



COLUMBUS BILINGUAL
— ACADEMY NORTH —

STUDENT & FAMILY *Handbook*

2026 | 2027



*One School.
One Family.
One Purpose.*



R.O.A.R. WITH PRIDE



RESPECT

We treat everyone
with kindness.



OWNERSHIP

We take responsibility
for our actions.



ACHIEVEMENT

We strive for excellence
every day.



RESPONSIBILITY

We make safe and
smart choices.

LEARN • LEAD • SUCCEED

Student and Family Handbook

Columbus Bilingual Academy North (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 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 their enrollment in a community school. For more information about this matter, contact the School administration or the Ohio Department of Education.

ORC 3314.041

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 North strives for excellence as Central Ohio's highest achieving bilingual school, where our diverse students are well prepared for the next step in life by developing integral social and intercultural abilities in a safe, respectful atmosphere.

C. Vision

To become a high-performing academy that drives the learning of all children for success in local and global communities through holistic, intellectually inspiring academic and language acquisition programs.

D. C.H.A.S.E

Culture of Respect: CBAN’s culture of respect is expected between and among staff, parents, students and the communities that CBAN serves. We are committed to acknowledging and celebrating the diversity

within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenges, we foster the growth and value that comes from different perspectives, cultures, and experiences. We believe it is the right, privilege, and responsibility of each individual to contribute to and work in an environment of trust and cooperation.

- **High Expectations:** CBAN believes the utilization of data and resources helps teachers and school leaders develop targeted instructional strategies for excellence. CBAN uses school-wide instructional monitoring and accountability systems to ensure academic expectations are met consistently throughout the year for each student.
- **Academic Excellence:** “I rise, I roar, I reach my goal. Each day I learn, I lead, I grow. Como pantera, me levanto con una misión. Aprender, liderar y mejorar con el corazón.” By infusing this statement into the mindset of each student, it will remind them that ambition leads to achievement of academic excellence. CBAN expects that each student will commit to the “value of learning.” CBAN is committed to challenging all students to meet their academic potential.
- **Safe and Nurturing Environment:** CBAN is committed to providing a safe and nurturing environment for our students to learn. Upon entry, CBAN promotes a warm family atmosphere. Our goal is to provide a safe haven for students and our community. We aim to provide a place where learning takes place, and students have a sense of acceptance and pride.
- **Educate and Empower:** Education should be available to everyone. As a public institution, we are here to serve everyone. CBAN empowers our youth for success by teaching our students to think critically, be creative, communicate, collaborate, use technology, self-direct, lead, be ethical, be adaptable, have a great work ethic, be passionate, and be lifelong learners.

E. 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. Board members include community leaders, organizers, and business leaders. Information about board members and meetings can be found on the Columbus Bilingual Academy North website. <http://www.cbanorth.org/>

F. Admission and Enrollment

Admission to the School is open to any student, grades of kindergarten through eighth, 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's name, showing the complete address, and date:
 - o A deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real property tax bill;
 - o A utility bill or receipt of utility installation issued within ninety days of enrollment;
 - o 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;
 - o 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;
 - o Notifications from Social Security and/or Job and Family Services dated within thirty days.
 - o Notarized affirmation from parent(s) of current resident address.
 - o 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:*

Kindergarten and First Grade Admission

A child shall be eligible for admission to kindergarten if the child is five or, for a student who has not completed first grade, six years of age by the first day of instruction of the school year of admittance.

A child shall be admitted to first grade if the child is six years of age by the thirtieth day of September of the year of admittance.

Early Admission to Kindergarten or First Grade

A child who does not meet the age requirements stated above but who will attain the required age on or before January 1 of the school year in which admission is requested may be considered for early admission. A request for early admission may be initiated by the child's parent or guardian, an educator employed by the school, a preschool educator familiar with the child, or a pediatrician or psychologist familiar with the child.

The School's Early Entrance Evaluation Committee shall review requests for early admission and may conduct interviews, observations, and assessments as deemed appropriate. Admission decisions shall be based on the child's demonstrated readiness for school and the criteria established by the school's early entrance procedures.

Children who will not attain the required age by January 1 of the school year in which admission is requested may be considered for admission only in accordance with the school's Acceleration Policy and applicable Ohio law.

The School reserves the right to require additional information, assessments, or documentation as part of the early admission review process.

Assessment Procedures for Early Admission

Students being considered for early admission to kindergarten may be scheduled for an early entrance assessment. To ensure consistency and fairness in the evaluation process, students will be provided up to two (2) opportunities to complete the assessment. If a student is unable or unwilling to complete the assessment after two scheduled attempts, the early admission evaluation process will be considered complete for that school year. Families may explore enrollment options through other schools or programs that offer alternative admission procedures.

Reasonable accommodations will be considered and provided, when appropriate, in accordance with applicable federal and state laws. Parents or guardians requesting accommodations should notify the school prior to the assessment so that appropriate arrangements can be made.

5. Immunization requirements

The Ohio Department of Health and the Ohio Department of Education and Workforce require students to meet all school immunization requirements established under Ohio Revised Code Sections 3313.67, 3313.671, and 3701.13.

Students must provide documentation of all required immunizations before attending school or within the timeframe permitted by Ohio law. Students who do not meet Ohio immunization requirements may be excluded from school until appropriate documentation is provided.

Exceptions to immunization requirements are permitted as provided by Ohio law. Parents or guardians seeking an exemption should contact the school's nurse or health aide for additional information.

Immunization Summary for School Attendance Ohio

Vaccine	Grades	Minimum Requirements & Spacing
DTaP / DT / Tdap / Td (Diphtheria, Tetanus, Pertussis)	K-12	Four (4) or more doses of DTaP or DT, or any combination. If all four doses were administered 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. One (1) dose of Tdap is required prior to entry into 7th grade.
Polio (IPV)	K-12	Three (3) or more doses of IPV. The final dose must be administered on or after the fourth birthday and at least six (6) months after the previous dose. If a combination of OPV and IPV was received, four (4) doses are required.
MMR (Measles, Mumps, Rubella)	K-12	Two (2) doses required. The first dose must be administered on or after the first birthday. The second dose must be administered at least twenty-eight (28) days after the first dose.
Hepatitis B	K-12	Three (3) doses required. The second dose must be administered at least twenty-eight (28) days after the first dose. The third dose must be administered at least sixteen (16) weeks after the first dose and at least eight (8) weeks after the second dose. The final dose may not be administered before twenty-four (24) weeks of age.
Varicella (Chickenpox)	K-12	Two (2) doses required. The first dose must be administered on or after the first birthday. The second dose should be administered at least three (3) months after the first dose; however, a second dose administered at least twenty-eight (28) days after the first dose is considered valid.
Meningococcal (MCV4)	Grades 7-12	One (1) dose of MCV4 is required prior to entry into 7th grade. Two (2) doses are required prior to entry into 12th grade. If the first dose was administered on or after the student's 16th birthday, only one (1) dose is required.

Additional Information

In accordance with Ohio Revised Code Sections 3313.67 and 3313.671, students must provide documentation of required immunizations or an approved exemption within fourteen (14) days of enrollment or the start of the school year. Students who do not meet Ohio immunization requirements may be excluded from school until the required documentation is received.

Immunization requirements are established by the Ohio Department of Health and may change. Families should consult their healthcare provider or the Ohio Department of Health for the most current immunization schedules and requirements.

A complete physical examination prior to school entry is strongly recommended to help ensure that each child is physically prepared to participate fully in the educational program.

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 always a safe place for every student.
- **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 develop skills that extend beyond the classroom. Students who demonstrate respectful behavior, communicate effectively, and help others build strong self-advocacy and interpersonal skills that will serve them well throughout their lives.
- **The Importance of Early Intervention.** The leaders of the school believe that there are no “little” problems. Small concerns, if left unaddressed, can quickly grow into more serious issues. By addressing concerns early and consistently, the school can maintain a safe, positive learning environment and prevent larger problems from occurring.
- **Clear consequences.** Many disciplinary problems can be avoided by having clear, well-articulated consequences. The students at 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 consequences.
- **Uninterrupted learning.** The purpose of the Student Code of Conduct is to remove distractions from the classroom so that students can commit all their attention to academic learning.

C. Family & School Contract

The Family & School Contract (*see Appendix B*) serves as the guiding commitment between the school, its 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 our actions to ensure the highest-quality education for every child.

D. Student Code of Conduct

Columbus Bilingual Academy North (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 wearing their 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 playfighting 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 the effective delivery of the academic program at the School.

Disrespectful behavior or words directed toward anyone will never be tolerated, regardless of the circumstances or reasons. 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 Principal.

1. General Provisions

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

2. Dress Code – Boys and Girls

Shirt

- Red polo shirt with school logo
 - Parents can purchase CBAN polo shirts at school. The school will place or fulfill orders upon request.
- Red CBAN sweatshirt
 - Sweatshirts can be purchased at the school.
 - No logos other than the school logo will be allowed.

Pant, Short & Skirt

- o Khaki or Black.
- o All shorts or skirts must be at least two inches above the knee.
- o Pants/shorts/skirts should be in good repair without excessive tears or holes.

Shoes

- o Black closed-toed shoes
- o No open-toed sandals, flip-flops, crocs or “wheelies” are allowed due to safety concerns.

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 a 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 punishments 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 laws 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

weekday 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:

- A. Gives the student written notice of the intention to suspend the student and the reasons for the intended suspension;
- B. Provides the student with 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 with 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:

- A. Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;
- B. 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 projectile 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.

3. 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:

- A. 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.
- B. 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.
- C. 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 employed at the school.
- D. 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.

The School reserves the right to impose extended expulsion periods pursuant to Ohio law. For information on extended expulsions, see the Suspension and Expulsion Policy in the Board Policy Manual.

4. 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 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 the 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 who returns to school based on this paragraph shall not be subject to the emergency removal hearing procedures.

5. 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.

6. 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:
 - o the removals cumulate to more than ten (10) school days in a school year,
 - o the behavior of the student is substantially similar to prior incidents, and
 - o 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:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or
- 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.

3. 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 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 grade 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.

Academics

A. School Program Goals

Scholarship and Academics: I always conduct myself as a scholar, demonstrating curiosity, enthusiasm for academics, and high-quality work.

- 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.
- I will strive for growth on all tests.
- 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.
- 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.

Behavior: I behave in a positive manner at all times while on School grounds and as a member of society outside School.

- I act in a caring way toward my classmates and teachers. I am nice and do not say mean or disrespectful things to others.

- I clean up after myself, take good care of my things and the things in the School.
- I welcome guests into our School by telling them my name, shaking hands, speaking respectfully, and answering their questions.
- 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.
- I will always abide with the policies and requirements of the Student & Family Handbook.

Citizenship: I always participate in community-building projects both inside School and out.

- I will volunteer for service projects within the School.
- I will agree to tutor students who I believe I can help.
- I will seek opportunities outside School to become involved in service projects.

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.

- I will abide by the uniform code of the School.
- I will ensure my uniform is clean and pressed.
- 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 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.
- 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 that 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*

Chronic Absence: A student shall be considered “chronically absent” when missing at least ten percent (10%) of the minimum number of hours required in the school year. Student absences from school, whether excused, medically excused, unexcused, or out-of-school suspensions, take away from instructional time and have an adverse effect on student learning.

Habitual Truancy: 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 unless the school determines the student and student’s family are making satisfactory progress in improving the student’s attendance at school. However, if the student and the student’s family cease to continue making progress in improving the student’s attendance, a complaint in the juvenile court shall be filed.

8. *Multi-Tiered System of Supports*

The School is committed to a problem-solving approach to improving attendance and uses legal action as a last resort. When absences are the result of community and school challenges, a punitive approach is not likely to be effective and can undermine partnering with students and families to identify and address the underlying reasons for absence. Instead, the Board endorses an integrated multi-tiered system of supports that is inclusive of universal prevention and early intervention before students become chronically absent.

A continuum of supports will be in place with different types of evidence-informed instruction and interventions to meet the diverse needs of students and address the range of barriers that prevent students from participating and engaging in learning. More intensive supports are provided for students with greater numbers of absences, along with resources to help students and their families address the root causes of the absences. The School will work with students at risk of becoming chronically absent and their families to improve the students' attendance at school.

These components will inform the School's use of an integrated multi-tiered system of supports:

Universal Screening: School teams will regularly review attendance data alongside other student data using an early warning system. This proactive, systematic process helps identify areas of need early on, allowing for timely interventions.

Data-Based Decision-Making: Collecting, analyzing, and using various forms of data to inform student needs and allocate resources. This approach ensures that decisions are grounded in evidence and tailored to the specific needs of students.

Continuum of Supports: Organizing evidence-based academic and non-academic instruction and supports across three tiers:

Core: Universal attendance messaging and engagement practices provided to all students and families to establish the expectation of daily attendance.

Targeted: Early intervention for students who miss 5% - 19% of instructional time. The School will begin communication and supportive outreach as soon as absence patterns indicate a concern.

Intensive: Individualized supports provided to students missing 20% or more of instructional time.

This structure allows for a range of interventions to address the diverse needs of students and prevent chronic absenteeism before it affects achievement.

Progress Monitoring: Ongoing and frequent collection of data to assess student performance and evaluate the effectiveness of instruction and supports. This continuous feedback loop helps in adjusting strategies to better support students and improve attendance.

Team-Based Problem Solving: A collaborative, responsive, and systematic process for understanding and addressing complex problems impacting students. This approach involves personalized outreach to students and families, intentional engagement strategies, and ongoing progress monitoring.

Shared Leadership: A collaborative approach to providing strong, ongoing leadership for implementing an integrated multi-tiered system of supports, including infrastructure, professional

development, and monitoring. This ensures that staff have the skills and support to create strong foundations for learning. The School believes that all adults have an opportunity and responsibility to support attendance, and the School will provide regular and embedded professional development opportunities to support this understanding and drive action.

Professional Capacity: Ensuring staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports. The School will continually review and evaluate practices and skills to ensure they align with attendance improvement for all students.

Communication and Collaboration: Essential processes to promote and support engagement and shared responsibility for creating conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students. This reinforces the importance of attendance and fosters a supportive community.

Prevention & Intervention Strategies

The School will implement prevention strategies to reduce the likelihood of students becoming chronically absent. Prevention and Intervention strategies may include the following:

- Establishing intervention team/s to work with students at risk of becoming chronically absent and their families
- Communicating clear attendance expectations
- Educating students and parents on the importance of regular attendance and the detriments of absences
- Adopting positive school climate initiatives, including attendance incentives/recognition
- Hosting family engagement activities
- Monitoring early warning data,
- Providing Transportation assistance
- Consulting/partnering with public, nonprofit, or private entities to provide assistance to students and their families in reducing absences
- Providing resources to help students and families address the root causes of absences
- Connecting families with wraparound services such as counseling, social workers, healthcare, housing, or food support

Tiered Interventions and Supports

Interventions will increase depending upon the students' number of absences and whether improvement has been shown. Interventions may include, but are not limited to, the following as are applicable and best suited to individual student needs:

1. Counseling or other connections to social services.

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. Taking legal action under section 2919.222, 3321.20, or 3321.38 of the Ohio Revised Code
5. 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.)

Parent/Guardian Notification Procedures

When a student reaches 46 hours of missed instructional time (which does not exceed five percent of the minimum number of hours required in the school year), the School will begin notification procedures.

- Initial notification may be by automated call/text/email within three school days after exceeding the hours listed above.
- Follow up personal contact from School staff will occur within seven school days after exceeding the hours listed above.

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.

For additional information on attendance and truancy, refer to the Attendance, Truancy, and Automatic Withdrawal Policy in the Board Policy Manual.

9. Columbus Bilingual Academy North 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.).

A. 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.

B. Promotion & Retention

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

- a. completes the course and any State-mandated requirements at the current grade;
- b. in the opinion of the School's professional staff, achieved the instructional objectives set for the current grade;
- c. demonstrates sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- d. 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 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 the 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.

C. 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.

D. 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.

E. 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:

- a. State-Mandated tests in October and April of each year.
- b. i-Ready testing in August, December, and May of each year.
- c. 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.

F. Grades

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.

G. 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.

H. Academic Classes

All students at the School take the same set of academic classes. Each student will be enrolled in Language Arts class (Reading/Writing), Math, Social Studies, Spanish, Science, Gym, Art, Music, 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. *Social 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.

I. Child Find

In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Ohio Operating Standards for the Education of Children with Disabilities (OAC 3301-51), 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. This includes:

- Homeless children or wards of the State

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.

J. 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 Environment

- 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 with mentoring, internships and on-site, 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.

K. 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:

- a. 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.

- b. Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements.
- c. 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.
- d. 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.

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.

Health and Safety

1. 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 the 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. Medication

The School does not administer medication (prescription or otherwise) other than as provided in this policy, the School's Food Allergy Policy, and the Seizure Disorder Policy.

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 contacting 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 member administers it to the student.

12. 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.
 - Any training shall be coordinated by a school nurse or a licensed health care professional with expertise in diabetes;
 - 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;
 - Any individual who completes the required training shall be considered by the Board as qualified to administer diabetes care.
 - 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:
 - The name and address of the student;
 - The school and class in which the student is enrolled;
 - The name of the drug and the dosage to be administered;
 - The times or intervals at which each dosage of the drug is to be administered;
 - The date the administration of the drug is to begin;
 - The date the administration of the drug is to cease;
 - 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;
 - 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 student's 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 to 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 a 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 and Workforce 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.

13. 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.

14. Reporting Child Abuse/Neglect

CBAN 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.

15. 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. CBAN is committed to following all Wellness objectives as listed in the Wellness Policy. (see Appendix F)

Operations

1. 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.

2. 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, electronic devices, hardware, software, applications, computers, mobile devices, wearable devices, gaming devices, artificial intelligence (AI) systems and tools, websites, social media platforms, cloud-based services, the Internet, electronic communications, networks, telecommunications systems, connected devices, and any other current or future digital or technology-based devices, systems, services, platforms, or methods of communication. 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.
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.

3. Artificial Intelligence (AI) And Academic Integrity

The School recognizes that Artificial Intelligence (AI) technologies are becoming increasingly common in education and the workplace. Students are expected to use these tools responsibly, ethically, and only when authorized by their teacher. Students may not:

1. Submit AI-generated work as their own original work.
2. Use AI tools during assessments unless specifically permitted.
3. Use AI to plagiarize, cheat, or misrepresent their learning.
4. Enter personal, confidential, or sensitive information into AI platforms.

Teachers may permit the use of AI tools for specific learning activities that support research, creativity, critical thinking, or academic growth. Any misuse of AI technology may be considered academic dishonesty and may result in disciplinary or academic consequences consistent with the School's Academic Integrity Policy.

The School encourages students to develop independent thinking, creativity, and responsible digital citizenship while learning to use emerging technologies appropriately. For additional information on using AI, refer to the Artificial Intelligence Policy in the Board Policy Manual.

4. Cell phone and Personal Electronic Device Policy

To promote a safe, focused, and productive learning environment, student use of personal electronic devices during the school day is restricted.

Pursuant to the Board-approved Cell Phone Policy, students are prohibited from using cell phones at all times. The only exceptions are as follows:

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program developed under Chapter 3323 of the Ohio Revised Code, a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794, or as permitted under the building's comprehensive emergency management plan adopted under section 5502.262 of the Revised Code.

A student may use a cell phone or other electronic communication device to monitor or address a health concern if the school board receives a written statement from the student's physician requiring such use.

Personal electronic devices include, but are not limited to:

1. Cell phones
2. Smartphones
3. Smart watches with communication capabilities
4. Tablets
5. Earbuds and headphones
6. Gaming devices
7. Any device capable of recording, transmitting, or receiving communications

Students must keep all personal electronic devices powered off and stored in their backpacks during the instructional day unless specifically authorized by a teacher or administrator for educational purposes. Students may not use personal electronic devices during:

8. Classroom instruction
9. Hallway transitions
10. Assemblies
11. Testing sessions
12. Restroom visits
13. School-wide activities unless authorized

Unauthorized use of electronic devices may result in:

- Verbal warning
- Device confiscation until the end of the school day
- Parent notification
- Progressive disciplinary consequences for repeated violations

The School is not responsible for lost, stolen, or damaged electronic devices brought to school. Exceptions may be granted for documented medical needs, Individualized Education Programs (IEPs), Section 504 Plans, or other approved educational purposes.

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.

5. 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 CBAN 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.

6. 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)

7. 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 a fee. Should the damage be deemed 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.

8. 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.

9. 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, students' personal property may be subject to search at the School's determination.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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 CBAN 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.

18. 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.

19. Current Records

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

1. 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.

2. 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 “non-custodial 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.

Non-Discrimination and Title IX/Section 504 Notice

The School shall not discriminate on the basis of sex, race, color, national origin, disability, or age in its programs and activities and will provide equal access to all individuals.

Pursuant to Title IX of the Education Amendment Acts of 1972, no person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program, activity, or employment on the basis of sex.

Complaints of sexual harassment will be addressed in compliance with Title IX of the Education Amendments of 1972 and the U.S. Department of Education's regulations related thereto.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the School 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, 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).

Title IX Coordinator

The School's Title IX Coordinator shall coordinate the School's efforts to comply with Title IX responsibilities. For any reports or inquiries regarding Title IX concerns, contact the designated Title IX Coordinator as follows:

Title IX Coordinator

Iris Santiago & Christine Azeez
Columbus Bilingual Academy North
2100 Morse Road
Columbus OH 43229
614-547-4500
isantiagocitron@cbaschool.org
cazeez@cbaschool.org

Notification

The School shall provide notification of non-discrimination and the name and contact information of the Title IX Coordinator on the School website and in handbooks and shall make the same available to all applicants for admission and/or employment, students, parents/guardians of students, employees, and any unions, if applicable.

For additional information regarding Section 504, refer to the Section 504 ADA policy in the Board Policy Manual. The designated 504 coordinator is as follows:

Section 504 Coordinator

Joy Parks
2100 Morse Road
Columbus, OH 43229
614-547-4500
jparks@cbaschool.org

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 the 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 School 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 CBAN. 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

Annual Parental Notification – Ohio Parents’ Bill of Rights

In accordance with Ohio House Bill 8 (“Parents’ Bill of Rights”) and School policy, the School must annually provide parents or guardians with information about parents’ rights regarding their child’s education, well-being, and school policies. This annual notification is being provided to ensure parents are fully informed and involved

The School offers the following physical, mental, and behavioral health care services:

School-based counseling, social-emotional learning, behavioral interventions, crisis response, special education services, and school nursing support. Through community partnerships, we also connect families with mental health providers and resources for medical, dental, vision, food, housing, and other essential services.

The School is authorized by law to employ health care service professionals and to provide certain services – among them, diabetes care, conducting hearing and vision tests, testing for tuberculosis (if required by the Board of Health), screening for newly enrolling kindergarten or first grade students, dyslexia screenings, medication administration, concussion assessments, seizure action planning, threat assessments, counseling to any victim of sexual harassment or sexually related conduct, counseling for habitually absent students, and any other services required by a student’s Individualized Education Plan or 504 Plan.

Other options are available for your child to receive physical, mental, and behavioral health services. You can see your primary health care provider. Programs, including a public health clinic, are also offered by the County Health Department. The School has also compiled a list of counseling and behavioral health resources available here:

Organization	Services
Nationwide Children's Hospital	Pediatric behavioral health, psychiatry, crisis services, and counseling
North Community Counseling Centers	Mental health counseling, psychiatry, substance use treatment, and crisis services
Southeast Healthcare	Behavioral health, primary care, substance use treatment, and counseling
Syntero	Individual, family, and youth counseling; school-based services
Netcare Access	24/7 crisis assessment and behavioral health services
Franklin County ADAMH Board	Community mental health resources and referrals
The Buckeye Ranch	Children's behavioral health, family therapy, and trauma-informed services
Sanos Counseling	Counseling, mental health and behavioral health services

Organization	Services
OhioGuidestone	Counseling, psychiatric services, case management, and family support
Directions for Youth & Families	Counseling, prevention programs, family support, and crisis intervention

To facilitate parental involvement and decision-making, parents have the option to withhold consent or decline any service offered by the School. Consenting to any services does not waive the right to access their child's educational or health records or to be notified about a change in their child's services or monitoring as required by law. Parents must notify the School in writing if they choose to withhold consent.

**Notice and consent does not apply to emergency situations, first aid, other unanticipated minor health care services, or health care services provided pursuant to a student's IEP or 504 Plan.

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 North ("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 another 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 North (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

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 on our school website.

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 North

_____ YES, I give permission for my child to be photographed, videotaped, or interviewed for all school purposes, including flyers, billboards, or the school website.

_____ 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).

Definitions:

"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
 - c) Violence within a dating relationship
2. 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.")

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.

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 are 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 “cyberbullying”), 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.

Complaint Process – Reporting Prohibited Incidents

1. 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.
2. 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.
3. 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 witnesses.
4. 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.
5. 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.
6. 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.

School Personnel Responsibilities

A. Teachers and Other School Personnel Responsibilities

- 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.
- 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.
- 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

- 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.
- 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.

C. Notification to Parents/Guardians

- 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.
- 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.
- 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.

D. 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 incidents 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.

E. 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, lunchtime, 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.

F. 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.

G. 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.

H. 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, 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 Coordinators for the School are:

Iris Santiago & Christine Azeez
Columbus Bilingual Academy North
2100 Morse Road, Columbus, OH 43229
614-547-4500
isantiagocitron@cbaschool.org
cazeez@cbaschool.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 Student’s 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 for educating 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:

- D. Develop a 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.
- E. 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.
- F. 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.
- G. 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 outlines 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 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 a 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.