

COLUMBUS BILINGUAL ACADEMY CENTRAL



Student/Family Handbook
2026 – 2027

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Student and Family Handbook

Columbus Bilingual Academy Central (hereinafter “School”) is a community school established under chapter 3314 of the Ohio Revised Code. The School is a public school and students enrolled in and attending the School are required to take the 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 have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon enrollment in a community school. For more information about this matter, contact the School administration or the Ohio Department of Education.

ORC 3314.041

I. Introduction

A. General Information

Parents: Any reference to parent or parents in this handbook refers to parent, guardian, caretaker, or foster caregiver.

Parents and students must also abide by all policies in the Board of Directors Board Policy Manual. All policies are subject to change upon approval of the Board of Directors.

If anything in this parent student handbook conflicts with a board policy, the Board Policy Manual supersedes the parent student handbook.

B. Mission

Columbus Bilingual Academy Central envisions becoming Central Ohio's premier bilingual school, where every student achieves academic excellence, attains bilingualism and biliteracy in English and Spanish, and develops the critical-thinking, problem-solving, creativity, and leadership skills necessary to thrive in college, career, and life. Through rigorous instruction, high expectations, innovation, and meaningful family and community partnerships, we foster a safe, inclusive, and equitable learning environment that celebrates diversity, promotes intercultural understanding, and empowers students to become responsible, ethical, and globally minded citizens. Our commitment is to inspire lifelong learners who are prepared to contribute positively to their communities and succeed in an ever-changing world. (June 3rd, 2026).

C. Vision

To be a high-performing bilingual elementary school that inspires every child to achieve academic excellence, develop bilingualism and biliteracy in English and Spanish, and grow as confident, compassionate, and responsible learners. Through rigorous instruction, meaningful language-acquisition experiences, and a safe, inclusive learning environment, we cultivate critical-thinking skills, creativity, intercultural understanding, and a lifelong love of learning, preparing students to thrive in their future educational journeys and contribute positively to their local and global communities.

P.R.O.U.D.

Politeness: At Columbus Bilingual Academy Central, respect is the foundation of our school culture. We expect all students, staff, families, and community members to treat one another with kindness, courtesy, and dignity. We celebrate the diversity of our school community while recognizing the shared values that unite us. By fostering an environment where different perspectives, cultures, languages, and experiences are welcomed and valued, we promote understanding, collaboration, and mutual respect. We believe every individual has the right, privilege, and responsibility to contribute positively to a culture of trust, inclusivity, and cooperation.

Responsibility: At Columbus Bilingual Academy Central, we believe that responsibility is essential for personal growth and academic success. Students are expected to take ownership of their learning, behavior, and decisions, while staff members are committed to providing high-quality instruction and support. Through the effective use of data, resources, and continuous progress monitoring, we ensure that every student receives the guidance needed to reach their full potential. We hold ourselves accountable for maintaining high expectations and creating a culture of excellence for all learners.

Objective: "It is our duty and responsibility to become the best person we are intended to be." By infusing this statement into the mindset of each student, it will remind them that ambition leads to the achievement of academic excellence. At Columbus Bilingual Academy Central, we encourage students to pursue excellence by setting meaningful goals and striving to become the best version of themselves. We believe that every child has unique talents and unlimited potential. By fostering ambition, perseverance, and a growth mindset, we inspire students to value learning, embrace challenges, and work diligently toward their academic and personal goals. Our commitment is to provide rigorous and engaging learning experiences that challenge every student to achieve at the highest levels.

United front: At Columbus Bilingual Academy Central, we recognize that student success is strongest when schools, families, and communities work together. We are committed to creating a safe, welcoming, and nurturing environment where every student feels valued, supported, and connected. Through strong partnerships, open communication, and shared expectations, we cultivate a sense of belonging and pride within our school community. Together, we create a positive learning environment where students can thrive academically, socially, and emotionally.

Dynamic Empowerment: At Columbus Bilingual Academy Central, we believe that education empowers students to shape their future and positively impact the world around them. As a public school serving a diverse community, we are committed to providing equitable opportunities for all learners. We empower students to become critical thinkers, creative problem-solvers, effective communicators, collaborative team members, ethical leaders, and lifelong learners. Through bilingual education, technology integration, and real-world learning experiences, we equip students with the knowledge, skills, and confidence needed to succeed in an ever-changing and interconnected world.

D. Board of Directors

The Board of Directors (hereinafter “Board”) of the School is a diverse, passionate group of committed citizens who have dedicated their experience and credibility to this project. The Board includes community leaders, advocates, educators, and business professionals who work collaboratively to support the School’s mission, vision, and long-term success. Through effective governance, strategic planning, and fiscal oversight, the Board ensures that the School remains focused on providing high-quality educational opportunities for all students. Information regarding Board members, meeting schedules, agendas, and public notices can be found on the Columbus Bilingual Academy Central website at www.cbcoh.org.

E. Admission and Enrollment

Admission to the School is open to any student, grades kindergarten through sixth, who resides in any district in the State of Ohio and who is entitled to attend school per ORC Section 3313.64 or 3313.65.

1. No Discrimination:

The School does not discriminate in admissions based on race, religion, creed, color, disability, gender, national origin, economic status or sexual orientation.

2. Capacity & Lottery:

The School will not exceed the capacity of the School’s programs, classes, grade levels or facilities. When the number of applicants for admission exceeds the School’s capacity, admissions will be determined by a lottery of applicants. Preference shall be given to returning students who attended the School the previous school year; to students who reside in the district in which the school is located, to siblings of returning students; and then to new students as space is available.

3. Enrollment:

To enroll, parents/guardians must submit the following to the School:

- Completed registration form
- Student’s birth certificate
- Photo identification of parent/guardian who is enrolling the student
- Student’s current immunization record
- Custody paperwork, if applicable
- Individualized Education Plan (IEP), if applicable
- Proof of Residency - one (1) of the following in the parent/guardian/student name, showing the complete address, and date:
 - A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;

- A utility bill or receipt of utility installation issued within ninety days of enrollment;
- A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;
- The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
- Notifications from Social Security and/or Job and Family Services dated within thirty days.
- Notarized affirmation from parent(s) of current resident address.
- When a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or when a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of section 3313.64 of the Revised Code and the McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq.

4. Kindergarten Enrollment:

Each child who is five years of age on or before September 30 shall be eligible to enroll in kindergarten. Each child who is six years of age on or before September 30 shall be eligible to enroll in first grade.

A child who does not meet the age requirements set forth above, but who will be five or six years old, respectively, prior to the first day January of the school year in which admission is requested and who is referred by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child or a pediatrician or psychologist who knows the child shall be evaluated for early admittance by the School's Early Entrance Evaluation Committee. The School's Evaluation Committee shall interview the parent or guardian and child and arrange for the necessary testing. The testing will include a nationally-normed test in addition to observations of the child.

If a child for whom admission to kindergarten or first grade is requested will not be five or six years of age, respectively, prior to the first day of January of the school year in which admission is requested, the child shall be admitted only in accordance with the school's Acceleration Policy.

5. Immunization requirements

The Ohio Department of Education has revised school immunization requirements. Students must have the following immunizations completed before starting school in August. These immunizations are required under Ohio Law Sections 3313.671 and 3701.13 of the Ohio Revised Code. (Exceptions are provided for under the law. This can be discussed with the school's nurse or health aide.)

Immunization Summary for School Attendance Ohio

VACCINES	FALL 2020 IMMUNIZATIONS FOR SCHOOL ATTENDANCE
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DTaP/DT Tdap/Td Diphtheria, Tetanus, Pertussis	K-12 Four or more doses of DTaP or DT, or any combination. If all four doses were given before the fourth birthday, a fifth dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the fourth birthday, a fifth dose is not required.* Grades 1-12 Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children ages 7 years and older with the first dose being Tdap. Minimum spacing of four weeks between doses 1 and 2, and six months between doses 2 and 3. Grade 7 One dose of Tdap vaccine must be administered on or after the 10th birthday. ** All students in grades 8-12 must have one documented Tdap dose
POLIO	K-12 Three or more doses of IPV. The FINAL dose must be administered on or after the fourth birthday, regardless of the number of previous doses and there must be six months spacing between doses 2 and 3. If a combination of OPV and IPV was received, four doses of either vaccine are required.
MMR Measles, Mumps, Rubella	K-12 Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1.
HEP B Hepatitis B	K-12 Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.
Varicella (Chickenpox)	K12 Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid.
MCV4 Meningococcal	Grade 7-11 One dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to seventh grade entry. All students grades 8-11 must have one documented dose of MCV4. Grade 12 Two doses of MCV4 at age 16 years, with a minimum interval of eight weeks between doses. If the first dose was given on or after the 16th birthday, only one dose is required. **** Two doses of MCV4 at age 16 years, with a minimum interval of eight weeks between doses. If the first dose was given on or after the 16th birthday, only one dose is required. ****

NOTES:

- Vaccine should be administered according to the most recent version of the *Recommended Immunization Schedules for Persons Aged 0 Through 18 Years* or the *Catch-up Immunization Schedule for Persons Aged 4 Months Through 18 Years Who Start Late or Who Are More Than 1 Month Behind*, as published by the Advisory Committee on Immunization Practices. Schedules are available for print or download at <https://www.cdc.gov/vaccines/schedules/index.html>.
- Vaccine doses administered ≤ 4 days before the minimum interval or age are valid (grace period). Doses administered ≥ 5 days earlier than the minimum interval or age are not valid doses and should be repeated as age-appropriate. If MMR and Varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.
- For additional information please refer to the Ohio Revised Code 3313.67 and 3313.671 for School Attendance and the ODH Director's Journal Entry (available at www.odh.ohio.gov, Immunization: Required Vaccines for Childcare and School).
These documents list required and recommended immunizations and indicate exemptions to immunizations.
- Please contact the Ohio Department of Health Immunization Program at (800) 282-0546 or (614) 466-4643 with questions or concerns.

* * Recommended DTaP or DT minimum intervals for kindergarten students are four weeks between the first and second doses, and the second and third doses; and six months between the third and fourth doses and the fourth and fifth doses. If a fifth dose is administered prior to the fourth birthday, a sixth dose is recommended but not required. * * Tdap can be given regardless of the interval since the last tetanus or diphtheria-toxoid containing vaccine. Children age 7 years or older with an incomplete history of DTaP should be given Tdap as the first dose in the catch-up series. If the series began at age 7-9 years, the fourth dose must be a Tdap given at age 11-12 years. If the third dose of Tdap is given at age 10 years, no additional dose is needed at age 11-12 years. *** The final polio dose in the IPV series must be administered at age 4 or older with at least six months between the final and previous dose.

**** Recommended MCV4 minimum interval of at least eight weeks between the first and second doses. If the first dose of MCV4 was administered on or after the 16th birthday, a second dose is not required. If a pupil is in 12th grade and is 15 years old or younger, only one dose is required. Currently, there are no school entry requirements for meningococcal B vaccine..

A tuberculin skin test to determine if your child has been exposed tuberculosis is highly recommended but not required.

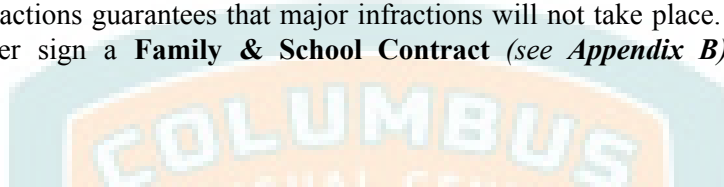
According to Section 3313.671, on the 15th day after school entrance it will be necessary to exclude all students from school who do not meet the above requirements.

Medical authorities and school educators urge that every child have a complete medical examination before entering school to ensure the child is physically ready to accept all the advantages that education has to offer

II. Student and Parent Responsibilities

A. Philosophy

Students of the School will abide by a strict **Student Code of Conduct** as listed below, based on the philosophy that classroom respect and order are essential for academic progress, that students benefit from the explicit teaching of acceptable behavior, and that having immediate and clear consequences for seemingly minor infractions guarantees that major infractions will not take place. Students, parents, and teachers will together sign a **Family & School Contract** (see *Appendix B*), which demonstrates



knowledge of the **Student Code of Conduct**, at the mandatory family orientation prior to the start of school. The purpose of this **Student Code of Conduct** is to bring absolute clarity to the expectations and consequences of student behavior so that misunderstanding is never the reason for student misbehavior.

B. Intention

The mission of the School is to provide a nurturing environment of academic excellence, which provides for the development of responsible cross-cultural world citizens with an enriched understanding of self and others. Respectful behavior without disruptions is necessary to achieve this goal. The following beliefs are at the heart of our **Student Code of Conduct**:

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

C. Family & School Contract

The **Family & School Contract** (see *Appendix B*) is the guiding commitment between the School’s students, teachers, and parents/guardians.

All parents/guardians, students, and teachers will sign the Family & School Contract prior to the student being eligible to enroll in classes.

The **Family & School Contract** outlines general and specific expectations for students, teachers, and parents/guardians, and is signed in the spirit of mutual accountability. Our work together is a three-way partnership, and the highest expectations must govern all of our actions to ensure the highest-quality education for every child.

D. Student Code of Conduct

Columbus Bilingual Academy Central (hereinafter the “School”) expects its students to abide by a strict code of conduct. The Student Code of Conduct is as follows:

1. General

- Students will treat fellow students, staff, and school property with respect.
- Students must arrive at school in the School uniform every day.
- Students are required to attend school every day. Absences are excused only for illness, religious observance, or family emergency.
- Students must always arrive on time for class.

- Students will not disrupt class, Morning Meeting or tutoring by talking out of turn or causing any other form of disruption.
- Students will not chew gum, eat, or drink anything other than water during class.
- Students will not bring headphones, cell phones, portable games, or any other electronic devices of any kind to school.
- Students will always be prepared for class.
- Students will not behave in any way that is disruptive to their learning or the learning of others.
- Students will not engage in play-fighting or touching another student. Students will keep their hands to themselves at all times.
- Students will not engage in intimidating or threatening behavior or language.
- Students will not use profane or otherwise inappropriate language.
- Students will not be in possession of weapons (including toys that look like weapons) at any time while on School property or while participating in School activities.
- Students will not engage in fighting, violence, or behavior threatening violence.
- Students will not possess, sell, or be under the influence of any drugs, alcohol, tobacco, or illegal substance of any kind while on School property or while participating in School activities.
- Students will abide by all school, classroom and teacher policies.

2. *Disrespect*

Respect is one of the core values of the School. Maintaining a respectful learning environment at all times is critical to effective delivery of the academic program at the School.

Disrespectful behavior or words directed toward anyone will never be tolerated regardless of the circumstance or reason. Any student who demonstrates disrespect (in the judgment of any School employee or agent) toward any other person will receive appropriate consequences deemed by the school employee or administration.

E. Dress Code

The purpose of the School dress code is to create a professional, safe, and respectful community where students can place their sole focus on learning. The dress code is in effect at any time that a student is on School property or engaged in a School activity regardless of location. Students are required to wear the School uniform unless otherwise instructed by the School's Principal.

1. *General Provisions*

Students must present a neat, clean appearance that is not distracting or unsafe to the school environment in order to be considered in uniform.

2. *Dress Code – Boys and Girls*

Shirt

- Light Blue polo shirt with school logo
- Parents can purchase CBC polo shirts at the school. School will place orders upon request.
- Light Blue CBC sweatshirt
- Sweatshirts can be purchased at the school.
- No logos other than school logo will be allowed.

Pant, Short & Skirt

- Black only
- All shorts or skirts need to be within two inches of the knee.
- Pants/shorts/skirts should be in good repair without excessive tears or holes.

Shoes

- Close-toed tennis or dress shoes
- No open-toed sandals, flip-flops, “wheelies” are not allowed due to safety concerns.
- No Crocs

3. Prohibited Items

Students are under no circumstances allowed to:

- Wear facial make-up other than clear or neutral lip-gloss.
- Wear facial jewelry of any kind. “Sag” their pants.
- Hoods/hats should not be worn in public spaces during school.

4. Violations

Students who arrive at school out of uniform will be sent home or will be prevented from participating in class until they are in uniform.

The School administrator will have the final determination on whether an item is in violation of the dress code.

F. Other School Discipline Policies & Procedures

1. General Discipline Procedures

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

Any disciplinary action, depending upon the nature of the action and/or referral, that follows the school’s Positive Behavior Expectation Plan and Procedures, may include but is not limited to: a student warning (oral or written), parent notification, a written assignment, lunch or enrichment detention, community service, suspension, or expulsion. This list of possible consequences is not indicative of a series of progressive punishment that must happen in order. The School may, at its sole discretion, elect to utilize any corrective measure at its legal disposal without first utilizing other less severe consequences.

All decisions regarding disciplinary action will be made by the Principal or designee. The School will make every effort to notify parents/guardians promptly of any disciplinary action and will do so in writing wherever possible.

2. Suspension and Expulsion

The School recognizes that exclusion from the educational program is a serious sanction and that suspension and expulsion must follow due process mandates. Additionally, the School will comply with all state and federal law pertaining to students with disabilities.

A student may be disciplined for any violation of the student code of conduct, even if the violation occurs on property not owned or controlled by the School if the violation took place during activities connected with the School or if the behavior is directed at a school official.

Any student suspended or expelled under this policy will not be permitted to participate in any extracurricular activities.

Suspension:

The Principal or designee may suspend a student from the School for not more than ten school days. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in

which the incident that gives rise to the suspension takes place, the principal may require the student to participate in a community service program or another alternative program for a number of hours equal to the remaining suspension period. The student shall be required to begin the program during the first full week day of the summer break. A principal may not apply the remaining suspension period to the following year.

Except in the case of a student given an in-school suspension, no student shall be suspended unless prior to the suspension the Principal does both of the following:

- (1) Gives the student written notice of the intention to suspend the student and the reasons for the intended suspension;
- (2) Provides the student an opportunity to appear at an informal hearing before the Principal or designee and challenge the reason for the intended suspension or otherwise to explain the student's actions.

The School shall provide students an opportunity to complete any classroom assignments missed because of an in-school or out-of-school suspension. Students shall be entitled to receive at least partial credit for a completed assignment; however, reasonable grade reduction may be made on account of a student's suspension. The School shall not assess a failing grade for a completed assignment solely on account of the student's suspension.

Expulsion:

The Superintendent may expel a student from the School for a period not to exceed the greater of eighty school days or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place. If at the time an expulsion is imposed there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

No student shall be expelled under this policy unless, prior to the student's expulsion, the Superintendent does both of the following:

- (1) Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;
- (2) Provides the student and the student's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's actions. The notice required under this section shall include the reasons for the intended expulsion, notification of the opportunity of the student and the student's parent, guardian, custodian, or representative to appear before the superintendent or superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's action, and notification of the time and place to appear. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the student or the student's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the student and the student's parent, guardian, custodian, or representative of the new time and place to appear.

Unless a student is permanently excluded, the superintendent shall expel a pupil for a period of one year for bringing a firearm to the School, to an extracurricular event, or onto any other property controlled by the Board of Directors of the School. "Firearm" has the same meaning provided in the "Gun-Free Schools Act," a "firearm means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projective by the action of an explosive; (B) the frame or receiver of

any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device, which includes a bomb grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has a barrel with a bore of more than one half in diameter. The term does not include an antique firearm. The Superintendent may reduce the expulsion time on a case by case basis based upon the student's overall record at the School.

Permanent Exclusion

A student may be permanently excluded from attending any school in the state if the student is convicted of, or adjudicated a delinquent child for, committing an act that would be a criminal offense if committed by an adult, when the student was sixteen years of age or older if the act is one of the following:

- Illegal conveyance or possession of deadly weapon or dangerous ordnance or of object indistinguishable from firearm in school safety zone in violation of R.C. 2923.11.
- Carrying a concealed weapon, trafficking in drugs or possession of controlled substances, if the violation was committed on property owned or controlled by the school or at a school activity in violation of R.C. 2923.12, R.C. 2925.03, and/or R.C. 2925.11.
- Aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, rape, gross sexual imposition, or felonious sexual penetration in violation of R.C. 2903.01, R.C. 2923.02, R.C. 2903.03, R.C. 2903.04, R.C. 2903.11, R.C. 2903.12, R.C. 2907.02, R.C. 2907.05, and/or the former section R.C. 2907.12 if the violation was committed on property owned or controlled by the school or a school activity if the victim at the time of the commission of the act was an employee at the school.
- Complicity in any of the above violations regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of, the school.

If the superintendent of the school obtains or receives proof that a student has been convicted of committing or adjudicated a delinquent child for the commission when the student was sixteen years of age or older of one or more of the above, the superintendent may issue to the school's governing authority a request that the student be permanently excluded from public school attendance in Ohio, if both of the following apply:

1. After obtaining or receiving proof of the conviction or adjudication, the superintendent or the superintendent's designee determines that the student's continued attendance in school may endanger the health and safety of other students or school employees and gives the student and the student's parent, guardian, or custodian written notice that the superintendent intends to recommend that the governing authority adopt a resolution requesting the superintendent of public instruction to permanently exclude the student from public school attendance.
2. The superintendent or the superintendent's designee forwards to the governing authority the superintendent's written recommendation that includes the determinations the superintendent or designee made pursuant to this policy and a copy of the proof the superintendent received showing that the student has been convicted of or adjudicated a delinquent child for a violation listed in this section that was committed when the student was sixteen years of age or older.



The School shall follow all requirements for permanent exclusion as described by ORC 3313.66, including providing notice of the possibility of permanent exclusion with each suspension and expulsion notice.

3. Emergency Removal:

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or principal or assistant principal may remove a student from curricular activities or from the school premises or a teacher may remove a student from curricular activities under the teacher's supervision without the notice and hearing requirements of this policy. A teacher may remove a student from curricular activities under the teacher's supervision, without the notice and hearing requirements. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.

If a student is removed under this Emergency Removal section from a curricular activity or from the school premises, written notice of the hearing and of the reason for the removal shall be given to the pupil as soon as practicable prior to the hearing, which shall be held on the next school day after the initial removal is ordered. The hearing shall be held in accordance with suspension provisions of this policy unless it is probable that the student may be subject to expulsion, in which case a hearing in accordance with the expulsion provisions of this policy shall be held, except that the hearing shall be held on the next school day after the date of the initial removal. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

A student in grades kindergarten through three may be removed pursuant to Emergency Removal procedures only for the remainder of the school day and shall be permitted to return to curricular and extra-curricular activities the following school day. A student in grades kindergarten through three who is subject to emergency removal shall not be suspended or expelled unless the student has committed an act described in ORC 3313.668 (B)(1)(a) or (b). A student that returns to school based on this paragraph shall not be subject to the emergency removal hearing procedures

4. Right to Appeal to Board:

Within one school day after the time of a student's expulsion or suspension, the Principal shall notify in writing the parent, guardian, or custodian of the student and the Board of Directors of the School of the expulsion or suspension. The notice shall include the following reasons for the expulsion or suspension, and notification of:

1. reasons for the expulsion or suspension and notification;
2. the right of the student or the student's parent, guardian, or custodian to appeal the expulsion or suspension to the Board of Directors of the School or to its designee;
3. the right to be represented in all appeal proceedings;
4. the right to be granted a hearing before the Board of Directors of the School or its designee in order to be heard against the suspension or expulsion;
5. the right to request that the hearing be held in executive session;
6. Permanent exclusion notice, if applicable;
7. the manner and date by which the student or the student's parent, guardian, or custodian shall notify the board of the intent to appeal the expulsion or suspension to the board or its designee.

If the Principal expels a student under this section for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year, the notice shall provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's

attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

If the student or the student's parent, guardian, or custodian intends to appeal the expulsion or suspension to the Board of Directors of the School or its designee, the student or the student's parent, guardian, or custodian shall notify the Board of Directors of the School in the manner and by the date specified in the notice. The student or the student's parent, guardian, or custodian may be represented in all appeal proceedings and shall be granted a hearing before the Board of Directors of the School or its designee in order to be heard against the suspension or expulsion. At the request of the student or of the student's parent, guardian, custodian, or attorney, the Board of Directors of the School or its designee may hold the hearing in executive session but shall act upon the suspension or expulsion only at a public meeting. The Board of Directors of the School, by a majority vote of its full membership or by the action of its designee, may affirm the order of suspension or expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order of suspension or expulsion. The Board of Directors of the School or its designee shall make a verbatim record of hearings held under this division. The decisions of the Board of Directors of the School or its designee may be appealed under Chapter 2506 of the Ohio Revised Code.

This policy shall not be construed to require notice and hearing in the case of normal disciplinary procedures in which a student is removed from a curricular activity for a period of less than one school day and is not subject to suspension or expulsion.

For purposes of this policy, the Board of Directors of the School appoints the Operator as its designee.

5. Discipline for Students with Disabilities:

Consistent with this policy, to the extent the Principal may order removal of a student without disabilities, the Principal may remove a student with a disability, but not for more than ten (10) school days.

After a child with a disability has been removed from the child's current placement for ten school days in the same school year, during any subsequent days of removal, the school district must provide services.

If a child is removed for a period of time exceeding ten school days and the behavior was not determined to be a manifestation of the disability, the student must continue to receive educational services and receive a functional behavioral assessment and behavioral intervention services.

Change in Placement:

The School will notify the parent of the removal decision that constitutes a change in placement for a student with a disability and provide the parent with a copy of the notice of procedural safeguards on the same day as the date of the removal decision.

A change in placement will occur when

- a removal is for more than ten (10) consecutive school days; or
- a series of removals constitute a pattern because:
 - the removals cumulate to more than ten (10) school days in a school year,
 - the behavior of the student is substantially similar to prior incidents, and
 - other factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.



Manifestation Determination:

Within ten school days of any decision to change the placement of a child with a disability due to a violation of the code of student conduct, the Principal, parent, and relevant members of the IEP team must review all relevant information in the student's file to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or
2. If the conduct was a direct result of the school's failure to implement the IEP.

If either of these two conditions are found to exist, the conduct must be determined to be a manifestation of the disability. If the IEP team and other qualified personnel determine that the student's behavior was not related to the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.

If the IEP team determines that the student's behavior was a manifestation of the disability, the School must either:

1. Conduct a functional behavioral assessment, or
2. If the behavioral plan has already been developed, review the behavioral intervention plan and the implementation plan and modify them if necessary.
 - a. The child must return to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

School personnel may remove a student to an interim alternative educational setting for not more than forty-five school days without regard to whether the behavior is a manifestation of the disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury upon another while at school, on school premises, or at a school function.

Students removed under this section must continue to receive services and receive a functional behavioral assessment and behavioral intervention services.

Appeals:

If a parent disagrees with any decision regarding placement or the manifestation determination decision made by the IEP team, the parent may request a hearing. Whenever a hearing is requested, the School will comply with the procedures for an expedited due process hearing.

Students in Grades Pre-Kindergarten through Third

The School may issue an out-of-school suspension or expulsion to a student in grades pre-kindergarten through three only if the student has engaged in the following behaviors:

- 1) bringing a firearm to a property operated, owned, or controlled by the School
- 2) bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located in a school or on property that is owned or controlled by the School
- 3) bringing a knife capable of causing serious bodily injury to a property operated, owned, or controlled by the School
- 4) 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 in which the school is a participant, or for possessing a firearm or knife capable of serious bodily injury, at a school, on any other property owned or controlled by the board, 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
- 5) committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons as defined in division (A)(5) of section 2901.01 of the Revised Code or serious physical harm to property as defined in division (A)(6) of section 2901.01 of the Revised Code while the pupil is at school, on any other property owned or controlled by the School, or at an interscholastic competition, an extracurricular event, or any other school program or activity
- 6) 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

The School may issue an out-of-school suspension not to exceed ten days or an expulsion to a student in any of grades pre-kindergarten through three who has not engaged in any of the behaviors described above only as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

Whenever possible, the principal shall consult with a mental health professional under contract with the school prior to suspending or expelling a student in any of grades pre-kindergarten through three. If the events leading up to suspension or expulsion indicate a need for additional mental health services, the student's principal or the School's mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.

A student in any of grades pre-kindergarten through three who is suspended or expelled shall be afforded the same notice and hearing, procedural, and educational opportunities as prescribed for a suspension or expulsion pursuant to this policy. Nothing in this section shall be construed to limit the authority of the School to issue an in-school suspension to a student in grades pre-kindergarten through three.

III. Academics

A. School Program Goals

- 1) *Scholarship and Academics: I conduct myself as a scholar at all times, demonstrating curiosity, enthusiasm for academics, and high-quality work.*
 - a) I participate in every class by listening, raising my hand, answering questions that my teachers ask, and asking questions if I do not understand. I never disrupt class and do not speak to my classmates inappropriately during class.
 - b) I will strive for growth on all tests.
 - c) If I am bored in class and already understand the material, I let my teacher know in a respectful way and ask for more challenging work. I carefully check my work on assignments and tests so that it is the best work I am able to do.
 - d) I complete my homework fully and well each day. I will bring my neat, fully-completed homework to school. I understand that if I do not complete my homework, I will have School Bucks removed from my account.
- 2) *Behavior: I behave in a positive manner at all times while on School grounds and as a member of society outside School.*
 - a) I act in a caring way toward my classmates and teachers. I am nice at all times and do not say mean or disrespectful things to others.
 - b) I clean up after myself, take good care of my things and the things in the School.
 - c) I welcome guests into our School by telling them my name, shaking hands, speaking respectfully, and answering their questions.
 - d) I always conduct myself in a professional manner. When I meet new people or greet familiar people, I make eye contact, shake hands, and speak clearly with a positive tone.
 - e) I will abide at all times with the policies and requirements of the Student & Family Handbook.
- 3) *Citizenship: I always participate in community building projects both inside School and out.*
 - a) I will volunteer for service projects within the School.
 - b) I will agree to tutor students who I believe I can help.
 - c) I will seek opportunities outside School to become involved in service projects.
- 4) *Dress Code: I will arrive at School on time every day in full uniform. I will maintain the uniform for the entire day until I am off School grounds.*
 - a) I will abide by the uniform code of the School.
 - b) I will ensure my uniform is clean and pressed.
 - c) I will not challenge teachers or staff when I am considered out of uniform.

B. Academic Standards

As a college-preparatory school, the School has the highest academic standards for all students. It is expected that students will take challenging classes, complete high-quality work promptly both at school and at home, study for and perform well on exams, and receive excellent support from the teaching staff through after-school tutoring and summer school if necessary. The highest effort from students, teachers, and parents/guardians is necessary to reach this goal.

C. Attendance Policy

Parents are required to notify the school of any absence prior to the start of the school day. Within 120 minutes after the beginning of each school day, the school shall make at least one attempt in compliance with ORC 3321.141 (A)(2) to contact the parent/guardian for any student absent without legitimate excuse. Similarly, Parents are required to notify the school in writing in advance of early pick-up.

Parents are encouraged to make any doctor, dentist, etc. appointments for times other than school hours.

In accordance with Ohio law, a student will be automatically withdrawn from the School if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.

No student shall be suspended or expelled based solely on the number of absences.

1. Reporting and Monitoring Student Absences

It is the obligation of the parent/guardian to report the child's absence or tardy each day the student is absent.

- The parent/guardian must phone the student's school building within 2 hours of the start of the school day each day the student is absent. The parent/guardian may be required to provide a password/code to identify themselves as the parent/guardian of the absent student.
- A parent/guardian phone call received by the attendance office, on each day of the student's absence, for any of the excused absences below, is sufficient to excuse the child's absence. After the student's eighth (8th) parent phone call, upon the student's return to school the parent/guardian shall within five (5) school days after returning to school provide written documentation from a treating physician, nurse practitioner, or physician assistant stating the day(s) absent and reason for such absence. Failure to provide the documentation will result in an unexcused absence.
-
- The parent/guardian (and not the school) maintains responsibility to make certain the telephone call and/or absence note was submitted to the proper school attendance authority in a timely fashion.
- If the parent/guardian fails to contact the school and school personnel have to initiate contact with the parent/guardian via phone call and they DO NOT make direct contact with a parent/guardian, the absence will be considered unexcused until a parent/guardian makes direct contact with the attendance office on the day of the student's absence.

2. Excused Absences

- Personal illness or injury
- Medical or dental appointments (partial days, in most cases)
- Illness or death in the family
- Funeral of immediate family member or relative
- Quarantine
- Religious holiday (not counted against the eight (8) day rule)
- Appointments for court
- Pre-approved absences. Five (5) days per year approved in advance by the Principal. These days shall be included in the eight (8) day absence rule
- Head lice. Children excluded from school due to head lice are allowed one (1) excused absence on two (2) separate occasions in a school year. Absences beyond this number are unexcused unless the additional absences are covered within the eight (8) parent/guardian notes or a physician, et al., excuse.
- Emergencies and other reasons deemed good and sufficient by the Principal.

3. Unexcused Absences and Tardiness

The school administration will make the final decision whether an absence/tardy is excused or unexcused. In general, unexcused absences/tardiness include (but are not limited to):

- Missing the school bus
- Experiencing transportation problems at home or on the way to school
- Remaining at home to complete school assignments
- Missing school without legitimate illness

- Oversleeping. Alarm clock (student's or parent's) failed to work.
- "My mom didn't get me up."
- Not having suitable clothing to wear to school
- Working at a job during the school day without a proper work permit
- Babysitting
- Any form of recreation (unless pre-approved absence days)
- Personal business that can be done after school or on weekends
- "Helping at home" or "Was needed at home."
- "I had a game last night."
- Senior pictures/portraits

4. *Medical Excuses*

Medical excuses are acceptable documentation of an absence or tardy to school following a personal, in-office or hospital examination by a physician, nurse practitioner, or physician assistant. Physicians, et. al., may only excuse absences or tardiness to school for the specific date(s) the student was under his/her direct medical care - during which the student was medically unable to attend school. Excessive medical excuses may result in the school contacting the physician's office for additional medical documentation.

5. *Tardy to School*

All students reporting to School after the school day begins will be considered tardy. Tardy arrivals are added to hours absent, and the student may be referred to the Absence Intervention Team. Tardy to classes is handled on an in-school basis.

6. *Make-Up Work*

Excused absences and tardiness allow students to make up all missed class work, tests, and assignments. The general rule is the length of make-up opportunity is equivalent to the length of the absence. Students may not make up class work, tests, and assignments missed due to unexcused absences or tardies.

7. *Truancy Defined*

Excessive Absences

A student shall be considered excessively absent when the student is absent (with a non-medical excuse or without legitimate excuse) 38 or more hours in one school month or 65 or more hours in one school year.

When a student is excessively absent the School within seven days of the triggering absence will notify the student's parents in writing of the student's absences. The School will develop a truancy intervention plan which may include any applicable appropriate interventions contained in this policy.

Habitually Truant

A student shall be considered habitually truant when the student is absent without legitimate excuse for 30 or more consecutive hours, 42 hours or more in one school month, or 72 hours or more in a school year.

When a student is habitually truant:

1. Within seven days of the triggering absence:
 - a. The Superintendent, Principal, or Chief Administrator shall establish an absence intervention team. The team should be based on the needs of each individual student,

but the team shall include at a minimum two representatives from the School, one of whom knows the student, and the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). The team 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.

- b. The School shall make three meaningful good faith attempts to secure participation on the team by the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). If the student's parent responds to any of those attempts, but is unable to participate for any reason, the School shall inform the parent of the parent's right to participate through a designee. If 7 school days elapse and the student's parent fails to respond to the attempts to secure participation, the School shall do both of the following:
 - i. Investigate whether the failure to respond triggers mandatory reporting to the public children services agency for the county in which the child resides in the manner described in section 2151.421 of the Ohio Revised Code; and
 - ii. Develop an intervention plan for the student notwithstanding the absence of the child's parent.
2. Within 10 days of the triggering absence, the student will be assigned to the selected absence intervention team.
3. Within 14 days after the assignment of the team, the School will develop an absence intervention plan for that student in an effort to reduce or eliminate further absences. Within 7 days after developing the plan, the School shall make reasonable efforts to provide written notice of the plan to the student's parent/guardian.
4. If the student does not make progress on the plan within 61 days or continues to be excessively absent, the School will file a complaint in the juvenile court.
5. In the event that a student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the School may, in its discretion, assign one School official to work with the student's parent/guardian/custodian/designee/guardian ad litem to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than 7 days prior to the first day of instruction of the next school year. In the alternative, the School may toll the time periods to accommodate for the summer months and reconvene the absence intervention process upon the first day of instruction of the next school year.

Interventions

Each intervention plan shall be tailored to the individual needs of the student.

However, each plan for a habitually truant student **shall** include:

- A statement that the School will file a complaint not later than 61 days after the date the plan was implemented if the student has refused to participate in, or failed to make satisfactory progress on, the intervention plan or an alternative to adjudication under ORC 3321.191(C)(2)(b)

Intervention plans may include, but are not limited to, the following interventions as are applicable and best suited to individual student needs:

1. Counseling
2. Requesting or requiring a parent, guardian, or other person having care of the student to attend parental involvement programs, including programs adopted under section 3313.472 or 3313.663 of the Ohio Revised Code
3. Requesting or requiring a parent, guardian, or other person having care of the student to attend truancy prevention mediation programs
4. Notification to the registrar of motor vehicles under section 3321.13 of the Revised Code
5. Taking legal action under section 2919.222, 3321.20, or 3321.38 of the Ohio Revised Code
6. Seeking juvenile court involvement to have a student informally enrolled in an alternative to adjudication. (If the School chooses to have students informally enrolled in an alternative to adjudication, the School shall develop a written policy regarding the use of and selection process for offering alternatives to adjudication to ensure fairness.)

Reporting

The School shall report as soon as practical to the Ohio Department of Education: when a notice of excessive absence is submitted to a parent; when a student meets the definition of habitually truant; when a student has been adjudicated an unruly child for being a habitual truant violates the court order regarding that adjudication; when an absence intervention plan has been implemented.

If the student is violating a court order regarding the student's adjudication as an unruly child for being habitually truant, the Board hereby authorizes the school's administrator or his/her designee to inform the student and parent/guardian of the violation and to notify the juvenile court.

The School may take legal action against the parent/guardian pursuant to ORC 3321.20 or ORC 3321.38 if a student is not attending school.

Withdrawal

When a student of compulsory school age withdraws from the School, the School shall attempt to ascertain the reason for the withdrawal. If the reason for the withdrawal is for a reason other than a change in residence and is not enrolled in another program, the School shall notify the registrar of motor vehicles and the juvenile court in the county in which the School is located. The notice shall be given within two weeks after the withdrawal and failure to enroll in another program permitted by law.

Automatic Withdrawal

In accordance with Ohio Revised Code 3314.03, a student will be automatically withdrawn from the School if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.

8. Columbus Bilingual Academy Central Attendance Agreement

Student attendance records shall be maintained for students moving from one school to another school. This includes all provisions of this policy (excused/unexcused absences, steps in the truancy process, et. al.).

D. General Academic Calendar

During the school year, school will be in session as scheduled in the approved and official School calendar. The year will be divided into 4, 9-week quarters. Each quarter, students will take a comprehensive exam. These tests will be designed by teachers in collaboration with the Principal and will directly evaluate students' mastery of the curriculum. A full school calendar is provided to each family at the start of school or upon enrollment. The calendar will also be available upon request.

E. Promotion & Retention

Student shall be promoted to the next grade level for the following school year when he or she:

- completes the course and any State-mandated requirements at the current grade;
- in the opinion of the School's professional staff, achieved the instructional objectives set for the current grade;
- demonstrates sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- demonstrates the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

A student is prohibited from being promoted to the next grade level if the student has been absent without excuse for more than 10% of the required attendance days for the current school year and has failed two or more required curriculum subject areas in the current grade. A student may only be promoted under these circumstances if the Principal and student's teachers of any failed subject areas agree that the student is academically prepared to be promoted.

While it is the School's practice to involve parents and guardians in the retention determination process, the Principal shall have the final authority to retain a student. Notice of retention shall be provided as is established for sending notice regarding student academic progress as listed in the Parent/Student Handbook.

Students who have been retained will not participate in school graduation proceedings or ceremonies. This is particularly directed toward the kindergarten and 8th grade students.

F. Homework

The School will assign homework to students on a nightly basis. The homework will be meaningful and will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop students' responsibility, time management skills, and independent problem-solving skills. The development of these skills is essential to a student's success at the School and to excelling in college. Each night, students are expected to complete all homework in a thorough manner, paying attention to detail and quality. Completion of homework is mandatory.

Parents/Guardians must be aware and supportive of their child's efforts with homework. Parents are expected to actively check and review their child's homework each night and to let teachers know if their child is struggling with homework. Parents may assist students with their homework but should never do

it for them. Before their child leaves for school each morning, parents should review their child's homework for quality and completeness.

G. Cheating & Other Academic Infractions

Students found to have cheated, plagiarized, or committed any other act of academic dishonesty will receive a detention or a suspension, at the discretion of the School.

H. Assessment

In addition to the internal exams described above, the School will use regular external assessments to support its educational program. These assessments will include, but are not limited to:

- State-Mandated tests in October and April of each year.
- NWEA testing in August, December and May of each year.
- Other placement tests which may be necessary at the discretion of the school.

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

I. Grades

Students will receive number grades for Work Habits / Social Skills Scale. They are:

3 = Consistently 2 = Sometimes 1 = Rarely 0 = Does Not Demonstrate

1. Grading Scale

Students will receive number grades for each completed class (English Language Arts, Math, Social Studies, and Science, etc.). The number grades represent a performance descriptor (such as outstanding, very good, etc.) and are assigned to the quality of work a student completes. Students in K-6 will use the following grading scale.

2. Proficiency Level Descriptions

3 = Meets with Proficiency

Demonstrates acceptable achievement of the targeted benchmarks.

2 = Developing Proficiency

Is approaching acceptable achievement of targeted benchmarks.

1 = Not Yet

Requires more time and experience; shows limited achievement of targeted benchmarks.

N/A = Not applicable at this time.

Has not been assessed/taught at this time. Will be taught and assessed by the end of the year.

3. Traditional Equivalent

The following grades describe a percentage of successful work from each student:

Percentage	Grade	Description	Numerical Scale
90-100	A (3)	Outstanding	4.0
80-89	B (3)	Good	3.0
70-79	C (2)	Satisfactory	2.0
65-69	D (1)	Warning	1.0

Students who receive below a 70% grade in any class are considered to have failed the class. A student who ends the year with a failing grade in any class may be required to repeat the class or the grade in the following year.

4. Report Cards

Students receive a report card for each quarter, which includes a summary of their academic work. Report Cards are provided to parents/guardians at the parent conferences. ***Parent/Guardian attendance at the Parent Conferences is required to receive the report card.***

Progress reports will be issued to all students mid-way through each quarter. Students bring progress reports home, and they must be reviewed with parents/guardians, signed to indicate they have been discussed, and returned to the School.

J. Academic Classes

All students at the School take the same set of academic classes. Each student will be enrolled in 1 Language Arts class (Reading/Writing), Math, Social Studies, Spanish, Science, Gym and Technology during the year. General intentions for each subject are described below.

1. Reading

Reading proficiency is essential to the mastery of all other academic subjects. Students of the School will graduate reading at or above grade level. Throughout their education, students will read classical texts from diverse cultures in fiction, non-fiction, and poetry. Students will receive intensive phonics and phonemic awareness instruction to meet the needs of students who are reading below grade level.

2. Writing

Written expression is closely linked with success in college-preparatory and higher education. Students will master the writing of 5-paragraph essays in all five genres: expository, narrative, persuasive, literary response, and correspondence. Students will master grammar and mechanics.

3. Mathematics

Mathematics is considered the universal language. No matter the student's life goals, math will be intimately involved. To this end, the School will place a strong emphasis on all children being ready for an advanced math track upon arrival at high school.

4. Science

Students will study an intensive curriculum of the scientific method, earth, physical, and life sciences, and will design, execute, write, and present their own independent experiments. All science classes will include the Earth Science, Biology, and Physical Science contents included in the ODE standards.

5. World Studies

To ensure that graduates of the School have the critical research, thinking, and writing skills necessary for success in a multi-cultural world, all students will study a wide range of historical content and research.

K. Child Find

It is the School's policy to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE). The School is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have.

The School aims to identify disabilities such as autism, deaf-blindness, hearing impairment, including deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness.

The School encourages parents, guardians, relatives, public and private agency employees, and concerned citizens to help schools find any child, birth through age 21, who may have a disability and need special education and related services. The School will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

L. Parent Involvement

The School recognizes that the involvement of parents (hereinafter including guardians/caretakers/foster caregivers) and families in their children's education is critical to students' success. In order to accomplish the goal of welcoming, encouraging, and promoting parental/family involvement, the School shall:

1. *Create a welcoming school climate.*
 - Provide a welcome packet for all parents visiting the school that includes important school contact information, school calendar and information about the vision and mission of the school.
 - Have teachers make personal contacts with families through e-mail, phone calls or home visits.
 - Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other families.
2. *Provide families information related to child development and creating supportive learning environments.*
 - Provide information for parents on typical development and appropriate parent and school expectations for various age groups.
 - Print suggestions for parents on home conditions and activities that support learning at each grade level.
 - Partner with local agencies to provide resources to families.
3. *Establish effective school-to-home and home-to-school communication.*
 - Provide information for parents on homework policies and on monitoring and supporting student work at home.
 - Send home student work for parent review and comment.
 - Allow access so families can frequently monitor their children's progress.
 - Clearly communicate school policies to all families.
 - Establish formal mechanisms for families to communicate to Principals and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
 - Create a "suggestion or comment" box (electronic or onsite) for families to anonymously provide their questions, concerns and recommendations
4. *Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.*
 - Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
 - Make regular homework assignments that require students to discuss with their families what they are learning in class.
 - Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
 - Inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.

- Engage families in opportunities to work with their children in setting their annual academic and career goals.
5. *Engage families in school planning, leadership and meaningful volunteer opportunities.*
 - Invite parents to be involved at the School, including Title One planning.
 - Identify family volunteer interests, talents and availability, matching these resources to school programs and staff-support needs. (Recurring volunteers will be required to comply with background check policies of the School.)
 - Create volunteer recognition activities such as events, certificates and thank-you cards.
 - Host events which encourage interaction among parents.
 6. *Connect students and families to community resources that strengthen and support students' learning and well-being.*
 - Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.
 - Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
 - Connect students and families to service-learning projects in the community.
 - Invite community partners to share resources at annual open houses or parent-teacher conferences.

Please note, volunteers at the school may be required to obtain background checks.

M. Parent's Right to Know

Parents/guardians with a student attending a school that receives Title I funds, have the right to know the qualifications of the student's classroom teacher. Parents who ask about the professional qualifications of their child's classroom teacher are entitled to the following information:

- Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides the student instruction.
- Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements.
- The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
- Whether the student is provided services by instructional paraprofessionals and, if so, their qualifications.

All requests must be sent to the School in writing and should include the following information: student's full name, legal parent/guardian's full name, address, city, state, zip code and teacher's name.

In addition to the information parents may request as listed above, the school shall provide:

- Information on the level of achievement and academic growth of the student, if applicable and available, on each of the state assessments required; and
- Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

N. Complaint Policy and Procedure

The Board of Directors (“Board”) believes that Complaints from parents or other members of the community regarding school personnel should be addressed thoroughly and completely. The people involved should treat one another with the highest level of respect and dignity.

Initially, Complaints shall be addressed formally or informally with the staff member. Complaints must be made in a civil/respectful manner in order to be considered by school personnel. Where appropriate, the Complaint should be in writing on a form developed by the Principal and should contain a statement of the facts and the specific outcome desired by the parent/guardian or other person making the Complaint (“Complainant”). The Complainant may sign the Complaint and should be given a copy. The staff member should work with the Complainant to resolve the issue in a timely, professional, and courteous manner. The efforts used to resolve the Complaint and the outcome should be noted on the form. Allegations involving illegalities should be reported immediately to the Principal.

Complaints unresolved through a parent-staff member communication or Complaints involving teachers or staff members should be in writing as noted above and directed to the Principal. The Principal shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Principal cannot resolve the issue with consultation with School advisors or consultants, the Complaint (with documented history or preceding steps) is forwarded in written form to the Board of Directors and a copy to the School’s legal counsel.

IV. Health and Safety

A. Closed Campus

The School has a closed campus. School hours are between 7:30 a.m. and 4:00 p.m., during which all students must remain on the campus as defined by the School, unless supervised by a staff member. Students who are excused at dismissal time may leave campus if they do not have other obligations. When on campus, students must always be in class and under supervision of an adult.

Students who need to leave campus early must be picked up by a parent/guardian or authorized individual. The parent must sign the student out on the School’s attendance log before the student will be released.

B. Visitor Policy

The School always welcomes and encourages visitors, both from within and outside of our school community, into our school. However, in order to assure the safety and well-being of all students and staff, all visitors – including parents and guardians – are required to report directly to the Main Office, sign in, and receive a visitor’s pass. Any visitor who does not report to the office, or is found in the building without authorization and a visitor’s pass, will be asked to leave immediately.

C. Student Emergencies

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances, including during after-school activities, should parents or guardians contact students in their classrooms, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

D. Accident or Medical Emergency

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

will be contacted. If the situation warrants, the school will call Emergency Medical Services (911). If there is a serious accident at school, parent(s)/guardian(s) of the affected students will be notified immediately. In the event that the parent(s)/guardian(s) cannot be reached, the family physician or persons indicated on health forms will be contacted. First Aid will be administered and Emergency Medical Services (911) will be contacted as needed.

E. Fire Alarms

In case of an emergency – if a students or staff members see fire or smells smoke—they should pull the nearest fire alarm and then immediately follow the fire evacuation plan. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building as per the fire evacuation plan posted in each room. Students should follow the direction of staff members who will lead students outside the building to the designated locations, where School staff will line up students by class and take attendance.

During the first week of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire School community is familiar with the appropriate response in the event of an emergency. In case of a more serious emergency, should it be necessary to evacuate our School before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time—School staff and students will evacuate from each of the School's buildings. A copy of each evacuation plan is available from the Principal upon written request.

F. Gang Affiliation

The School prohibits students from engaging in gang activities while at School, on School property, to or from School, or at School-related functions and events.

The term “gang” is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term “gang activity” is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function.

Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from School and may further be subject to criminal prosecution.

G. Student Searches

To maintain a safe and orderly educational environment, School officials may search the person or property, including vehicles, of students, visitors, and others on School property and at or during a School sponsored event, whenever they reasonably suspect a violation of law or of School policies.

School officials may seize any illegal, unauthorized or contraband materials discovered in the search.

There is no right or expectation of privacy in School lockers or other storage areas or property owned by the School or its affiliates, contractors, or designees.

Random or periodic general inspections of School property may be conducted by School authorities for any reason or no reason at any time without notice, and without consent.

The Board of Directors of the School hereby authorizes the use of metal detectors and canines for searches.

H. Weapons

Guns, knives, clubs, explosives, or weapons of any type are not permitted in the School, anywhere on the School property, while students are on School-sponsored transportation, or at any School-sponsored or School-related event. Items that appear to be weapons or could be reasonably used as weapons are banned as well. Toy weapons will be treated as if they were real weapons.

Violations will lead to expulsion pursuant to the Board's Suspension and Expulsion Policy.

I. Violence Policy

Violent behavior will never be tolerated and will be treated with the most severe consequences. Any student who commits an act of physical violence at School, on School-sponsored transportation, or at a School-related event will receive an immediate out-of-school suspension and may be expelled pursuant to the Board's Suspension and Expulsion Policy.

J. Drugs, Alcohol, and Tobacco Policy

Student use, possession, distribution, or sale of alcohol, tobacco, illicit drugs, or prescription drugs that are in possession of a person for whom they were not prescribed, is prohibited on School grounds, at any School-sanctioned activities, when students are being transported in School-sponsored vehicles, or at any time or in any place where the School conducts business. Any prescribed medicines must be handled in accordance with the medication distribution policy. A student violation of this policy will lead to a suspension, reporting to authorities, and/or a recommendation for expulsion, as required by law, or at the discretion of the School.

If a student receives a suspension for a first violation of this policy, the student may be required to enroll in a rehabilitation/counseling program at the sole cost of the student's family. The student's family, when appropriate, will be required to report back with an assessment, diagnosis, and treatment plan as a condition for re-admittance into the school. A second violation of the policy will be reported to authorities and will lead to an expulsion hearing.

K. Medication

Per Ohio Revised Code Section 3313.716 students are permitted to possess and use a metered dose or dry powder Asthma Inhaler to alleviate or prevent asthmatic symptoms at the School.

Per Ohio Revised Code Section 3313.718(B) and 3314.03(A)(11)(d) students are permitted to carry and use an epinephrine auto-injector to treat anaphylaxis (an intense allergic reaction). In order for a student to properly possess or use an epinephrine auto-injector at the School, written approval from the Student's physician and parent must be signed and received by the School.

For medications other than asthma inhalers and epinephrine auto-injectors, written approval by the student's physician must include all information as detailed herein below or as indicated on the Food Allergy Action Plan, if applicable. If a student has a serious food allergy, the Parent must complete a Food Allergy Action Plan.

“Written Approval” hereunder must include the following information:

1. The name and address of the student;
2. The name of the School;
3. The name of the medication and the dosage to be administered;
4. The times or intervals at which each dosage of the medication is to be administered;
5. The date the administration of the medication is to begin;
6. The date the administration of the medication is to cease (if applicable);
7. Acknowledgement that the physician has determined that the Student is capable of possessing and using the inhaler or auto injector appropriately and has provided the Student with training in the proper use;
8. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency;
9. Instructions outlining procedures to follow if the medication does not provide adequate relief;
10. A list of adverse reactions that may occur to an individual for whom the medication was not intended uses the medication;
11. At least one emergency telephone number for contactive the physician and one number for contacting the parent/guardian
12. And any other special instructions.

Should any information regarding the medication change, the parent must submit a revised written statement. All medications must be in the prescribed container.

The School shall acquire and retain copies of each request and accompanying statement. The statement shall be given to the employee authorized to administer the drug by the next school day after receipt.

The School shall store the medication in a locked location in the school office or other location as determined by School personnel that meets legal requirements for storage. Any drugs that require refrigeration shall be stored in a refrigerator located in a place not commonly used by students.

Properly trained School staff may administer epinephrine in an emergency situation, in accordance with the Written Approval and/or the student’s Food Allergy Action Plan when emergency medical service providers are not immediately available and the exigency of the circumstance require immediate action. School staff will immediately request assistance from an emergency medical service provider whenever a student is administered epinephrine at the School or at an activity, event, or program sponsored by the School. This request for medical assistance applies whether the student self-administers the medication or a School staff administers it to the student.

Students with Diabetes

All students enrolled in the School will receive appropriate and needed diabetes care in accordance with an order signed by the treating physician. The care includes any of the following:

1. Checking and recording blood glucose levels and ketone levels, or assisting the student with the check
2. Responding to blood glucose levels outside of the student’s target range
3. Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia
4. Administering or assisting in the administration of insulin

5. Providing oral diabetes medication
6. Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician's order
7. Following the physician's instructions regarding meals, snacks, and physical activity
8. Administering diabetes medication as long as the following conditions are met:
 - a. Administered by a school nurse, or in the absence of a school nurse an employee trained in Diabetes care
 - i. Any training shall be coordinated by a school nurse or a licensed health care professional with expertise in diabetes;
 - ii. Each year the training shall take place prior to the beginning of the school year, or as needed, not later than fourteen days after receipt of a physician's order;
 - iii. Any individual who completes the required training shall be considered by the Board as qualified to administer diabetes care..
 - iv. The school nurse or licensed health care professional shall provide follow up training and supervision.
 - b. The school receives a written request with the following information:
 - i. The name and address of the student;
 - ii. The school and class in which the student is enrolled;
 - iii. The name of the drug and the dosage to be administered;
 - iv. The times or intervals at which each dosage of the drug is to be administered;
 - v. The date the administration of the drug is to begin;
 - vi. The date the administration of the drug is to cease;
 - vii. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency;
 - viii. Special instructions for administration of the drug, including sterile conditions and storage.
 - c. The parent agrees to submit a revised statement upon any changes.
 - d. The person administering the drug has a copy of the statement
 - e. The medication is in the prescribed container

Within fourteen days of receipt of a physician's order regarding a student with diabetes, the board or governing authority shall inform the students parent/guardian that the student may be entitled to a 504 plan.

Upon written request of a parent/guardian, a student with diabetes shall be permitted to attend his or her own care in accordance with the Physician's order if the student's treating physician determines the student capable of performing the tasks. The student shall be permitted to perform the care tasks in any area and to possess all necessary supplies and equipment. If the student uses the medical equipment for purpose other than the student's own care, the board may revoke the student's permission to attend to their own care.

The School, members of the Board, and employees of the School are not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties associated with diabetes care unless the act or omission constitutes willful or wanton misconduct.

No later than the last day of December of each year, the Board shall report to the Department of Education, the following information:

1. The number of students enrolled during the previous school year
2. The number of errors associated with the administration of diabetes medication during the previous school year.

L. Emergency Medical Forms

Each parent is asked to complete and return to the Academy an Emergency Medical Authorization Form which will be included in the student's cumulative record folder. This authorization will include the necessary information the school must have should an emergency arise. It is extremely important that this authorization be fully completed and updated.

M. Reporting Child Abuse/Neglect

CBC will follow Ohio Revised Code 2151.421 and 3319.073 as well as the Board's Child Abuse Reporting Policy, in reporting child abuse and neglect.

N. Wellness Program

Healthy eating patterns are essential for students to achieve their full academic potential, build physical and mental growth and lifelong health and well-being. CBC is committed to following all Wellness objectives as listed in the Wellness Policy. (*see Appendix F*)

V. Operations

A. Harassment

Students are expected to abide by the School's **Anti-Harassment, Intimidation, and Bullying Policy** (*see Appendix D*), which includes provisions on discrimination, harassment, bullying, intimidation, disparagement, and the process by which an individual can file reports of such behavior.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination/expulsion, or other sanctions as determined by the School administration and/or Board.

B. Technology Policy

The use of technology and computer resources at the School is a revocable privilege. Users who fail to abide by this policy may be ineligible to use the School's computer facilities and may be subject to additional disciplinary action.

The School reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage.

Students are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, 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. 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 that 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.

It is the policy of the School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;

(b) prevent unauthorized access and other unlawful online activity and damage to school resources; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

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 into 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. This behavior is punishable both on and off campus.
3. Obtaining, viewing, downloading, transmitting, disseminating or otherwise gaining access to profanity, obscenity, abusive, pornographic, and/or impolite language or materials, accessing materials in violation of the Student Code of Conduct. A good rule for students to follow is to never view, send or access materials that they would not want their instructors and parents to see. Students who encounter any inappropriate materials by accident, should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. Strict compliance with all licensing agreements relating to any software is required. 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. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.
9. Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks.
10. Neither the Internet nor any other technology may be used for any purpose that is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using technology and the Internet. Common sense should prevail. 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 have no expectation of privacy with respect to the use of technology, the Internet, intranet, e-mail or other technology-based communication methods. Maintenance and monitoring of the School

network system may lead to the discovery that a student has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct or the law may result in severe penalties, up to and including expulsion.

The School makes no warranties of any kind; either expressed 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.

User Acknowledgment:

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and /or appropriate legal action.

The user must also know and further agrees that:

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

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.

By signing the Statement of Understanding, Appendix A of the Parent/Student Handbook, the parent and student agree:

- To abide by all School policies relating to the use of technology.
- To release all School employees from any and all claims of any nature arising from the use or inability to use the technology.
- That the use of technology is a privilege.
- That the use of the technology will be monitored and there is no expectation of privacy in any use of the technology.

C. School Closings

In the event of inclement weather, the School will follow Columbus Public Schools decision to close school or decide to use its own judgment. If Columbus Public Schools are closed, then the School is closed. In the event of inclement weather, the School may close even though Columbus Public Schools are open.

School closings for Columbus Public Schools and CBC are announced on all Metro Columbus radio and television stations, School Reach, and on the website. It is the responsibility of parents/guardians and students to access this information.

D. Food Service

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

Lunch is served daily in the school cafeteria. All students are expected to eat lunch and are responsible for cleaning the cafeteria before being dismissed. Disruptive behavior during lunch may result in losing the privilege of having lunch with peers for a time. Students who do not qualify for free or reduced lunches are expected to pay for lunch weekly (or monthly, if desired). Speak to the Principal regarding questions about lunch purchases.

Breakfast is served from 7:30 – 7:50 AM in the school cafeteria and is optional for all students. Students must arrive at school by 7:40 AM in order to eat breakfast.

The School will follow all procedures listed in the Food Allergy Policy. (See *Appendix E*)

E. School Property

The School expects students to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment (including all computer hardware, software, network systems, and any other technology), books, and any other material possession of the School. Intentional actions to damage or harm school property may lead to a suspension, expulsion and/or assignment of fee. Should the damage be deemed as an unintentional act, students may be given the option of reimbursing the School and/or completing community service determined at the discretion of the School.

F. Textbooks

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

G. Personal Property

All property brought to school is brought at the owner's risk. The School does not assume responsibility for any property belonging to students even if the property is confiscated. Distracting or inappropriate objects will be taken from a student and returned at the end of the day. Repeated violations will require a parent conference. Students should not bring large sums of money to school. In accordance with the provisions of this Policy, student's personal property may be subject to search at the School's determination.

H. Lost and Found

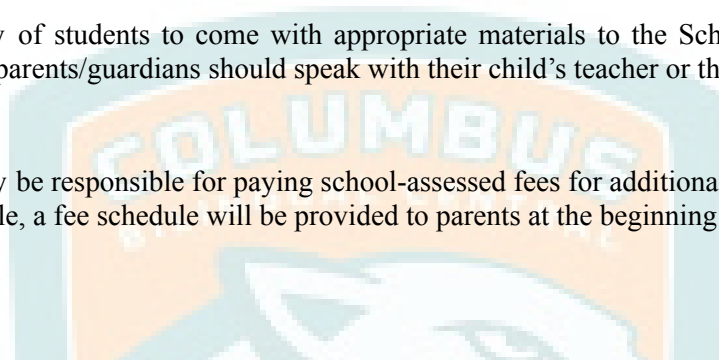
The School's lost and found is located in the main office. Items not claimed within a month are donated to charitable organizations.

I. School Supplies

It is the responsibility of students to come with appropriate materials to the School. If circumstances make this impossible, parents/guardians should speak with their child's teacher or the Principal.

J. School Fees

Parents/Guardians may be responsible for paying school-assessed fees for additional services provided by the School. If applicable, a fee schedule will be provided to parents at the beginning of each semester.



K. Commerce

Students may not sell any articles on School property or while participating in School activities without the permission of the Principal. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of School without prior express written permission from the Principal.

VI. Student Records

The School maintains important information files on each student. Parent(s)/guardian(s) and students may review those records with reasonable advance notice given to the School. School officials may obtain access to your records for educational purposes only.

A. Release of Photographs and Other Information

The School will periodically create publications to highlight student achievement, School life, and School events and may maintain a regular website with this information. These publications and websites will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the School. From time to time, the School may also get media requests to highlight the School and its students.

During the registration process, each parent/guardian will be provided with a **Student Photo/Information Release** form (*see Appendix C*). The School will make a good faith effort to honor these forms, such that student photographs will be included in publications only if the parent/guardian has granted permission.

B. Distribution of Published Materials or Documents

Publications prepared by and for the School may be posted or distributed to the greater community, with prior approval by the Principal, advisor, or teacher. Such items may include School posters, brochures, murals, etc. The School newspaper and the yearbook, if any such publications are created and published, will be available to students. All School publications are under the supervision of a teacher, sponsor, and the Principal.

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

C. Student Directory Information

All individually identifiable educational information is confidential except for “directory” information. Directory information includes the student’s name, date of birth, dates of attendance, degrees, and other honors awarded. It is the policy of the CBC not to release any Student Directory Information or any personal information such as names of student’s parents or other family members; personal identifiers, such as social security numbers or student identification numbers; a list of personal characteristics or other information which would make the student’s identity traceable to outside agencies or requesting parties without the direct written consent of the parent or guardian or as otherwise required by law.

D. Transfer of Records

Student Records are only released to another school upon receiving a signed and dated release of records from that school. The release must be signed by the parent/ guardian or as otherwise required by law.



E. Current Records

CBC requests all parents/guardians notify the School upon changes in address, phone number, and/or legal custody.

F. Request for Records

Administration will request student records from the student's previous school upon completion of enrollment. Ohio mandates that the requested records must be received within fourteen (14) days.

G. Non-Custodial Record Request

Access to records will be in accordance with the Family Educational Rights and Privacy Act of 1974, as pertaining to release of records. Upon request, non-custodial parents shall be entitled to exercise all parental rights to the extent that such rights are not restricted by a legally binding instrument or court order. A "noncustodial parent" refers to the parent who does not have custody of the child, but does have the right to information about the child's education.

If there is a court order concerning legal custody of a child, an Information Regarding Legal Custody Form must be completed and on file in the child's cumulative record. This form is part of the Enrollment Packet or it can be obtained through the School office.

VII. Non-Discrimination and Title IX/Section 504 Notice

The school does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender, sexual orientation, economic status, homelessness, or disability in its programs and activities.

All employees shall report to the Title IX coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The following have been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific civil rights grievance procedure.

Title IX Coordinator

Ms. Maria Santana Garcia, Principal
Columbus Bilingual Academy Central
767 N. Cassady Ave
Columbus OH 43219
380-268-9521
mgarcia@cbschool.org

Section 504 Coordinator

Ms. Kristina Milia, Special Education Coordinator
Columbus Bilingual Academy Central
767 N. Cassady Ave
Columbus OH 43219
330-502-9903
kmilia@accelschools.com

VIII. Homeless Policy

The School provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless.

Accordingly, the School will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The School shall fully comply with McKinney-Vento Homeless Assistance Act.

The School shall designate a staff member to be the school liaison for homeless students ("School Liaison"). The School shall display the contact information for the School Liaison in the building. Homeless issue awareness training shall be provided to all staff members. All questions and concerns of the staff members should be referred to the School Liaison.

The School Liaison for Homeless Students shall ensure that the parent or guardian of a homeless student and any unaccompanied youth is:

- Assisted in accessing transportation to the selected school
- Provided assistance in exercising the right to attend the school of his/her choice
- Serviced without being labeled as homeless by school personnel
- Provided the information in this policy in a manner and form understandable to the parent or guardian, and if necessary, in the native language of the parent or guardian
- Assisted in the Dispute Resolution process as outlined herein

Eligibility:

A student may be considered eligible for services as a "Homeless Child" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- With other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubling up")
- In a shelter, temporary shared housing, or transitional living program
- In emergency or transitional shelters
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus or train station, park, car, or abandoned building, public spaces, substandard housing
- In a temporary or transitional foster care placement or awaiting placement
- Abandonment in hospitals
- A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Migratory students

Placement: The School shall make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian or otherwise not in the best interest of the student.

To the extent feasible, the School shall comply with a request made by parents regarding school placement regardless of whether the student lives with the homeless parents or is temporarily residing elsewhere.

Immediate Enrollment: Should a dispute arise over eligibility, school selection, or enrollment the dispute resolution procedures shall be followed as provided herein and the student shall be immediately enrolled during the pendency of the dispute and all appeals. Proof of residence, birth certificate, immunization records, and other documentation cannot serve as a barrier to enrollment in a school.

School Selection: The eligible student has the right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

Participation in Programs: Eligible students have a right to access all of the school's programs and services on the same basis as all other students, including special education, school breakfast and lunch, and any extra-curricular activities.

Transportation: Any eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: The student, parent or guardian has the right to appeal any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent or guardian through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

Should a dispute arise over eligibility, school selection, or enrollment in a school the following procedure is to be followed:

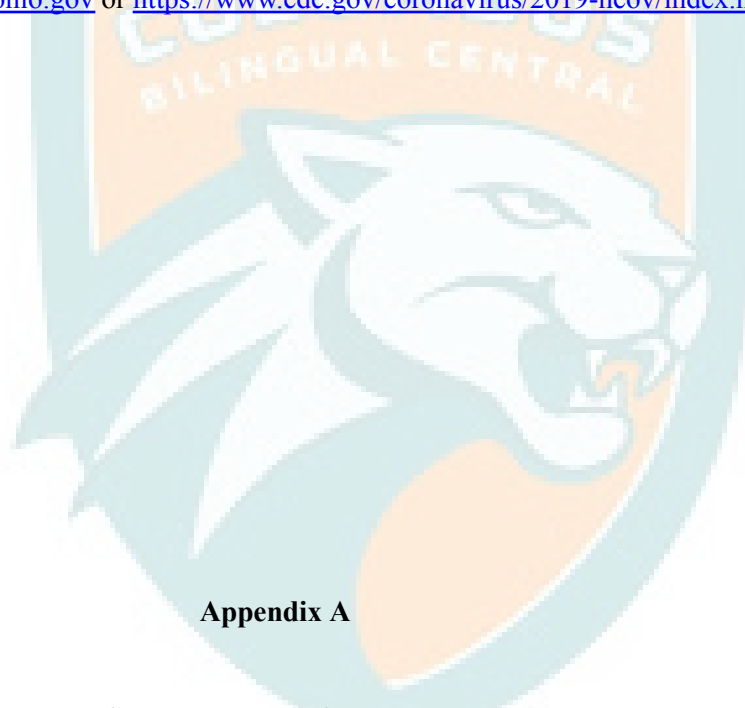
1. The School shall immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment for these purposes is defined as attending classes and participating fully in school activities.
2. Upon determination of eligibility, enrollment, or school selection, the School will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The School should use Attachment 1 in order to capture all relevant information. Regardless of what form is used, the written explanation should be easy to understand and free of jargon. When appropriate, the School will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the School reached its decision regarding eligibility, school selection, or enrollment will include:
 - A description of the action that the School proposed or refused
 - An explanation of why the School proposed or refused the action
 - A description of any other options the School considered
 - The reasons why the School rejected any other options
 - A description of any other factors relevant to the School's decision and information related to the eligibility or best interest determination. (This includes the facts, witnesses and evidence relied upon and their sources.)
 - Appropriate timelines to ensure any relevant deadlines are met
 - Contact information for the School liaison and state homeless education coordinator and a brief description of their roles
 - Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal
3. The School will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the Schools follows the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal the School's eligibility, school selection or enrollment decision as parents and guardians. The role of the Liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
4. Following an appeal at the School level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education. The School Liaison will

forward all written documentation and related documents to the state coordinator for Homeless Education at the Ohio Department of Education. The School Liaison may use Attachment 2 to help capture all relevant information.

Upon receipt of any requested documentation, the state coordinator for Homeless Education will investigate the dispute and request applicable documentation. The Ohio Department of Education will make a decision within 15 school days from the receipt of all necessary materials. The Department will provide the final decision to the School superintendent, building principal, School Liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

COVID – 19

By signing that we received this handbook, we acknowledge that we are aware of the symptoms of COVID-19 as provided by the CDC . See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>). We agree to support and adhere to guidelines for safety as provided by the CDC and will follow procedures and protocols implemented by CBC. For updated information and resources regarding COVID-19, please visit www.coronavirus.ohio.gov or <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

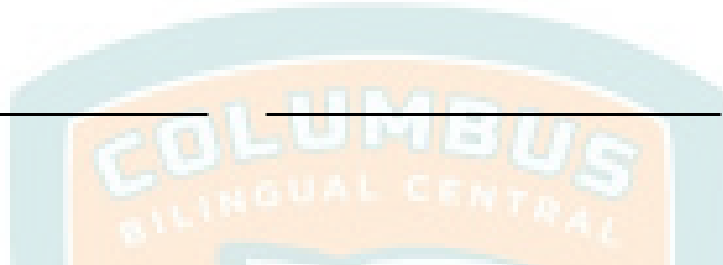


Appendix A

Student and Family Handbook Statement of Understanding and Acknowledgement

Student's Acknowledgement

I, the undersigned student, hereby acknowledge that I have received and read a copy, or have had the information explained to me, of the **Student and Family Handbook** of Columbus Bilingual Academy Central ("School") and understand the rules, regulations, and procedures of the School contained therein, including but not limited to the Technology Usage Policy. I understand that if I ever have any questions regarding School policies, I can always ask my parent or guardian, my advisor, or other member of the School community for a further explanation.



Student Signature

Student Printed Name

Date of Signature

Parent/Guardian's Acknowledgement

I, the undersigned parent or guardian, hereby acknowledge that I have received and read a copy of the **Student and Family Handbook** of the School and understand the rules, regulations, and procedures of the School contained therein, including but not limited to the Technology Usage Policy. I understand that I must abide by all policies in the Board Policy Manual. I understand that if I ever have any questions regarding School policies, I can always ask any member of the School community for a further explanation.

Parent/Guardian Signature

Parent/Guardian Printed Name

Date of Signature

Appendix B

FAMILY AND SCHOOL CONTRACT. At Columbus Bilingual Academy Central (hereinafter the “School”), accomplishing our mission is a family activity. By choosing to send your child/children to the School, you have chosen to actively participate in your child’s life at school.

STUDENT	PARENT/GUARDIAN	TEACHER
<i>As a student at the School, I agree to:</i> - Make the School a safe and orderly environment so that my classmates and I can succeed academically and personally. - Arrive at the School on time, attend my classes prepared to work and learn, and ask a question when I do not understand what is taught or what is expected of me. - Complete homework assignments thoughtfully, carefully, and on time. - Be respectful of and courteous to my classmates and teachers, and abide by all the provisions of the Student Code of Conduct. - Be held accountable for my actions and accept responsibility for making the School a success.	<i>As a parent/guardian of a student at the School, I agree to:</i> - Make the school a safe and orderly environment so that my child and their classmates can succeed academically and personally. - Make sure my child arrives at school on time, attends all of their classes prepared to work and learn, and abides by all the provisions of the Student Code of Conduct. - Monitor my child’s homework every night to ensure that it is completed thoughtfully, carefully, and on time. - Participate in school activities and in my child’s education, communicate respectfully and regularly with my child’s teachers, and abide by all the guidelines in the Student & Family handbook. - Be held accountable for my actions and accept responsibility for making the School a success.	<i>As a teacher at the School, I agree to:</i> - Make the School a safe and orderly environment so that all of my students can succeed academically and personally. - Arrive daily on time and prepared to teach. - Develop lessons that reflect passion for and knowledge of my subject, assign work that is challenging and engaging, and assess student progress thoughtfully, fairly, and regularly. - Form meaningful and positive relationships with my students, communicate respectfully and regularly with my students’ parents or guardians, and collaborate with my colleagues. - Be held accountable for my actions and accept responsibility for making the School a success.
Name _____	Name _____	Name _____
Signature _____	Signature _____	Signature _____
Date _____	Date _____	Date _____

By signing below, I agree to support the efforts of students, parent/guardians, and teachers to fulfill this **Family and School Contract**. I also agree to be held accountable for my actions and for the success of the School.



Maria Santana Garcia
Principal

Appendix C

PHOTO/VIDEO RELEASE FORM

During the course of the school year, there are times when pictures, videos or interviews of your child may be taken while at school, to showcase an event or detail a project of his/her grade. These pictures, videos and interviews may be displayed in the school, in flyers, on billboards, or our school web site.

We are proud of your child's educational growth and feel it is important to share your child's hard work and progress with our community.

Please complete the form below and return it immediately to the school office.

We appreciate your cooperation.

Sincerely,
Columbus Bilingual Academy Central

=====

_____ YES, I give permission for my child to be photographed, videotaped or Interviewed for all school purposes, including flyers, billboards or school Web site.

_____ I DO NOT give permission for any photographs, videotapes or interviews of my child, to be published, or used for any purpose.

Student's Name: _____

Parent Signature: _____

Date: _____

Appendix D

Anti-Harassment, Anti-Intimidation, Anti-Bullying Policy

A safe and civil environment is necessary for students to learn and achieve high academic standards. Harassment, Intimidation, and Bullying are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion. This policy details the School's prohibition of Harassment, Intimidation, and Bullying (including Cyber-Bullying).

I. Definitions:

- A. "Harassment, Intimidation, Bullying" means:
1. An intentional written, verbal, graphic, electronic, or physical act that a student or group of students has exhibited toward another student or school personnel (including volunteers or others serving the school), more than once, and the behavior: a. Causes mental or physical harm to the victim; and
b. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment
 2. Violence within a dating relationship
- B. By Electronic Means/Cyber-Bullying: Harassment, Intimidation, Bullying includes electronic acts, which mean an act committed through the use of phones, PDAs, computers, electronic notebooks, game systems, or any other electronic or communication devices. (Harassment, Intimidation, Bullying conducted through electronic devices is sometimes referred to as "Cyber-Bullying.")
- C. Location: Acts constituting Harassment, Intimidation, or Bullying subject to this policy must occur to and from school, on school grounds, at school-sponsored or sanctioned activities, or in school transportation in order for the School to be reasonably able to monitor and discern the conduct pursuant to this policy. Cyber-Bullying, subject to this policy, may occur beyond those locations but is covered by this Policy and is strictly forbidden under this Policy.

II. Types of Conduct

Harassment, Intimidation or Bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited conduct may include, but is not limited to:

1. Physical violence and/or attacks;
2. Threats, taunts and Intimidation through words and/or gestures;
3. Extortion, damage or stealing of money, property or possessions;
4. Exclusion from the peer group or spreading rumors;
5. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
6. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as "cyber Bullying"), such as the following:
 - a. Posting slurs on websites or any form of social media;
 - b. Sending or posting abusive or threatening instant messages, emails, texts or communications via social media;
 - c. Using cameras or cameras on any devices to take private or embarrassing photographs of students and sending or posting them online or on any form of social media;
 - d. Using websites or other electronic communication to circulate gossip and rumors to other students;

- e. Excluding others from an online group by falsely reporting them for inappropriate language to internet service providers.

III. Complaint Process – Reporting Prohibited Incidents

- A. Students, Parents/Guardians, or other individuals may report suspected Harassment, Intimidation, Bullying to any School personnel. The School Leader or his/her designee is responsible for receiving complaints alleging violations of this Policy. School personnel who receive a complaint will promptly report or forward it to the School Leader or his/her designee for review and action.
- B. Oral reports of suspected prohibited behavior are considered official complaints in the same manner as a written complaint. School personnel who receive an oral complaint will promptly document the complaint in writing, and will promptly forward it to the School Leader for review and action.
- C. Both written and oral complaints shall be reasonably specific as to the actions giving rise to the suspicion of Harassment, Intimidation, and/or Bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior, and the names of any potential witness.
- D. Anonymous Complaints: Individuals who make complaints as set forth above may request that their name be maintained in confidence by the School. The anonymous complaints will be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint; and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of Harassment, Intimidation and/or Bullying.
- E. False Complaints: It is a violation of this policy to knowingly report false allegations of Harassment, Intimidation, and/or Bullying. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.
- F. 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 if that person reports an incident in good faith and in compliance with the procedures set forth herein.

IV. School Personnel Responsibilities

- A. Teachers and Other School Personnel Responsibilities
 - 1. Teachers and other school personnel, who witness acts of Harassment, Intimidation or Bullying, as defined above, will promptly notify the School Leader or his/her designee of the event observed by filing a written incident report concerning the events witnessed.
 - 2. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of Harassment, Intimidation or Bullying in other interactions with students. School personnel may find opportunities to educate students about Harassment, Intimidation and Bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior.

3. School personnel should intervene promptly where they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “Harassment, Intimidation, or Bullying.”

B. Principal Responsibilities - Investigation and Documentation

1. The School Leader or his/her designee shall conduct a prompt and thorough investigation of all complaints of suspected Harassment, Intimidation, or Bullying. The School Leader or his/her designee shall prepare a written report of the investigation when the investigation is complete. Such report will include findings of fact and a determination of whether acts of Harassment, Intimidation, or Bullying were verified. When prohibited acts are verified, the School Leader or his/her designee shall also prepare a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements will be attached to the report. It is imperative that Harassment, Intimidation, and Bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, a determination that misconduct does not constitute Harassment, Intimidation or Bullying under this Policy, does not restrict the right of the School Leader to impose appropriate disciplinary consequences for student misconduct.
2. When an individual reporting a complaint has requested anonymity, the investigation of such complaint will be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining individual of the condition that his/her report be anonymous.

V. Notification to Parents/Guardians

- A. Perpetrator: If after investigation, acts of Harassment, Intimidation and Bullying by a specific student are verified, the School Leader or his/her designee will notify, in writing, the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline will be included in such notification to the extent permitted by law.
- B. Victim: If after investigation, acts of Bullying against a specific student are verified, the School Leader or his/her designee will notify the parent or guardian of the victim of such findings. In providing such notification, care must be taken to respect the statutory privacy right, including those set forth in the R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974, 88 Stat. 571, 20 U.S.C. 1232q of the perpetrator of such Harassment, Intimidation and Bullying.
- C. To the extent permitted by State and Federal privacy laws, parents or guardians of any student involved in a prohibited incident may have access to any written reports pertaining to the prohibited incident.

VI. Remedial Actions

- A. Verified acts of Harassment, Intimidation or Bullying will result in action by the School Leader or his/her designee that is intended to ensure that the prohibition against Harassment, Intimidation or Bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

- B. The School recognizes that acts of Harassment, Intimidation, or Bullying can take many forms and can vary dramatically in seriousness and impact on the targeted individual and school community. Accordingly, there is no one prescribed response to verified acts of Harassment, Intimidation, and Bullying. Disciplinary and appropriate remedial actions for an individual who commits an act of Harassment, Intimidation or Bullying may range from positive behavioral interventions up to, and including, suspension or expulsion.
- C. In determining appropriate action for each individual who commits an act of Harassment, Intimidation or Bullying (including a determination to engage in either non-disciplinary or disciplinary action, as described below), the School Leader will give the following factors full consideration:
1. The degree of harm caused by the incident(s);
 2. The surrounding circumstances;
 3. The nature and severity of the behavior;
 4. The relationship between the parties involved; and
 5. Past incidences or continuing patterns of behavior.
- D. When verified acts of Harassment, Intimidation or Bullying are identified early and/or when such verified acts of such behavior do not reasonably require a disciplinary response, students may be counseled regarding the definition of Harassment, Intimidation, Bullying, its prohibition, and their duty to avoid any conduct that could be considered Harassment, Intimidation or Bullying. Peer mediation may also be used, when appropriate.
- E. 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. Anonymous complaints that are not otherwise verified, however, will not be the basis for disciplinary action.
- F. Suspension or Expulsion may be imposed, but only after the appropriate procedures have been conducted pursuant to the School's Suspension and Expulsion policy and applicable law. No disciplinary procedure will infringe on any student's rights under the first amendment to the Constitution of the United States.
- G. The determination that conduct does not constitute Harassment, Intimidation or Bullying under this Policy, however, does not restrict the right of the School Leader or the Board or both to impose appropriate disciplinary consequences for student misconduct.

VII. Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of Harassment, Intimidation, or Bullying, and direct intervention when such acts are verified, the School will consider potential strategies to protect victims from additional Harassment, Intimidation, or Bullying, and from retaliation following a report and to generally ameliorate the effects of Harassment, Intimidation, Bullying. The following potential strategies, as well as other strategies, may be considered:

1. Supervising and disciplining offending students fairly and consistently;
2. Providing adult supervision during breaks, lunch time, bathroom breaks and in the hallways during times of transition;
3. Maintaining contact with parents and guardians of all involved parties;
4. Providing counseling for the victim if assessed that it is needed;

5. Informing school personnel of the incident and instructing them to monitor the victim and the offending party for indications of harassing, intimidating, and Bullying behavior; instructing personnel to intervene when prohibited behaviors are witnessed;
6. Checking with the victim regularly to ensure that there have been no incidents of Harassment/Intimidation/Bullying or retaliation from the offender(s).
7. Responding respectfully to complaints of suspected prohibited conduct.
8. Promoting open communication regarding Harassment, Intimidation, Bullying.
9. Providing professional development and community opportunities to educate and collaborate with school personnel, parents, and community members about addressing Harassment, Intimidation, Bullying.
10. Educating students regarding Harassment, Intimidation, Bullying.
11. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior.
12. Avoiding sex-role stereotypes. Modeling and promoting strategies that instruct student how to work together in a collaborative and supportive atmosphere. Use of peers to help ameliorate the effects of Harassment, Intimidation, Bullying.

VIII. Semi-Annual Reporting Obligations

The School Leader will semi-annually provide the president of the School's Board of Directors a written summary of all reported incidents and post the summary on the School's Website, if one exists. The list will be limited to the number of verified acts of Harassment, Intimidation and Bullying, whether in the classroom, on school property, to and from school, or at school- sponsored events.

IX. Publication & Dissemination of Policy

- A. This policy shall be included in the student handbook and in the publication which sets forth the comprehensive rules, standards, and procedures regarding school conduct. The School will annually disseminate this Policy to School personnel, students, and parents.
- B. To ensure school personnel are prepared to prevent and effectively intervene with incidents of Harassment, Intimidation or Bullying, the School has incorporated the information about this Policy into its employee training materials.
- C. Students will be provided with age-appropriate information on the recognition and prevention of Harassment, Intimidation or Bullying, and their rights and responsibilities under this and other School policies, procedures and rules.

IX. Sexual Harassment

- A. Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:
 1. Conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct. (quid pro quo)
 2. Unwelcome conduct determined by a reasonable person to be so severe, and pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.

3. Sexual assault as defined in the Clery Act 20 U.S.C. 1092(f)(6)(A)(v), dating violence 34 U.S.C. 12291 (a)(10), domestic violence 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act 34 U.S.C. 12291(a)(30).

- B. Complaints of Sexual Harassment. Procedures for filing and the investigation of allegations of sexual harassment are addressed in Compliance with Title IX of the Educational Amendments of 1972 regulations.

The Designated Title IX Coordinator for the School is:

Ms. Maria Santana Garcia, Principal
Columbus Bilingual Academy Central
767 N. Cassady Ave
Columbus OH 43219
380-268-9521
mgarcia@cbschool.org

Appendix E

Food Allergy Policy

In accordance with Section 3313.719 of the Ohio Revised Code, the Board has adopted this Food Allergy Protection Policy (the “Policy”) to establish procedures for identifying, accommodating and reducing the likelihood of severe allergic reactions among students with known food allergies while at school.

Parent/Student Responsibility:

- A. Parents/Guardians of Students (“Parents”) with allergies are required to notify the School in writing of any known allergies at the beginning of each school year or upon learning of such allergy if the school year has already begun.
- B. Parents of Students with life threatening allergies must:
 1. Ensure that the Student has access to emergency medications during school hours, if prescribed
 2. Execute any appropriate forms, including an Authorization of Student Possession and Use of an Epinephrine Autoinjector Form, Authorization of Student Possession and Use of an Asthma Inhaler, and/or Food Allergy Action Plan (the “Plan”), as required
 3. Obtain written approval from the Students’ physician permitting the student to carry and use medication, if applicable, in accordance with the School’s Medication Administration Policy
 4. Cooperate with the School to formulate the Food Allergy Action Plan
 5. Provide current emergency contact information and update regularly
- C. Parents are responsible to educate their Student about managing his or her allergy at School, including but not limited to:
 1. Safe and unsafe foods
 2. Strategies for avoiding exposure to unsafe foods

3. Symptoms of allergic reactions
4. How and when to tell a staff member that he or she is having an allergy-related problem; and
5. Provide current emergency contact information and update regularly

School Responsibility:

For students with life threatening allergies, the School shall:

- A. Develop a plan ("Plan) which addresses (1) what actions will be taken to avoid exposure at the School, and (2) what actions will be taken in the event of student exposure. The Plan will be developed through consultation between the Student's Parent, the recommendations of the student's physician or allergist, and the School. Once created, this Plan will be reviewed and updated when appropriate.
- B. The School will share the Plan with appropriate School staff and assist all staff who interact with the Student on a regular basis to understand the Plan and be informed of what to do in an emergency.
- C. With the consent of the Parent, the Plan may provide a mechanism for the School to provide notice to the Student's classmates and/or the Parents of the Student's classmates regarding a life threatening food allergy in the School.
- D. The School will follow the procedures detailed in its approved Medication Administration Policy.

Appendix F

Wellness Policy

Introduction

The School recognizes the importance of student health through nutritious eating habits and physical activity and knowledge about such. Research suggests that there is a positive correlation between a student's health and the ability to learn. The School shall promote and support student health and wellness and create a positive, safe, and health-promoting learning environment to help all students achieve personal, academic, developmental and social success.

The following policy outline's the school's procedures and establishes goals to ensure a healthy environment is obtained.

The Wellness policy will be reviewed and updated at least every three years.

Wellness Committee

The School will form a committee to further the goals listed in this policy. The committee may include, parents and caregivers, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals, social service staff, Principals, board members, health professionals or any other interested stakeholder that is aligned with the goals of the policy. The committee shall meet a minimum of four times per year.

Implementation and Evaluation

The School shall develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies to promote student wellness.

The School Leader will ensure implementation and compliance with established nutrition and physical activity wellness policies.

The School Leader shall ensure that the policy is posted on the school website and distributed to families upon initial enrollment at the school.

The School Leader shall publish a revisions or updates to the policy.

Nutritional Goals

Where applicable, nutrition education shall be a part of health and physical education classes and integrated into other subject areas when connections to the curriculum can be developed.

The School is committed to serving healthy meals with fruits, vegetables, whole grains, fat-free or low-fat milk and to meet the caloric requirements for each student's needs.

The School meals will aim to improve the diet and health of the students and model proper choices to support lifelong healthy eating habits

The school will participate in the National School Lunch Program (NSLP), the School Breakfast Program (SBP) and any other applicable federal child nutrition programs that ensure the following:

- Accessible to all students
- Appealing and attractive to children
- Served in clean and pleasant setting
- Meet or exceed USDA nutrition standards
- Promote healthy food and beverage choices

The School shall ensure that drinking water is available throughout the day to students.

If any foods or beverages are sold during the school day, the School shall ensure that the foods meet the USDA Smart Snacks in School nutrition standards.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

<http://professionalstandards.nal.usda.gov/>

Physical Activity Goals

The School shall comply with the requirements of Physical Education with regard to its provisions to students and the qualifications of educators.

The School shall provide students with opportunities, support, and encouragement to be physically active on a regular basis. Where advisable, physical activity and movement shall be integrated across the curriculum and throughout the school day to promote exercise awareness.

The School shall encourage parents and families to provide physical activity outside the regular school day such as outdoor play, recreation sponsored activities, or lifelong activities.

Other Activities

The School shall meet the requirements of the Child Nutrition and WIC Reauthorization Act of 2004, the National School Lunch Act, the Child Nutrition Act, the Healthy, Hungry-Free Kids Act of 2010 and any other applicable state or federal law or regulation.

The School Leader will, as deemed advisable, engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing and implementing nutrition and physical activity policies.