension shall be permitted to complete any classroom assignment missed due to the suspension.**

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

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

The Board authorizes a Regional Superintendent 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. If the student fails to complete the community service, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year.

The Board designates a Regional Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension. A Regional Superintendent will hear the appeal of an expulsion, so long as not the same Regional Superintendent who first imposed the expulsion. If the Principal and Regional Superintendent are the same person, a Regional Superintendent who is not involved in the suspension decision will hear the appeal of the suspension.

A Regional Superintendent who is not involved in the expulsion decision will hear the appeal of an expulsion.

The Principal shall be responsible for implementing this policy on a day to day basis and ensuring compliance with applicable laws.

A copy of the Policy is to be posted at the School and made available to students and parents upon request.

## **DISABLED STUDENTS AND DISCIPLINE**

Disabled students are disciplined in accordance with School Policy on the Discipline, Suspension or Expulsion of Disabled Students. See School Policies in the Office.

## **ANTI-HARASSMENT, INTIMIDATION, AND BULLYING POLICY**

Harvard Avenue Performance Academy prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil

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

"Harassment, intimidation, or bullying" means either of the following: 1) any intentional, written, verbal, electronic, 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, sometimes called "cyberbullying."

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and code of conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

All school personnel, volunteers and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt 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 Parent

of any Student involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. All School personnel, volunteers and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures. However, Students who deliberately make false reports of harassment, intimidation, or bullying will be disciplined up to and including suspension or expulsion.

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 parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there have been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

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

### **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 or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.



## **2. Disciplinary Interventions**

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences consistent with their grade levels. In-school and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

Upon a report of bullying, harassment, or intimidation, School personnel shall complete a Bullying/Harassment Case Management Form (attached as Appendix 264.1-B).

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

To the extent state or federal funds are appropriate, the School shall require that all students enrolled in the School be provided with age-appropriate instruction of this policy annually. The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct.

The School shall incorporate training on this policy into the in-service training required under R.C. 3319.073. The School may provide training, workshops, or courses to other Staff and volunteers who have direct contact with students.

R.C. §§ 3313.666, 3313.66

## **SCHOOL YEAR CONTRACT/COMPACT**

Harvard Avenue Performance Academy and the parents/ guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (“participating children”), agree that this compact outlines how the parents, 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.

This school-parent compact is in effect during the 2024-2025 school year.

### **School Responsibilities**

The Harvard Avenue Performance Academy will:

1. 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. Specifically, the school will provide a high-quality curriculum in a supportive and effective learning environment pursuant to its contract with its authorizer.
2. Hold parent-teacher conferences at least twice during the school year in which this compact will be discussed as it relates to the individual child’s achievement. Specifically,

those conferences will be held after the first quarter grade period and after the third quarter grade period.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. Quarterly report cards
  - b. Interim report cards mid-way through the grading periods
  - c. Quarterly NWEA MAP results
  - d. Results of all state assessments including kindergarten readiness, AIR tests, diagnostic tests, and other required assessments
  - e. Special education or English Language Learner progress reports as required for eligible students
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - a. Start of year home visits by classroom teacher
  - b. Parent/teacher conferences as described above
  - c. School-wide parent meetings / ceremonies held periodically throughout the year  
Parents may also schedule phone conferences or in-person meetings with teachers and/or the school leader throughout the year
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents may volunteer, participate and observe classroom activities by requesting that opportunity with the classroom teacher. Parent volunteer opportunities include fieldtrip volunteers, picture day volunteers, classroom volunteers, book readers, PTO fundraisers, office support, and other activities which may be organized by teachers or administrators.

### **Parent Responsibilities**

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring amount of time children spend with TVs, video games, and other electronic devices.
4. Volunteering in my child's classroom.
5. Attend meetings of the Parent Teacher Organization (PTO) once a month.
6. Attend all parent / teacher conferences.
7. Participating, as appropriate, in decisions relating to my children's education.
8. Promoting positive use of my child's extracurricular time.
9. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
10. Serving, to the extent possible, on policy advisory groups, regarding the School-Wide Title program.

## **ARRIVAL**

School begins promptly at 8:30 AM. It is expected that students be in their seats, ready to learn at 8:30 AM. **Students arriving after 8:30 AM will be marked tardy and must stop at the school office before joining their homeroom class.**

## **ATTENDANCE/TRUANCY/WITHDRAWAL**

### **General Policy**

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

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session.
2. If a parent fails to call the School, School personnel will call the parent to inform him/her of the student's absence.
3. 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.

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.

### **Excused Absences**

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School.
2. Personal mental illness such that the student will not benefit from instruction.
3. Illness in the family if student is age fourteen or older.
4. Quarantine of the home.
5. Death in the family.
6. Observance of religious holidays.
7. Court subpoena.
8. Necessary work at home due to absence of parents/guardians.
9. Instruction at home from a person qualified to teach the branches of education in which instruction is required.
10. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
11. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-

four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Upon return to School, the student must provide to the School a written statement from a parent of the cause for absence, or the absence will be considered unexcused. The School may require a written statement of a physician or other health professional to excuse an absence based on student illness if deemed appropriate by the Principal. The Principal or his/her designee also reserves the right to verify such statements and to investigate the cause of each individual absence.

### **Withdrawal**

A student who fails to participate in seventy-two consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

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

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

### **Disciplinary Action for Unexcused Tardiness or Absence**

Repeated unexcused absences/tardiness shall be grounds for disciplinary action.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

### **Truancy and Absence Intervention Strategies**

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School

attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

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

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

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

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

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2019-2020 school year, the School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

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

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

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

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

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

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

*R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-.191*

## **AWARDS ASSEMBLIES**

At the end of each quarter, an awards assembly is held to honor students, parents and community members in various categories, including perfect attendance, demonstration of the five Core Leadership Principles, character, ethics, and community service. Students display creative presentations that showcase a variety of classroom activities. Parents are encouraged to attend.

## **LUNCH PROGRAM**

All parents and guardians will need to complete a *Household Information Survey* and return it to the Harvard Avenue Performance Academy. If you have any questions concerning this program, contact the school.

## **CAFETERIA RESPONSIBILITIES**

1. Put all trash in the containers provided.
2. Clean space where seated.
3. Display conduct appropriate for a HAPA student.
4. Follow directions given by any adult in the lunchroom.
5. Request adult permission to leave lunchroom area to go to restrooms.
6. Lunchroom privileges should be honored. Any misbehavior will result in being given appropriate consequences.

## **PEANUT OR OTHER FOOD ALLERGIES**

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

### **Parent/Student Responsibility**

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

## **School Responsibility**

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

## **DISMISSAL PROCEDURES**

The classroom teacher will escort all students to their designated area for dismissal. There is no parking permitted in the front so that buses are able to pick-up and drop-off students. **All car riders and walkers will be dismissed first and are required to leave the school grounds immediately.** Students who ride the bus will be dismissed by bus number. It is very important for students to know and remember their bus number and driver.

**Only an authorized person can pick up a student who is not transported by bus.** During the registration process parents and guardians will have the opportunity to list all authorized persons (18 and older) who can pick up their child. This document must be signed by the parent or guardian and maintained in the school office. Any changes to your child's usual pick up procedure must be made by parent or guardian in writing to school officials. School officials do not go on the word of students for such changes.

**Students will be dismissed at 4:00 PM to board the bus Monday through Friday.**

**FOR SCHOOL-SPECIFIC DISMISSAL PROCEDURES, PLEASE REFER TO HANDOUTS/DIRECTIVES BY YOUR CHILD'S PRINCIPAL.**

**In the event of an emergency or evacuation on campus, parents will be contacted via the telephone chain and a letter home.**

## **EARLY DISMISSAL REQUESTS**

If your child needs to be excused from school, before the regular dismissal time on a specific day, please present a note to the office staff at the beginning of the school day. Only an authorized adult, on file, will be permitted to remove your child from school. **Please do not abuse the early dismissal privilege.** Unexcused early dismissals shall be considered an unexcused tardy.



## FIELD TRIPS

Teachers and staff will plan field trips for designated educational purposes. In order to participate, parents must give students permission by completing a Registration Form and returning it to the office, prior to the field trip.

Teachers will be required to send a notice home, prior to each field excursion, to inform parents of the planned activity. If, for any reason, a parent does not wish his or her child to participate, arrangements can be made for the child to remain on school grounds with another class.

Adult supervision will always be present. If there are any concerns or questions, please direct them to the teacher.

## HOMEWORK POLICY

Students will be given daily assignments to reinforce and enhance what has been taught in school. Please discuss and participate in questioning your child in various ways to determine if he or she really understands the daily lessons. This will help your child learn how to ask questions and give answers in complete and thoughtful sentences. **All student planners are to be signed daily by the parents or guardians. In addition, all HAPA students are required to read 30 minutes daily, at home. Please take time out to listen to your child and TURN OFF THE TELEVISION, RADIO AND VIDEO GAMES.**

If your child is having difficulty with homework and you or your child need clarification, please call the teacher for help.

## MAKE-UP ASSIGNMENTS

Students are required to make up work missed, due to absence. This make-up work should be completed as soon as possible, based upon arrangements made with the teacher, typically one day given to complete make-up work for each excused day of absence. Arrangements for make-up work due to an unexcused absence are at the discretion of the child's teacher.

## PROGRESS REPORT

Interim progress reports will be mailed home at mid-quarter, each quarter in all academic subject areas. In addition, report cards will be issued quarterly. Please pay special attention to areas where your child may need extra help, and address those areas appropriately with your child and your child's teacher if necessary.

**Signed interim reports and report cards must be received by the homeroom teacher within three days of issuance.**

## INCLEMENT WEATHER

Delayed openings and school day cancellations are announced by 6:30 AM on local radio/TV/TV websites stations. Families are also notified via robo-call, email, and text message. HAPA asks families to provide the school with the most up-to-date mobile phone numbers and emails. Parents and guardians wishing to receive text messages regarding school closures and delays can text the word Alert to 22300. Families are requested not to call the HAPA office or personnel for this information.

## **LABELING CLOTHING**

Students should label articles of clothing (uniforms, ties, jackets, backpacks, boots, raincoats, hats, and gloves) inside with the student's name to prevent loss and confrontation with other students. Lost articles will be kept in the Lost and Found and will be discarded after 30 days.

## **LEARNING ENVIRONMENT**

The Harvard Avenue Performance Academy is committed to creating and maintaining a positive and stimulating learning environment for students, teachers, parents and community friends. Our students are encouraged to foster leadership skills through building positive relationships with teachers and fellow students; developing thinking, reasoning, computing, and personal interaction skills in classroom and community situations. Parents and community partners play a key role in supporting our students during their development process.

## **GENERAL HEALTH AND WELFARE**

Required vision and hearing screenings will be conducted by a certified health official. If your child's vision and hearing screenings are not within normal range, you will receive written notification. All findings will be placed in your child's cumulative file.

All students must have a medical and dental examination before they start school. Students are also required to have completed the minimum immunization requirements as defined by the State of Ohio. The minimum complete immunizations are as follows:

## **IMMUNIZATION REQUIREMENTS IN OHIO**

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 Parent indicating that the Student has received the required

immunizations, including the immunizations received and the date of receipt. In the case of a Parent's statement, the Regional Superintendent or Principal, in his/her sole discretion, may require any other evidence as s/he believes is needed to determine compliance with this policy including, but not limited to, a physician's statement.

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 Parent 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, to the Principal, of adequate written evidence, as set forth herein 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 Parent may present a written statement to the Regional Superintendent of objection to immunization for good cause, including religious convictions.
2. A Parent may present a written statement signed by a physician certifying that certain or all required immunizations are medically contraindicated.
3. A Parent may present a written statement from the Parent or physician that the student has a history of measles (rubeola), 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 parent 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 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 Regional Superintendent or Principal that a chicken pox epidemic exists in the School’s population. The denial of admission shall cease when the DH notifies the Superintendent or Principal that the epidemic no longer exists. It is the policy of the School that the academic standing of a Student who is denied admission during a chicken pox epidemic may be preserved. The prescribed methods for determining whether the academic standing of a student who is denied admission during a chicken pox epidemic will be preserved is in accordance with the admission, testing and other policies of the School and subject to Superintendent’s and Board’s approval.

The Regional Superintendent or Principal may require any other evidence s/he believes is needed to consider a request for exemption. It is in the sole discretion of the Superintendent to determine whether to grant an exemption to required immunizations.

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.

R.C. 3313.67; R.C. 3313.671; R.C. 3313.71; OAC 3701-15-02.

## Ohio Immunization Summary for School Attendance, 2024-2025

Vaccine/Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
---------------	---	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------





## **USE OF INHALER/EPINEPHRINE AUTOINJECTOR**

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

Parents are to begin this process by having a guardian and a medical professional complete an Inhaler or Epinephrine / Autoinjector Permission Form, available from the School office.

## **WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL**

HARVARD AVENUE PERFORMANCE ACADEMY wants every child to learn and be successful. School attendance is linked to learning. However, there are times when your child may be ill and should stay at home until he/she feels better or is no longer contagious to others.

Please keep children home if they have the following:

- nasal secretions (yellow or green in color)
- persistent cough
- vomiting
- persistent diarrhea
- fever
- persistent sore throat
- rashes
- conjunctivitis (red or runny eyes)

### **Fever**

A fever is a strong indicator of the body fighting and infection. A child should be kept home if he/she has a temperature of 100.0 degrees or higher. He or she needs to be fever-free for 24 hours before returning to school.

### **Vomiting**

Recurrent vomiting often means infection. A child needs to be kept at home for at least 24 hours after any episode of vomiting, especially if accompanied by a fever.

### **Antibiotics**

Children placed on antibiotics for strep throat or conjunctivitis (pink eye) must be on appropriate medication(s) for more than 24 hours before returning to school to prevent the spread of infection.

If a child exhibits the conditions described above, the school may request that a child be picked up prior to the end of the school day. At no time, however, will a child be released from school to any individual not expressly authorized by a parent or guardian to transport a child to or from school.

## **MEDIA**

Our students will be participating in many activities and will be getting attention from many sources interested in the charter schools and our progress. If you do not wish for your son or daughter to be viewed on television or have pictures taken, please share that with us in writing.

## **LATE PICK UP OF STUDENTS**

Parents or others responsible for picking up students after school must do so on time. Students not picked up on time may be taken to local authorities if parents or guardians cannot be located.

## **SPECIAL STUDENT SUPPORT**

Special education is an integral part of our school. All teachers will take into consideration the diverse needs of our children. Therefore, whenever needed, HAPA teachers will be differentiating instruction for all types of learners in. Special support will not only be given to students with specified special needs, but is not restricted to students with disabilities. Academically high achievers can also benefit from such a support where focus is on educational practices for students with different needs.

To this end, HAPA has established an Intervention Assistance Team (IAT) that meets weekly with staff, parents and students as necessary to conduct appropriate student assessments, conduct multi-factored evaluations (MFE), develop intervention plans, as well as general strategies for individual student success where needed. In addition, the team is responsible for updating and helping to implement current individual education plans (IEP) for students with disabilities. Also, the school conducts annual speech, vision and hearing screening for incoming students, and screens all incoming kindergarteners for academic and social readiness.

## **FIRE AND TORNADO DRILLS / EMERGENCY MANAGEMENT TESTS**

Students are instructed regularly in fire, tornado, and emergency management safety procedures. Each periodic drill / test is a serious exercise and students are expected to treat them as such. A school-wide emergency management plan has been developed and School personnel and students are trained for responding to various emergency scenarios. In the unlikely event of a true emergency, your cooperation is also needed. PLEASE DO NOT CALL THE SCHOOL DIRECTLY. Calling the school may limit the availability of telephone lines needed to access emergency rescue services. Instead, please refer to local radio and television stations and follow the instructions of emergency service professionals.

## **GRADING SYSTEM**

In order to maintain consistency in academically evaluating all students' proficiency levels, the following scale has been adopted and will be used on exams, tests, quizzes and other measuring devices where the teacher informs the students, parents, and administration.

### **Grade Levels (Grades 1-8)**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and Below

### **Grade Levels (Kindergarten)**

O = Outstanding

S = Satisfactory

U = Unsatisfactory

## **STANDARDIZED TESTING**

Students are assessed each school year by a nationally norm referenced test. Results of this test will measure the academic growth of each individual student and will be sent home in the beginning of the following school year.

## **OFFICIAL SCHOOL COLORS & MASCOT**

Colors – Maroon and Gray

Mascot – Dragon

## **UNIFORM POLICY/STUDENT APPEARANCE AT SCHOOL**

Students at HAPA are required to wear uniforms every day. A policy of required school uniforms has many advantages for students, families, and the learning community.

- Uniforms eliminate discussions and competition about clothing. It is important to look nice on the outside, but positive and strong character comes from the attitudes we dress up with from the inside.
- Uniforms are affordable.
- Uniforms prevent students and parents from spending extra time on deciding what to wear to school each morning. The time you save can be placed on affirming your child, before he/she leaves for school in the morning or a simple review of homework, before your child leaves for school.
- Uniforms contribute to a positive learning environment.

## **DESCRIPTION OF UNIFORMS AND STUDENT APPEARANCE INFORMATION**

- Shirts: White Oxfords or white, grey, or burgundy polo shirts
- Students may not wear jackets during the instructional day. They are able to wear solid colored burgundy sweaters, vests, or cardigans.
- Pants for boys or girls: Gray
- Skirts, Jumpers and Skorts for girls: Burgundy and gray plaid
- Socks: Solid white
- Shoes: Athletic gym shoe only for health and fitness program; comfortable, closed-toe shoes (brown or black) for academic classes. No thongs, sandals or cowboy boots.
- Belt: if garment has loops.
- Ties: Boys and Girls (Not required with Polo shirts)

- School warm-up suits with logos on certain Fridays or other special occasion, per individual school policy
- No visible body piercings (other than girls' earrings)
- Clothes must be clean and free of stains
- Kindergarten children are permitted to wear black Velcro tennis shoes at all times

*The School sets out this Policy in order to address the health, wellness, discipline, and safety and optimum educational environment and in order to alleviate interference with the educational process. An integral part of the School's program is health, fitness and wellness. Any jewelry, adornment, hairstyle or clothing that is a risk to the goals, or program, or a disruption to the educational process or environment, may be regulated by the School. These rules are promulgated pursuant to those concepts and in the interest of the School as a whole.*

Failure to comply with the uniform policy will result in disciplinary action at the school Principal's discretion.

## **VISITORS, VOLUNTEERS AND GUESTS**

**All visitors must stop in the main office and obtain a visitor's pass before going to any classroom.** Please help us to monitor this process, so that no unauthorized adult has access to your child. All visitors will be required to wear appropriate identification issued in the office. Thank you, in advance, for your cooperation.

The Board welcomes and encourages visits to School programs by parents, other adults, and interested educators. But 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 parents and volunteers, must report to the School office upon entering the School building and sign the guest register. 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 Superintendent or Principal discretion for families who are considering enrollment.

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

The Regional Superintendent or his/her designee may promulgate 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.

All volunteers (both new and current) having unsupervised access to students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check. If a criminal records check is conducted on a volunteer, and the records check reveals one of the prohibited violations, the School may no longer utilize the volunteer in a position involving unsupervised access to children on a regular basis, unless a notice is sent out to the parent or guardian of each child served by the School. The notice must be in writing, name the volunteer and indicate that the volunteer has been



convicted of or entered a guilty plea to one or more of the prohibited violations. The notice must be sent to the parent or guardian on the date the School commences providing services to the child or on the date the School decides to accept the person as a volunteer after receiving the report of the result of the criminal records check, whichever is later.

*R.C. 109.575*

## **STUDENT INTERNET USE CONTRACT**

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

**Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the Student Code of Conduct.**

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

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

5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems or computer networks (for example, 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, intranet or e-mail. The School monitors the online activities of students. 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. Parents should be aware of these risks.

The School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. The School will also educate students on cyberbullying awareness and response.

## **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 and use electronic communication devices, including, but not limited to, cellular phones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices or other devices deemed to be distracting, 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. They may be stored in the Student's backpack during the School day, but may only be turned on and operated before and after the regular school day.

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 Parent. All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the School becomes aware of other misuse of the device, or, has a reasonable suspicion of other violations of School policy, the Student may be disciplined for additional violations of this or other School policies. In other words, a Student loses his/her privacy rights in the device and information contained in the device, once a School policy is violated and the device confiscated so long as the School has a reasonable suspicion of misuse.

2. 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.
3. Students shall comply with any additional rules developed by the School concerning appropriate use of electronic communication devices.
4. 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.
5. 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. 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;
- c. using digital cameras, camera phones, or any other device to cheat on examination;
- d. playing digital games;
- e. using digital cameras, camera phones, or any other device to harass or bully another.

See also Technology and Internet Acceptable Use Policy and Student Code of Conduct.

### **SEXUAL AND OTHER FORMS OF HARASSMENT**

Students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the School, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability, and/or other legally protected category.

The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline.

The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the principal or his/her designee. Any person who receives such a report shall immediately advise the principal or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

*20 USC §§ 1681 et seq.; R.C. 4112.02.*

### **NON-DISCRIMINATION**

Harvard Avenue Performance Academy admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, and athletic or other school administered programs.

#### **Rights of Individuals with Disabilities**

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

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

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

### **Facilities**

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

### **Program**

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

### **Section 504**

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

The Regional Superintendent or his/her designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure (see School Policies) that provides for the prompt and equitable resolution of disputes.

### **Child Find**

**If you have or know of a child who may have a disability, contact your local school for more information and help.**

School districts across the state of Ohio are participating in an effort to identify, locate, and evaluate all children from birth through 21 years of age who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, developmental disabilities, other health impairments, physical impairments, autism, and traumatic brain injury. Public schools have responded vigorously to federal and state mandates requiring the provision of a free appropriate public education regardless of a child’s disability.

### **What will happen when you contact your local school district?**

The school district will ask for information about the child, asking such questions as: What is the problem? What has already been done about the problem? What background information is available? This information may be collected in several ways including interviews, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and needs special services.

All information collected will be held in strict confidence and released to others only with parent permission or as allowed by law.

## **PARENTS**

### **What are your rights as a parent?**

Parents have the right to

- Review their child's records;
- Refuse permission to release information (except as required by, or permitted by law to be released); and
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. The district has a process to resolve disagreements about information collected.

The school district's policies and procedures for special education are available. Contact the School Principal if you wish to review these procedures.

### **PARENT TEACHER ORGANIZATION (PTO)**

This group meets regularly to discuss school issues, fundraise, and to hear families' concerns and suggestions. All parents and guardians or their designees are asked to participate in the PTO. The PTO provides assistance as needed to support school wide goals and directions, communicate the concerns and ideas of families, and provide leadership for the school and community. The PTO is a separate entity from the School and maintains its own by-laws and has representatives from both teachers and families. If you are interested in serving on the PTO, please contact the office.

## **PARENTAL INVOLVEMENT**

*Parent, guardian and family participation in Harvard Avenue Performance Academy is a key element in the success of your child.* You are the first and primary teacher in your child's life. Get to know the rules of the school and spend time getting to know your child's teachers and the staff at HAPA. Please let us know how you will help with the required hours for volunteering during the school year.

## **PARENT/GUARDIAN – STUDENT – TEACHER CONFERENCES**

### **General Policy of Parent Involvement**

The School expects parents of students to be actively involved in the student's education. In order for our faculty and staff to effectively educate our children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums

that will support our students academically and add to the vitality of our school. Parents will be expected to participate and sign an agreement with the school.

A parent-teacher conference is a formally scheduled conversation between faculty and parents in order to discuss the student's development and progress. Parents will be required to confer with faculty about their child's/children's social and academic achievement on a regular basis as scheduled by the School on the School calendar. Parents should attend conferences in order to receive written report cards. As well, the School requires parents to contact the School office to schedule a conference.

Teachers will make appointments with parents to discuss the progress of the students at these conferences. **Parents/Guardians are required to attend these conferences held in the fall and in the spring.**

### **Parent Participation in Title I Programs**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the students being served. Accordingly, the School establishes this parent involvement policy, which will be reviewed and approved annually by the Board and distributed to parents of children receiving Title I services. Please see the School Policy on Parent Participation in Title 1 programs. 20 U.S.C. §6318 et seq.; 34 C.F.R. Part 200 et seq.

### **Title I and Parent's Right to Know**

In accordance with the requirement of Federal law, for each school receiving Title I funds, the School shall make sure that all parents of students are notified that they may request, and the Board will provide the following information on the student's classroom teachers:

- A. whether the teacher(s) have met the State qualification and certification criteria for the grade levels and subject areas they are teaching;
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived;
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned;
- D. the qualifications of any paraprofessionals providing services to their child(ren). In addition, the parents shall be provided:
  1. information on the level of achievement of their child(ren) on the required State academic assessments;
  2. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

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

*20 U.S.C. 6311; 34 C.F.R. Part 200 et seq.*

## **NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

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

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

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

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

Inspect, upon request and before administration or use-

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

Harvard Avenue Performance Academy has developed and adopted the policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify parents and eligible students, such as through U.S. Mail, email, parent meetings or the Parent and Student Handbook at least annually at the start of each school year of the specific or approximate dates (if such events are planned and/or scheduled) of the following activities and provide an opportunity to opt a student out of participating.



## STUDENT RECORDS AND RELEASE OF INFORMATION

### Parents and Eligible Students

For the purposes of this section, “eligible students” shall include any student who is at least eighteen (18) years of age or an emancipated minor. Parents and eligible students shall receive annual notice of their rights under this section.

Parents and eligible students 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 request must be in writing and the school shall make arrangements for access to such records and shall notify the parent or eligible student of the time and place where such records may be inspected.

Parents and eligible students have the right to request in writing an amendment of a record that they believe is inaccurate. In the event the school determines that the requested amendment will not be made, the parent or eligible student shall be informed of the reasons for such decision in writing and the school shall advise the parent or eligible student of their right to a hearing regarding the request for amendment.

### Release of Directory Information

The School may disclose directory information if it has given public notice to parents or students of the types of personally identifiable information that the School has designated as directory information.

Accordingly, the School shall choose one of the options as indicated:

**(1) The School chooses not to identify or define any directory information. The School will not issue any personally identifiable information and will not be able to provide directory information in response to records requests or inquiries made by third parties.**

The School shall provide annual notice to parents and eligible students regarding their rights under FERPA and also whether the school will make available, upon request, “directory information”. Directory information may (but does not have to) include a student’s name, address, telephone listing, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, dates of attendance, date of graduation, awards received, honor rolls, and scholarships. In its notice, the School shall clearly specify which of the above information it designates as directory information. Such information shall not be provided to any organization for profit-making purposes. Within ten (10) days of receiving notice of the intent to disclose directory information, a parent or eligible student may object to the release of such information without prior written consent, upon notification of which the school shall not release directory information without first obtaining such consent.

See **Appendix 294-A** Notice of Rights Under the Family Educational Rights and Privacy Act (“FERPA”) and Authorization to Release Student Directory Information.

Exceptions to the released personally identifiable information are allowed in the following circumstances:

1. to school officials who have a legitimate educational interest.

A “School Official” is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit, or a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board.

A School Official has a “legitimate educational interest” in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student’s education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student’s family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student’s education.

2. to officials of other schools or school systems in which the student seeks or intends to enroll, upon the condition that the student’s parents be notified of the transfer, receive a copy if desired and have an opportunity for a hearing to challenge the content of the record.
3. to appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student’s education record.
4. when images of students captured on security video tapes are maintained by the school’s law enforcement unit;
5. when information is obtained through a school official’s personal knowledge or observation and not from the student’s education record. For example, if a teacher overhears a student making threatening remarks to other students, that information is not protected and the teacher may disclose what he or she overheard to appropriate authorities.

The School shall provide the Ohio Department of Education (“ODE”) with personally identifiable student information under the following circumstances:

1. A testing scoring company has notified ODE that the student’s written response to a question on a state achievement test included threats or descriptions of harm to the student or another person and ODE needs the information to identify the student for the purpose of alerting the School of the potential for harm;
2. The School asks ODE to verify the accuracy of the student’s score on an achievement test; or
3. The student has passed all but one of the Ohio Graduation Tests (OGT) and ODE must determine whether the student satisfies the alternative requirements for a high school diploma.

If agreed to in and required by its Charter Contract with its Sponsor, the School may provide its Sponsor, as an authorized representative of the Ohio Department of Education, with access to student or other records if necessary and in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of the federal legal requirements which relate to such programs. When collection of personally identifiable information is specifically authorized by federal law, no such data shall be disclosed to anyone other than authorized representative of the Ohio Department of Education, or as otherwise allowed by law. The Sponsor must, by law, destroy such personally identifiable information when no longer needed for the audit, evaluation, and enforcement of the federal legal requirements.

### **Student Records Log**

School officials maintaining records shall keep a log identifying all individuals (whether from the school or not), agencies or organizations, who request or obtain access to non-directory information within a student's education record. The log shall contain the reason why access was requested and shall be kept by the person responsible for maintaining the records. All student records must be reviewed on the School premises.

### **Health and Safety Emergency Exception**

The School may, taking into account the totality of the circumstances, disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of a student or others. The School must determine and record the articulable and significant threat, and it then may disclose information from education records to any person whose knowledge is necessary to protect these individuals.

*20 U.S.C. § 1232g.*

*R.C. 3319.321*

*R.C. 3301.0716*

See **Appendix 294-A** Notification of Rights Under the Family Educational Rights and Privacy Act ("FERPA") and Authorization to Release Student Directory Information, and **Appendix 294-B** Request and Consent for Release of Records.

**Notice of Rights Under the Family Educational Rights and Privacy Act (“FERPA”) and Authorization to Release Student Directory Information**

FERPA affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent 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 parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a “legitimate educational interest” in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student’s education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student’s family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student’s education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

5. The school intends to forward any and all education records to another school or post-secondary institution at which the student seeks or intends to enroll, upon the condition that the student's parents be notified of the transfer, receive a copy if so desired, and have an opportunity for a hearing to challenge the content of the record.

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education records. Under FERPA, most information about our students cannot be made public without the consent of parents/guardians. However, if the School designates information as directory information, FERPA allows the release of student directory information unless the student's parent(s)/guardian(s) inform the School in writing not to release such information.

**Official Designation**

This School HAS NOT designated any personally identifiable information as directory information and will not include such information in school publications, recognition lists, programs or student directories or give such information to third parties without parental consent.

**NOTICE REGARDING RELEASE OF STUDENT DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education records. Under FERPA, most information about our students cannot be made public without the consent of parents/guardians. However, FERPA allows the release of directory information about a student unless the student's parent(s)/guardian(s) inform the School in writing not to release such information.

Directory information is defined by FERPA to include: the student's name, address and phone number, electronic mail address, photograph, student's date and place of birth; student's course of study; student's participation in recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; grade level; and most recent previous school attended.

The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications such as an annual yearbook, honor roll or other recognition lists, graduation programs, sports activity sheets or a student directory. Directory information can also be disclosed to outside organizations unless parent(s)/guardian(s) have advised the School that they do not want their student's information disclosed without their prior approval.

**THIS SCHOOL CHOOSES NOT TO RELEASE DIRECTORY INFORMATION.**