



Parent - Student Handbook

2026-2027

Columbus Arts & Technology Academy

www.columbusata.org

Columbus Arts & Technology Academy aims to surpass the global standards of academic excellence by investing in partnerships with our students, community, and home environments to encourage the development of creativity and self-direction. Through the cooperative efforts of the school community, students will develop the knowledge, responsibility, and positive self-concept needed to become influential citizens in our ever-changing and multicultural world.

CATA Creed

I'm a CATA **Trailblazer**,

I make **paths** where there are none,

I give **respect** first, and I deserve it in return.

I am kind, strong, brave, and I speak up for others' **boundaries**,

Our **differences** are beautiful for who I am; I'm proud to be.

I disagree respectfully and quickly let my anger flee,

I'm quick to speak with kindness, giving grace to flow in **unity**.

I speak with **positivity**; I shine my light so others see,

I always **fail** forward if I try and don't **succeed**.

Creativity is my name, reaching **Excellence** is my aim,

I'm a CATA Trailblazer, aiming for **greatness** with no shame.

CORE PRINCIPLES:

CATA (Commitment, Accountability, Trustworthiness, Advocacy)

Trailblazers: Leadership flowing from Respect & Responsibility

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Notice

The 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 must take proficiency tests and other examinations prescribed by law. In addition, there may be different requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. Contact the school administration or the Ohio Department of Education for more information.

Disclaimer

Parent-Student Handbook is based significantly on policies in the Board Policy Manual adopted by the Board of Directors. Those Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was originally printed and disseminated in July 2021. If anything in this Parent-Student Handbook conflicts with a Board Policy, the Board Policy Manual shall supersede the Parent-Student Handbook. Contact the school principal if you have questions or want more information about a specific policy or document.

Introduction

This Handbook was developed to answer many commonly asked questions you and your parents may have during the school year. Become familiar with the following information and keep the Handbook available for you and your parents to reference. When used herein, the term “parent” means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the Principal. The Principal has similar authority and responsibilities as the superintendent of schools for a local district and sometimes serves in that role. This Handbook does not constitute a contract between the School and the student/parent, and the School reserves the right to change or amend the handbook at any time.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, this manual outlines the following regulations and guidelines to maintain a positive learning environment.

Vision

CATA strives to be the best choice for parents and families by outperforming neighboring schools in academics, programming, and community culture. We aim to be a high-performing school that gives all students a high-quality education.

Mission Statement

To surpass the global standards of academic excellence by investing in partnerships with our students, community, and home environments to encourage the development of creativity and self-direction. Through the cooperative efforts of the school community, students will develop the knowledge, responsibility, and positive self-concept needed to become influential citizens in our ever-changing and multicultural world.

Equal Education Opportunity

It is the policy of Columbus Arts & Technology Academy (CATA) to provide an equal educational opportunity for all students.

Any person who believes that Columbus Arts & Technology Academy or any staff person has discriminated against a student based on race, color, creed, age, disability, religion, gender, ancestry, national origin, other protected characteristics, social and economic background has the right to file a complaint. A complaint can be written to the CATA's Head of School.

The complaint will be investigated, and the concerned person will receive a response within 30 days. Under no circumstances will CATA threaten or retaliate against anyone who raises or files a complaint.

Leadership

The School's highly skilled and experienced leadership team is eager to serve you and your child by providing a world-class education. Your satisfaction is the School's highest priority, so we hope you will contact the School's leaders with any questions or concerns.

- ★ Mackenzie Eikenberry, Principal/Head of School
- ★ Robert Burgett, Assistant Principal
- ★ Marcy Drafts, Director of Academics/District Testing Coordinator
- ★ Shane Fullerton, Behavior Intervention Specialist (K-6th)
- ★ LaTausha Bonner, Office Manager/Enrollment Coordinator/Human Resources
- ★ Lesly Posada, Office Assistant/Attendance Coordinator
- ★ Irina Curenton, Student Wellness Coordinator/Family Liaison
- ★ Ross Gibson, Behavior Intervention Specialist (7th-12th)
- ★ Sarah Snider, CTE Coordinator
- ★ Christina Coviello, School Counselor

You may reach our Administrative Staff at (614) 577-0900.

School Calendar 2026-2027

For a real-time calendar of all activities and a PDF version of this calendar, please visit our website at www.columbusata.org. The CATA events calendar can be viewed [here](#).

July 2026						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026 (4 Instructional Days)						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026 (20 Instructional Days)						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026 (20 Instructional Days)						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026 (16 Instructional Days)						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026 (14 Instructional Days)						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027 (18 Instructional Days)						
S	M	Tu	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027 (18 Instructional Days)						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027 (18 Instructional Days)						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (19 Instructional Days)						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (20 Instructional Days)						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027 (4 Instructional Days)						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Dates to Remember						
August 5-19: All new, certified staff report to school for professional development						
August 12-19: All returning, certified staff report to school for professional development						
August 20: Back to School Bash						
August 24 & 25: Kindergarten Orientation						
August 26: First Day of School						
September 7: Labor Day - no school for students or staff, school closed						
September 24: Open House						
September 25: Parent Teacher Conferences						
October 2: Interims Q1						
October 12: Indigenous People's Day, no school for students or staff, school closed						
October 19-22: Fall Third Grade Reading Testing Window (Tentative)						
October 26: Professional Development for all staff, no school for students						
October 30: Quarter 1 ends						
November 6: Report Cards Distributed						
November 23: Professional Development for all staff, no school for students						
November 24: Records Day for all staff, no school for students						
November 25-27: Thanksgiving Break, no school for students or staff, school closed						
November 30: Classes resume, students report to school.						
December 11: Interims Q2						
December 21-January 1: Winter Break, no school for students or teachers						
January 4: Classes resume, students report to school.						
January 18: Martin Luther King Jr. Day, no school for students or staff, school closed						
January 25: Professional Development for all staff, no school for students						
January 29: Quarter 2 ends						
February 5: Report Cards Distributed						
February 15: Presidents' Day, no school for students or staff, school closed						
February 26: Professional Development for all staff, no school for students						
March 5: Records Day for all staff, no school for students						
March 12: Parent Teacher Conferences						
March 12: Interims Q3						
March 29-April 2: Spring Break, no school for students or teachers						
April 5: Classes resume, students report to school						
April 5-9: Spring ELA Testing						
April 12-16: Spring Math Testing						
April 16: Quarter 3 ends						
April 19-23: Spring Science/SS Testing						
April 23: Report Cards Distributed						
April 26: Professional Development for all staff, no school for students						
May 14: Interims Q4						
May 21: Last Day of school for Seniors/ High School Cookout - Tentative						
May 23: CATA Class of 2027 Graduation Ceremony						
May 31: Memorial Day - no school for students or staff, school closed						
June 4: Last day of school for all students, Quarter 4 ends						
June 4: Last day for 10-month employees						

Columbus Arts & Technology Academy
2743 S. Hamilton Rd
Columbus, Ohio 43232
Phone: 614-577-0900

Breakfast Served: 7:45 am - 8:00 am
Instruction Start Time: 8:00 am
Instruction End Time: 3:30 pm
Students Marked Tardy After: 8:05 am

Color Code & Symbol Legend

- Back to School Event/Open House
- First and Last Day of School
- End of Quarter
- All Staff Professional Development Day
- Students Return to School (All Grades)
- No School for Students
- Parent/Teacher Conferences: No Classes
- State Testing Dates
- Report Cards/Interim Reports Distributed

Total Instructional Days: 171
Instructional Hours: 1145.70

Safer Ohio School Tip Line
844-SaferOH or (844)723-3764

Admission Information

Preference of Admission

Preference for admission shall be given to students attending the school the previous year, students who reside in the district in which the school is located, and siblings of students attending the school the previous year.

If enrollment exceeds capacity, the school will conduct a blind, random lottery to determine who is enrolled and who is placed on a waiting list (in order of selection). Any students who inquire about enrollment after the lottery is held will be placed on the waiting list on a first-come, first-served basis.

Kindergarten Entrance and Screening

Children entering the Kindergarten program must be five years of age on or before August 26 or qualify for early entrance under the School's policy.

By November 1, of the school year, if a kindergartener or first grader is enrolled for the first time, the child must be screened for vision, hearing, speech and communication, health and medical problems, and developmental disorders. If the screening reveals the possibility of potential learning needs, the District must provide a further assessment. A child's screening and assessment data cannot be used to determine eligibility to enter kindergarten. Furthermore, the screenings are not intended to diagnose an educational disability or to be used for placement procedures. Screening results help identify areas of individual development that require further assessment for educational programming, particularly for students who might benefit from early intervention, prevention, acceleration, and enrichment programs. A parent may sign that they do not wish to screen the child.

Registration and Enrollment

Registration and enrollment are two different steps in becoming a student at CATA. Registration initiates the first step. By registering, the parent expresses a desire to have their child attend the school, but it does not mean the child will be enrolled.

Parents/guardians express the desire to have their child attend by:

- Completing and submitting the Registration Form
- Providing the child's:
 - Birth Certificate or other certification permitted by state law
 - Proof of Residency
 - Current Immunization Record
 - Parent's ID and proof of guardianship

The second step is enrollment. Enrollment can begin after the registration period described above and the lottery process are completed. The child is not officially a student at the school until the second step, enrollment, is completed.

The child is enrolled when:

- All the registration steps are complete
- The enrollment packet, including all required documents, is completed and submitted
- Grade placement is assigned

Student enrollment shall comply with the admissions procedures specified in the Ohio Revised Code and CATA's Admission and Enrollment Policy.

Annual Address Verification Information—Parents/guardians/students 18 years of age and older must provide the school with proof of residency/address verification annually and whenever a change of address, residency, or custody occurs.

Re-Enrollment

For students presently attending the school, re-enrollment starts at the end of January or during the first week of February. Students are not automatically re-enrolled from school year to school year. All parents must state their intention to have their child/student re-enrolled each school year. The parent is responsible for informing the school of any changes to their residency or contact information.

Non-Discrimination Policy

Enrollment will not be denied to any eligible applicant based on gender, age, race, religion, color, national origin, ancestry, pregnancy, marital or parental status, economic status, sexual orientation, physical ability, homelessness, mental, emotional, or learning disability. The school will also not discriminate in its pupil admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

State of Ohio Immunization Requirements for School Attendance

All new students must submit a copy of their Immunization Records within the first fourteen (14) days of enrollment. Students shall only be permitted to remain in school for fourteen (14) days if they have met the minimum immunization requirements established by the Ohio Department of Health, which may be accessed at <https://www.odh.ohio.gov>.

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

Medical authorities and school educators urge every child to complete a medical examination before entering school to take advantage of all the advantages.

Change of Address / Phone Number / Custody

Parents are responsible for informing the school office of any change of address, phone number, or custody. A new proof of residence will be required for address changes. Parents must provide the school with a copy of the custody order for a change of custody.

Attendance

Regular attendance and punctuality are essential for school success and success later in life. Each student at CATA is responsible for attending all classes regularly and being on time.

The required attendance of students shall conform to the minimum standards prescribed by Ohio HB410. Therefore, absences from school should be only for illness or an emergency. In case of an absence from school:

- The parent must notify the school before the beginning of the school day when their child will be absent. Calls are to be made to the school office, emailed to info@columbusata.org, or an absence excuse can be completed from CATA's website: columbusata.org under "resources." Within 120 minutes of 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. Parents or a designated adult must sign the child out when they leave and sign them in if they arrive after 8:05 am or return from early release. A photo ID will be required to sign a student in or out.
- While permission will be given to keep a dental or doctor's appointment during school hours, parents are encouraged to make these appointments outside of class. Every tardy or absence (excused or unexcused) slows a child's development progress.
- "Excused" and "unexcused" absences are both counted toward the maximum allowable absences. However, a distinction is made between "excused" and "unexcused" absences to determine whether a student can make up class work and whether disciplinary action is in order.
- **A student may be retained** in their present grade level if they have been truant for more than **10% of the current school year's required attendance days and have** failed two or more of the necessary curriculum subject areas. A student may only be promoted under these circumstances if the school administrator and the student's teachers of any failed subject areas agree that the student is academically prepared to be promoted.
- Per Ohio HB410, a student will be automatically withdrawn from school if the student does not have a legitimate excuse (see below "excused" absence from class) and fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the students.
- Students who are habitually or excessively absent or tardy may be referred for interventions according to the school's Attendance, Truancy, and Withdrawal Policy.

The term "excused" will refer to any absence from a class based on the following:

- Medical appointment
- According to medical advice
- Death of an immediate family member
- Personal illness
- Court appearance
- Religious observance
- Other as deemed by the school administrator

The term "unexcused" will refer to any absence from a class based on the following:

- Leaving school early without proper authorization
- Other unexcused absences defined by the Head of School

Note: Failure to attend any school function outside the regular school day will not be considered absent.

Truancy

School attendance is vital to achievement. Students are expected to attend CATA regularly and on time. Parents/guardians are encouraged to partner with CATA to ensure attendance and timeliness.

Parents/guardians are encouraged to make doctor, dentist, etc., appointments outside school hours.

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

Excessive Absences

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

When a student is excessively absent, CATA will notify the student's parents in writing within seven days of the triggering absence. CATA will then work with the parent/guardian to develop an Attendance Intervention Plan (AIP) that may include any applicable appropriate interventions in this policy.

Habitually Truant

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

When a student is habitually truant:

- Within seven days of the triggering absence, The Head of School shall establish an absence intervention team based on each student's needs. The team shall include two representatives from CATA, one of whom knows the student and the student's parent. The team may consist of a school psychologist, counselor, social worker, or public or nonprofit agency representative designed to assist students and their families in reducing absences.
- CATA shall make three meaningful reasonable faith attempts to secure participation on the team by the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). If the student's parent responds to any of those attempts but cannot participate, CATA shall inform the parent of the parent's right to participate through a designee. If seven school days elapse and the student's parent fails to respond to the attempts to secure participation, CATA shall do both of the following:
 - Investigate whether the failure to respond triggers mandatory reporting to Franklin County Children's Services in the manner described in section 2151.421 of the Ohio Revised Code and
 - Develop an Attendance Intervention Plan (AIP) for the student, notwithstanding the child's parent's absence.
- The student will be assigned to the selected attendance intervention team within ten days of the triggering absence.
- Within 14 days after the team's assignment, CATA will develop an attendance intervention plan (AIP) for that student to reduce or eliminate further absences. Within seven days of acquiring the plan, CATA shall make reasonable efforts to provide written notice of the plan to the student's parent/guardian.
- CATA will file a complaint in juvenile court if the student needs to progress on the plan within 61 days or continues to be excessively absent.

EXAMPLE: Suppose a student becomes habitually truant within 21 school days before the last day of instruction of a school year. In that case, CATA may, at its discretion, assign one school official to work with the student's parent/guardian/custodian/designee/guardian ad litem to develop an attendance intervention plan during the summer. If CATA selects this method, the plan shall be implemented seven days before the first day of instruction of the next school year. In the alternative, CATA may shorten the periods to accommodate the summer months and reconvene the attendance intervention process upon the first day of instruction of the next school year.

Reporting

The School shall report as soon as practical to the Ohio Department of Education:

- When a notice of excessive absence is submitted to a parent.
- When a student meets the definition of habitually truant.
- When a student adjudicates an unruly child for being a habitual truant, the court order regarding that adjudication is violated.
- When an absence intervention plan has been implemented.

EXAMPLE: Suppose the student is violating a court order regarding the student's adjudication as an unruly child for being habitually truant. In that case, the board authorizes CATA's administrator or their designee to inform the student and parent/guardian of the violation and notify the Juvenile Court.

If a student is not attending school, CATA may take legal action against the parent/guardian according to ORC 3321.20 or ORC 3321.38.

See the Attendance, Truancy, and Automatic Withdrawal policy in the CATA Board Policy Manual.

Tardy Policy

After the school day begins, all students reporting to school tardy will be considered delinquent. Tardy arrivals are added to hours absent, and the student may be referred to the Attendance Intervention Team. Students will be considered delinquent for any class if they are not in the room before the bell rings. If a student arrives Tardy for class without a pass they may be assigned a consequence. The teacher/staff will write a referral for all tardy students for documentation.

Withdrawal Policies and Procedures

Voluntary Withdrawal

Parents withdrawing students from School are asked to give the school at least one week's notice. The School requests that parents use the Withdrawal Form available from the School Office to provide notification of the new school the student will be attending. This signed form gives official notice of the child's withdrawal. Records will not be released until the legal parent completes a Release of Information form or a request for records is received from a subsequent school. In addition, all outstanding fees, academic records, or obligations must be met, including the return of all textbooks/electronics.

Mandatory Withdrawal

Per Ohio law, students must be withdrawn if they are absent for 72 consecutive hours and have yet to provide the school with documentation of approved excused absences. The student's parent will be notified per the Attendance, Truancy, and Automatic Withdrawal Policy. If a student reaches 72 consecutive hours missed, they will be withdrawn. Final withdrawal letters will be sent to the parent; the appropriate truancy procedures will be followed.

School Operations

School Day, Arrival and Dismissal

School Hours

- Breakfast: 7:45-8:00 a.m.
- Instructional Start Time: 8:00 a.m.
- Student Marked Tardy After 8:05 a.m.
- Instructional End Time: 3:30 p.m.
- PM Announcements & Dismissal Begin by 3:15 p.m.

School Day

School days and vacations are provided in the school year calendar.

School will begin promptly at 8:00 a.m. and end at 3:30 p.m., Monday through Friday. Students will only be admitted into the school building before 7:40 a.m. if they participate in the OASIS program. There is only one adult supervision for children at 7:40 a.m. Students are late to school starting at 8:05 a.m. An adult is required to sign the student in if they arrive after 8:05 a.m.

If a student is picked up early, an authorized adult must sign the student out of school by visiting the primary office.

Students are dismissed each day, beginning at approximately 3:15 p.m. It is CATA's policy that students may not be released early for pick-up after 2:30 p.m. When a student has an appointment or emergency, they must be picked up before 2:30 p.m. The school day officially ends at 3:30 p.m. Situations arise when students must be picked up early. Please coordinate with your child's teacher to ensure they collect the assignments they will miss.

Dismissal

Please be advised that the school day for our students ends at 3:30 pm daily.

Please note that the timeframe between 2:30 p.m. and 3:30 p.m. is a high-volume time for the entire CATA family. Teachers are attempting to wrap up the day and assign homework. The office staff usually field phone calls concerning transportation for students, and the students get ready for the transition to go home. As a result of the intensity of this time, we will not be able to release students after 2:30 p.m.

Again, CATA will not release students for early dismissal after 2:30 p.m.. If you have an appointment or an emergency, please make sure you pick up your child before 2:30 p.m. We will not be able to release children after 2:30 p.m. daily.

Students not enrolled in OASIS and not picked up before 4 pm on a school day may be turned over to Franklin County Children Services.

Although a student may be over 18 years old, no student can sign themselves out from school without explicit permission from a parent or legal guardian. For those students who are to be picked up by parents via vehicle in the parking lot, in order to maintain efficiency, a dashboard sign with the Student's name and grade level or the PikMyKid App should be used.

PikMyKid

CATA utilizes the PikMyKid platform to facilitate dismissal. The platform requires parents to register with a valid and accessible email and phone number. This ensures that CATA staff and families can be confident knowing that students are picked up by known and authorized individuals. Parents can access registration and usage information by following the links below or scanning the QR codes. CATA will provide parents with updated QR codes to connect their children to their accounts once the school year begins. We will also offer dashboard placards in case of app disruptions or if a family cannot access the PikMyKid app. Printed copies are available in CATA's main office.

- [Simple User Guide and Detailed Registration Walkthrough \[English\]](#)
- [Guía de usuario sencilla y tutorial de registro detallado \[Espanol\]](#)

English Language



En Espanol



Breakfast & Lunch

Students at CATA can receive free breakfast and lunch each day after completing the proper paperwork. Breakfast begins daily at 7:45 am and **ends promptly at 8:00 am**. Any student who arrives late to school, **unless on a school bus that arrives late**, will not receive breakfast. All students will have a designated lunch period for their grade level. Any food allergies must be reported to the school nurse at enrollment time to ensure the student's proper accommodations are made. Students also have the option to pack their lunches if desired. There will be no accommodation available to heat lunches.

All parents must complete a free and reduced lunch form. Students may not receive food from an outside source unless an authorized adult delivers it. Food delivered from restaurants or delivery services will not be accepted or offered to students. Parent-delivered lunches must be delivered prior to the scheduled lunch period. Students will not be permitted in the classroom with delivered food.

Before and After School Care (OASIS)

Kindergarten to fifth-grade students can enroll in our OASIS before and after-school care program. An application must be completed and approved to participate in this program. The OASIS program hours are 6:00 am to 8:00 am and 3:30 pm to 6:00 pm daily. Call the OASIS Director for details during the school day. OASIS is \$40 a month for parents of one or two students. The price increases to \$60 a month for three or more students. There is no pricing difference for utilizing morning, afternoon, or both services. Student eligibility for programming may be suspended at any point at the discretion of school administration should behavioral or safety concerns arise.

Title I Services

Columbus Arts & Technology Academy is a schoolwide Title I-funded school. Students can qualify for Title I services after academic performance data is analyzed. Title I services are in place to support students who struggle academically and need additional educational services to improve overall

performance in Math and Reading. A quarterly data analysis is completed by administration and Title I staff to provide proper support to meet the academic needs of each student who qualifies. Students who receive Title I services are given opportunities to test out of the services if appropriate growth is recorded.

Illness

Parents are encouraged to examine their children each morning before sending them to school to see if any signs or symptoms of illness are present.

If a student is ill, please keep the student at home and notify the school of the absence. Should a condition persist, the student's physician should be consulted. Parents are urged to establish children with a physician so that they can be promptly called when the need arises. Cooperation in the communicable disease program will be greatly appreciated. Students should not return to school until a 24-hour period of a normal temperature has elapsed.

Emergency Phone Calls

Parents should not call the school for the delivery of messages to children, except in cases of emergency.

Students may only give the school's phone number to relatives for emergency purposes. The main office will take a message and forward it to a student as soon as possible.

Students are not permitted to use school phones without approval from school personnel.

Unplanned Early School Dismissal

Occasionally, weather conditions or other building emergencies may arise that necessitate sending students home earlier than the regular dismissal time. Every possible effort will be made to avoid such a closing. In case of closing, every effort will be made to contact the parents under these conditions. It will be necessary for the parent to arrange procedures (such as staying with a neighbor, friend, relative, etc.) for their child to follow in case there is no one home to meet him/her. Parents should make these arrangements beforehand and instruct the child on what he/she is to do. The school cannot make any such decisions.

Emergency School Closings

Should it be necessary to close the school for weather or other unforeseen emergencies, information will be given over radio and television stations. Usually, if the city school district in which the school is located is closed, the school will also close; however, this is not always the case. Consequently, parents are asked to monitor their television, radio, or social media channels to be certain. Primary contacts receive automated phone calls to alert them of the school closing.

Cars, Parking, and Buses

For the sake of order and safety, parents coming to drop off or pick up their children are to park in designated areas only. The school will give traffic, parking, and bus information before the school opens.

Free/Reduced Breakfast and Lunch

Families needing financial assistance may apply for free or reduced breakfast/lunch fees through the school office. Information for the free and reduced breakfast/lunch program is sent home early in the school year and the forms are available throughout the year in the school office. Note: it is the responsibility of the parent to see to it that their child is provided lunch or to notify the school of qualification for free or reduced lunch.

Some ACCEL schools participate in the Community Eligibility Provision (CEP) food program. Students at schools participating in the program may receive breakfast and/or lunch at no cost to the family.

Recess

When scheduled, students are expected to participate in outdoor recess activities during the school day – weather permitting. If a student is too sick to go outside for recess, the student should not be in school. Parents must ensure that the student has the appropriate clothing with him/her for outdoor activities. Coats, hats, and gloves should be worn, as recess will be outside unless the temperature is 32 degrees or less (actual or wind chill). The privilege of recess is earned by following expectations throughout the day. Not meeting expectations will result in the student foregoing their recess privileges.

Money

All money turned in to the school should be in an envelope marked with the child's name, grade, amount, and purpose. The children are not to bring additional money to the school. The school will not be responsible for any money brought to the school.

Lost and Found

Any personal items that have been left at the school will be taken to the main office lost and found. If students find personal items that belong to others, they should turn the items into the main office as soon as possible. The school is not responsible for lost money, jewelry, phones, or other personal items.

Many clothing items find their way into the lost and found containers. Parents are encouraged to have their children request permission to look for missing items. Many good clothing items are never claimed and are given to various charitable organizations as space permits.

Money, jewelry, and other personal items may be turned in at the office. Students should ask permission from their teacher to come to the office to claim any such items.

Student Photographs

School pictures will be taken in the fall of each school year. Parents/Guardians will be offered a package of individual and class photographs through the photography company. All students will be photographed whether or not a package is purchased unless the parent sends a written refusal.

Visitors

Visitors are required (for everyone's safety and security) to report to the school office before their visit to a classroom or other parts of the building. All visitors must sign in upon arrival, sign out before leaving the building, and wear a visitor's identification badge while in the building. Visitors are not to approach students and should always be escorted by a staff member while in the building.

All visitors must pre-arrange, through the office, any meetings or visits with the teacher or classroom. The length and repetition of visits shall be determined by the school administrator to be in the student's and the school's best interest.

Visitors are asked not to attempt an impromptu parent-teacher conference, particularly while students are in the classroom.

The school reserves the right to deny anyone, including parents, access to the school facility and grounds.

Volunteer Program

Parents and members of the community may be asked or may wish to give up their time by volunteering. Information regarding these opportunities will be forwarded to the parents as appropriate. This is a wonderful opportunity to become more involved with the child's school.

Please note: Recurring volunteers will be required to comply with the school's background check policies.

Parent Teacher Association

The Columbus Arts & Technology Academy Parent Teacher Association (PTA) is composed of teachers and parents dedicated to supporting student learning and the overall success of the School. The PTO provides ongoing input on the operation of the School and serves as a vital link between the School and home. All parents are encouraged to join the PTO. For more information, contact the School office at (614) 577-0900.

Field Trips

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate. Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips.

Please note: To be considered as a chaperone, it is required that you obtain a BCI/FBI check with no disqualifying offenses prior to participating in any school activity.

Classroom Parties

Parties may be scheduled for special holidays and/or special occasions. The classroom teacher will coordinate and communicate dates, times, and procedures for such events. Each classroom teacher will establish a party policy for his/her individual classroom. Parental requests for parties will be

approved or denied by the classroom teacher. Any request for a child not to participate in any/all such parties or activities should be in writing and forwarded to the teacher ahead of time. No food items containing nuts or other hazardous potential allergic foods should be brought in for any child's party.

Cell Phone Policy

The School understands that students come to school with cell phones for a variety of reasons. Regardless of those reasons, it is CATA's policy that students are not permitted to access their cell phones during the school day. In the event it is deemed necessary by the Administration or Teacher, a student may be permitted to access their cell phone. Parameters of such exceptions are at the discretion of the Administration and do not constitute a permanent exception. Please see [Appendix V](#) for further details on our revised policy.

Multiple infractions of this policy may result in the loss of the privilege to have their phone at school. An in-person parent meeting will occur to discuss with the parent strategies to keep the phone at home or in the office throughout the school day.

Please note: The school is not responsible for the cost, usage, or replacement of lost, damaged, or stolen cell phones that are brought to the school whether confiscated by staff or in possession of a student. Therefore, we strongly recommend leaving cell phones at home and if an emergency arises, warranting the need to make calls, we will provide students with access to the school's telephone.

Personal Items Brought to the School

Students are not allowed to bring personal items to school. To avoid disruption of the educational process, currently popular items such as blankets, pillows, trading cards, electronic games, and action figures are to be left at home. Such articles will be taken and returned only to the parent or the law enforcement authorities if the building administrator deems it prudent to do so. Except for approved fundraisers, students are not permitted to sell or trade anything among themselves at school, on the school grounds, or on the bus. This includes food from lunches. Pets should never be brought to school without prior permission from the administrator. Further, items should not be brought in glass jars because of the danger of breakage (e.g., lunch items).

Please Note: The school is not responsible for the replacement of lost, damaged, or stolen items brought to school.

Stolen Items

The school **is not responsible** for stolen personal items, including cell phones, even if turned over to school personnel.

Backpacks, Desks, Lockers, and Other Personal Storage Areas

All lockers, desks, and other storage areas provided to the student for use remain the property of the school. The student has no expectation of privacy in any storage area assigned to them. No student shall lock or otherwise impede access to any locker or storage area except with a lock (if any) approved and provided by the school. Unapproved locks will be removed and destroyed with no compensation.

Upon authorization of the search team, including the administrator or designee, backpacks, desks, and other personal storage areas may be searched at any time for any reason. The search team may, at any

time, with reasonable suspicion, call upon the assistance of the local police authorities to conduct a search of backpacks, desks, and other personal storage areas and the contents contained therein, as provided in the **Search Policy** attached as **Appendix 2**.

Pesticide Notice and Log Policy

In accordance with Ohio law, parents and guardians of minor children, adult students, faculty, and staff who are enrolled or employed at the school may request and receive prior notifications of the applications of pesticides that are scheduled for a time when school is in session. All such requests shall include the requesting party's email address or telephone number and shall be submitted to the school administrator at the school office. The school administrator is designated as the contact person for all pesticide applications made at the school.

Additionally, pesticide logs shall be available for inspection at the school office during normal school hours. Said logs shall be retained for one year following the date of the pesticide application.

This Policy shall not apply to disinfectants, sanitizers, germicides, and antimicrobial agents.

Academics

What can you expect your students to learn at CATA?

The state of Ohio's **OHIO DEPARTMENT OF EDUCATION AND WORKFORCE (ODEW)** has identified what students in Ohio should know and be able to do. **What students should know is organized around the creation of the [Ohio Learning Standards](#)**. These learning standards explain the knowledge and skills Ohio students should know and be able to do in pre-kindergarten through grade 12. **Ohio's Learning Standards instill life-long learning by providing essential knowledge and skills—qualities most sought by today's employers**. By teaching our students to apply these skills to what they are learning in school, we can make sure they are on track to graduate from high school and enjoy success in college, careers, and life. CATA uses these OH Learning Standards to teach all the core academic subjects (ELA, math, science, & social studies). CATA also uses the learning standards that are available with the unified arts courses we offer. CATA teachers' professional development, lesson planning, class activities, and assessments are all aligned with the Ohio Learning Standards. Please use the link below set up for parents to explore the knowledge, skills, and related information provided specifically for your child's grade level.

Learning Standards By Grade Level

» Kindergarten	» Fifth Grade
» First Grade	» Sixth Grade
» Second Grade	» Seventh Grade
» Third Grade	» Eighth Grade
» Fourth Grade	

Learning Standards by Content Area

» English Language Arts	» Technology
» Financial Literacy	» Computer Science
» Fine Arts	» World Languages
» Health Education	» Social and Emotional
» Mathematics	» Early Learning and Development
» Physical Education	» Ohio English Language Proficiency (ELP)
» Science	» Extended Standards
» Social Studies	



ODEW PARENTS WEBSITE LINK

(This link provides everything you want to know about OH Learning Standards.)

[Parents | Ohio Department of Education and Workforce](#)

How do we measure and hold ourselves accountable for what our students are learning at CATA?

The Ohio Department of Education Workforce (ODEW) measures the performance of all Ohio schools based on how well students are progressing in gaining knowledge and skills within the learning standards. The state measures CATA's success in achieving these skills partly by measuring our student's performance on our annual Ohio State Test (**OST**) (3rd – 8th Grades) and the /End Of Course (**EOC**) exams (9th – 11th Grades), conducted every spring and based on the Ohio Learning Standards. In addition, as a part of our Career Technical Education CTE programming offered at CATA our students take the WebXam and Work Keys assessments.

Ohio's State Tests measure how students statewide develop the knowledge and skills described in Ohio's Learning Standards in a selected number of subject areas. The test results also help measure each public school's performance, which is reflected on its annual Ohio School Report Card.

Students in grades 3 through 8 and high school take Ohio's State Tests in English language arts and mathematics. Periodically, in middle and high school, these students also take state tests in science and social studies. More information about Ohio's State Tests is below.

Which tests will be given for what grade level?

GRADES 3-8

	English language arts	Mathematics	Science
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓

HIGH SCHOOL COURSES

Classes of 2023 and beyond - End-of-course tests in English language arts II, algebra I, geometry (or integrated mathematics I and II), biology, American history, and American government.



ODEW STATE ASSESSMENT WEBSITE LINK

(This link provides everything you want to know about state testing.)

<https://education.ohio.gov/Topics/Testing/Ohios-State-Test-in-ELA-Math-Science-SocialStudies>

NON-STATE TESTS

The term “assessment “(test) is used to describe many of the ways we learn about our students’ school progress at CATA. In addition to the state-required OST / EOC, we are required to administer the Kindergarten Readiness Assessment Revised, the Ohio English Language Proficiency Assessment & Screener, Dyslexia Screener, Third Grade Reading Guarantee, ACT college entrance exam, and a diagnostic of our choice (we use iReady / IXL, State Benchmarks). Considering all of the required assessments highlighted, there are still classroom activities and curriculum assessments that help CATA teachers determine when each student needs additional help or practice and when he or she is ready to move ahead in the learning process (ex. Quiz, Unit Tests, Midterm Exams / Final Exams, Assessment Authoring).

What curriculum resources are used at CATA?

CATA selects curriculum materials and resources that align with mandated state requirements and the OH Learning Standards. We do our best to make selections that highlight the knowledge and skills that will prepare our students for college or a career in the workforce. We are intentional in selecting **high quality curriculum that checks the boxes for, containing complex grade level text, being culturally relevant, providing differentiated instruction and supporting a blended learning experience.**

ELA

The ELA Ohio Learning Standards are divided into parts: **Reading, Writing, Speaking and Listening, and Language strands**; then, for 6th-12th grades, their history/social studies, science, and technical subjects section focuses on reading and writing as well. The key features of the ELA standards your child will encounter at CATA are:

- ****Reading:** Text complexity and the growth of comprehension
- Writing: Text types, responding to reading, and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use and vocabulary

2026-2027 CATA K- 12TH ELA CURRICULUM

K – 5th ELA / Literacy

6th – 8th ELA / Literacy

**Amplify, Heggerty Phonemic Awareness,
Wilsons Foundations, Sadlier
Ready ELA, Foundations Phonics, Sadlier
Vocabulary**

Literacy and the Science of Reading at CATA

Ohio's Plan to Raise Literacy Achievement calls for CATA to support a partnership between families and educators in the use of assessments and standards-aligned **curricular materials to implement evidence-based literacy practices** (Science of Reading) and instruction to meet the needs of all our students. In our K-12 ELA classes, we are shifting to the Science of Reading.

All CATA staff that work with students must have Science of Reading training and a solid understanding of:

- How students learn to read,
- Why do some have gaps and
- What can be done to support all students in being readers?

Research from education, cognitive science, psychology, communication science, and linguistics inform the knowledge base commonly referred to as the science of reading. Reading science includes how the brain learns to read, the skills that are essential for reading, and research on how best to teach the essential skills. Reading instruction that is explicit and systematic is effective for all students and essential for those who are at risk or who are already experiencing difficulties with reading.

ELEMENTS OF EFFECTIVE K-5 LITERACY INSTRUCTION

CATA Kindergarten - Grade 5 students will receive explicit literacy instruction daily for the skills listed below.

Skill Area	Explicit Literacy Practices
Phonological Awareness	Emphasis on the sounds in spoken language distinct from and prior to phonics instruction; phoneme awareness used as the starting point for print
Phonics & Spelling	Intentional instruction in letter-sound combinations; sequenced from easier to harder for reading and spelling; application of word reading in print
Vocabulary & Oral Language	Oral language as the reference point for print; books used for reading aloud are more challenging than those students read independently; scripted teacher dialogue
Reading Fluency	Young students read text that is controlled to include only those phonics patterns that have been explicitly taught; fluency-building only after accuracy; high degree of teacher-student interaction with immediate corrective feedback
Reading Comprehension	Background knowledge, text structure and strategies overtly modeled and practiced in a planned progression

ELEMENTS OF EFFECTIVE 6-12 LITERACY INSTRUCTION

Many students come to middle and high school without the word recognition skills that support them in reading grade-level text with a level of automaticity that supports reading comprehension. Other students who are accurate and fluent readers may lack background knowledge, vocabulary, and reading comprehension strategies that allow them to gain meaning from text. Instruction in these essential literacy components and state standards serves as the backbone for building-level improvement plans. All secondary students need proficiency in these essential skills, in addition to writing, to access complex text across content areas.

Effective literacy instruction is standards-based and addresses the shifts in literacy instruction required through Ohio's Learning Standards.

- Students regularly practice complex text and its academic language through independent and scaffolded opportunities.
- Reading, writing, and speaking grounded in evidence from the text, including both literary and informational texts
- Building knowledge through content-rich informational text

CATA Middle & High School students will receive regular explicit literacy instruction for the skills listed below.

Essential Skill Area	
Phonics and Advanced Word Study	• Intentional instruction in letter-sound combinations and connection between sound and print • Sequenced from easier to harder for reading and spelling • Application of word reading in print • Attention to word origin and morphology
Vocabulary and Oral Language	• Oral language as the reference point for print • Books used for reading aloud are more challenging than those students read independently • Scripted teacher dialogue
Text Reading Fluency	• Young students read text that is controlled to include only those phonics patterns that have been explicitly taught • Fluency building only after accuracy • High degree of teacher-student interaction with immediate corrective feedback
Reading Comprehension	• Background knowledge, text structure and strategies overtly modeled and practiced in a planned progression

Math

Our goal when adopting a math curriculum is that it **concentrates on real-world problem solving, connects new problems to prior knowledge, demonstrates multiple approaches, strengthens student's ability to use critical thinking**, and focuses on higher grade level depths.

In all of our K-12th grade math classes, we strive to target skills and prepare our students for mastery of Ohio's Learning Standards for Mathematics utilizing the mathematical practices, and we aim for our math students to be able to:

- Explain the meaning of a problem.
- Communicate accurately to others.
- Look for a pattern or structure.
- Look for both general methods and shortcuts
- Identify important measures in a practical situation
- Consider the available tools when solving a math problem
- Understand and use stated assumptions, definitions, and results in forming arguments

2026-2027 CATA K- 12TH MATH CURRICULUM

**K – 5th Math
6th – 8th Math
9th – 12th Math**

**Envision Mathematics K – 5th / Explore Learning Reflex
Envision Mathematics 6th – 8th
Envision Algebra 1, Algebra 2, Geometry**

Science

Aligning ourselves with the Ohio Departments of Education and Workforce, **CATA’s goal for science education at CATA is to help our students become scientifically literate citizens that will enable them to use science as a way of knowing about the natural and material world.** All K-12 students should have sufficient understanding of scientific knowledge and scientific processes to enable them to distinguish “what is science” from “what is not science” and to make informed decisions about career choices, health maintenance, quality of life, community, and other decisions that impact both themselves and others. We strive to integrate as many hands-on, real-world laboratory experiences as possible in our science classrooms.

2026-2027 CATA K- 12TH SCIENCE CURRICULUM

**K – 5th Science
6th – 8th Science
9th – 12th Science**

**HMH Science Fusion OH K – 5th
HMH Science Fusion OH 6th – 8th
Physical Science - McGraw Hill -Inspire Physical Science, Holt Science &
Technology, Physical Science, Holt Science Spectrum-Physical Science
with Earth and Space Science. Biology - Holt McDougal Biology
Chemistry - Houghton Mifflin Harcourt Modern Chemistry
Anatomy - Holt Human Anatomy & Physiology**

Social Studies

The aim of the OH Learning Standards in social studies is the **promotion of civic competence – the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.** Civic competence rests on a commitment to democratic values and requires the ability to use knowledge about one’s community, nation, and world, apply inquiry processes, and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Each grade level covers social studies topics in the areas of history, geography, government, and economics that are appropriate for learning at their grade level.

2026-2027 CATA K- 12TH SOCIAL STUDIES CURRICULUM

K – 6th Social Studies	Gallopade OH K-6 Studies
7th – 8th Social Studies	TCI OH
9th – 12th Social Studies	World History: Patterns of Interactions, American History, The Americans: Reconstruction to the 21st Century, United States Government, African American Studies

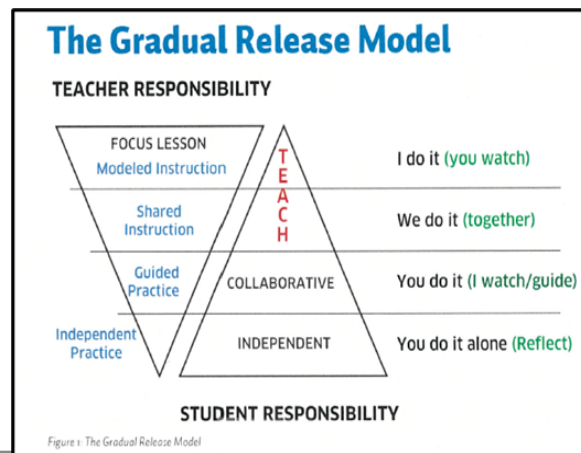
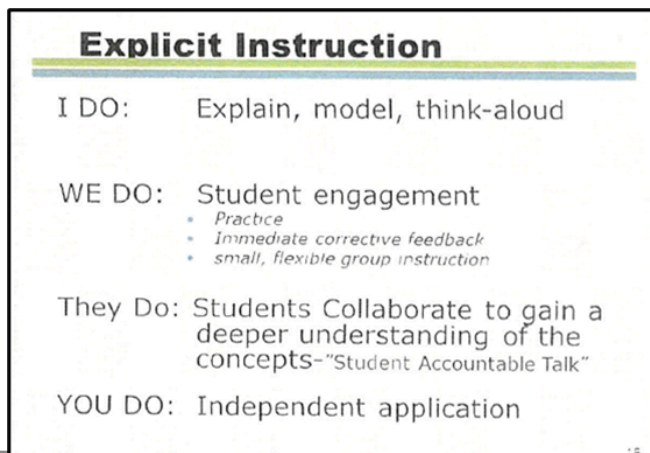
Unified Arts (Electives)

At CATA, we offer a variety of Unified Arts (Elective) classes, which can be offered from year to year. Our most common courses are Music, Visual Arts, Media Arts, Spanish, and Physical Education. Most of our unified course offerings are guided by Ohio Learning Standards and the model curriculum. Our teachers use these standards as a guide to plan their lessons. Our elementary students are exposed to all our Unified Arts, utilizing a daily rotation schedule. Each semester, our middle and high school students have an opportunity to select what elective courses they are interested in pursuing. CATA teachers select a variety of grade-level appropriate and culturally relevant curricular resources to educate and inspire our K-12 students. As a school in which one of our focuses is the arts, we do our best to use resources and **create experiences that give our students an opportunity to create, perform, understand, connect, and make personal meaning with the unified arts and their culture.**

What Instructional Models are used in CATA classrooms?

Explicit Instruction/Gradual Release Model

When you walk into a CATA classroom, you will see a variety of instructional strategies used. However, the model in which we use these strategies is structured around Explicit Instruction, often referred to as the Gradual Release Model.



Teacher Planning /Delivery Expectations :

- **Teacher circulation & interaction with students** -regularly and provides direct feedback on specific criteria during the lesson – especially guided practice
- **Facilitate Student / Class Goal Setting** - Student goal setting or ownership of learning – students are informed of their progress and monitor their growth with the teacher.
- **Make learning visible** - Maintain interactive word wall – posted and up to date with involvement making vocabulary visible, I Can statements, topics, etc.
- **Teacher dialogue** - engage students in verbal discussions, listening, and comprehension skills

To achieve academic excellence at CATA, what can you expect from Administrators, Support Staff /Teachers & Students in support of teaching and learning?

To achieve academic excellence, you can expect the following from our CATA ADMINISTRATIVE TEAM to....

- **Facilitate** and maintain a **Multi-Tiered System of Support (MTSS)** to support the multiple needs of our students that inhibit them from academic success.
- **Facilitate** and maintain a **Building Leadership Team** that supports and leads the fulfillment of the CATA mission and vision.
- **Coaching teachers** to support and maintain effective, exemplary teaching and learning.
- **Coaching will assist the support staff** (English Language, Title 1 Math & Reading, Intervention Specialists, Tutors, and Instructional Assistants) in providing academic intervention to our students and collaboratively working with teachers.
- **Facilitate and support Teacher Based Teams** to support collaborative, collegial adult professional learning.
- Providing **optimal school testing environments** for students and staff by assuring that Ohio test security provisions and procedures, along with others, are met.
- Providing **ongoing, essential Professional Development** that supports the professional learning needs of CATA staff.
- Communicating & **sharing our student's academic progress** approximately every four weeks via report cards and interim progress reports.
- **Training and support of social and emotional learning (SEL)** are necessary to maintain the best possible teaching and learning environment.
- **Honoring and celebrating the academic achievements** of our students throughout the year, using multiple events (i.e., Honor Roll Assemblies).
- **To supply and maintain the technology** that will allow our students the opportunity to enhance their learning opportunities and be competitive.

To achieve academic excellence, you can expect the following from our TEACHERS to....

- Maintain a **classroom that is clean, neat, and organized** to create a safe and positive learning environment.

- **Be on time, prepared, take accurate attendance, and interact with our students** to account for their daily well-being and academic success.
- **Establish regular communication with parents** to ensure they are kept up to date with their student's academic progress.
- **Respect their students**, which will be evident **through their actions and words**.
- The positive Behavior Intervention Supports **(PBIS) system is utilized effectively and with fidelity**. (Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate.)
- Prepare, **distribute to parents** (at the start of each semester) their **Course Syllabus**, including an introduction to themselves, class expectations, grading policies, homework, what will be taught, etc.)
- **Teachers are required to use the curriculum approved by the administration.**
- **Produce evidence of weekly lesson planning** that is current, relevant, and on track with the curriculum pacing guide and has been shared with the administration.
- Observe the assigned **lesson plan activities that correlate with the posted OH Learning Standard** (I Can statement).
- Observe a classroom **where the schedule/ lesson for the day is evident and shared** with students.
- Create **lesson activities that are rigorous and appropriate** for the standard and grade level being taught.
- Create lesson activities that are **culturally relevant and differentiated**.
- **Provide meaningful at-home learning activities that extend beyond the school** day, to provide our students with extra opportunities to support and improve their learning that occurs during the school day.
- **Grade and post their student's assignments in a timely fashion** throughout the grading period so students and monitor their progress.
- Observe student **behavior during the lesson/activity that is aligned with school expectations**.
- Observe a classroom where **students are engaged in the required task or activity** and not just complain.
- **Observe teacher proximity during lessons; it should fluctuate** and be appropriately aligned to support and encourage student engagement with the activity.
- Observe the teacher's **classroom with displays that are up to date with student data** from assessments and assignments to inform and motivate students, as well as to drive instruction.

To achieve academic excellence, WE expect the following from our STUDENTS.....

- Students are **in dress code, on time for school and class**, and ready to learn.
- Student respect for teachers /staff is evident and demonstrated by **following all directions issued by CATA staff**.
- Student respect for one another is **demonstrated by their actions and language (absent of profanity)**.

- Students are **prepared to learn by bringing the necessary tools to learn, such as pencil, pen, notebook**, etc., completing and turning in assignments on time, and being alert and ready to complete whatever task they are given.
- Student respect for their school environment is demonstrated by always **taking responsibility for keeping the academic spaces they occupy clean**.
- All students should **apply what they learn daily via SEL / Positive Behavior Interventions system activities**.
- Students should be **on task, engaged, and not just compliant during lessons**.
- Students are responsible for taking **proper care of the curriculum resources/technology** issued for the school year.
- Students should **know what they are going to learn (I Can Statements)** and be able to repeat it in their own words.
- Students (3rd – HS) **should understand and track their own data /academic performance** from their i-Ready, IXL, and short-cycle assessment performances.
- Students are to put forth their **best effort when completing all assignments on time**.
- Students are to put forth their **best effort when taking state or diagnostic assessments** that will impact their academic promotion or retention.
- **High school students**, in order to graduate, are **required to take any core academic course over**(ELA, Math, Science, Social Studies) if they fail.

***** The grading scale used in our student information system (PowerSchool)**

A = 93% - 100%		A- = 90% - 92%
B+ = 87% - 89%	B = 83% - 86%	B- = 80% - 82%
C+ = 77% - 79%	C = 73% - 76%	C- = 70% - 72%
D+ = 67% - 69%	D = 63% - 66%	D- = 60% - 62%
		F = 0% - 59%

Honor Roll Designations

- **K- 6** – Honor Roll all A's & B's
 - Principal Honor Roll (All A's)
- **MS & HS Honors**
 - **Honor Roll:** 3.0+
 - **High Honor Roll:** 3.5+
 - **Principal's Highest Honors:** 4.0 or all A's

What academic services are offered at CATA?

ACADEMIC SERVICES OFFERED AT CATA	DESCRIPTION
TITLE 1 READING & MATH PROGRAM	CATA maintains a Title 1 Program with both Reading and Math Title 1 teachers on staff. These teachers provide one on one, small group and whole classroom support in reading and math for K-8 students.
ENGLISH LANGUAGE PROGRAM	CATA maintains an EL teacher on staff that supports our K-12 EL students who have been screened as a student with parents who English is not their first language and the students struggle with the English language.
INTERVENTION SPECIALISTS – IEP/ 504	CATA has Intervention Specialists (IS) whose work loads are organized by grade bands to support the accommodations of our K-12 students who are identified disabled under the IDEA of the Rehabilitation ACT or a Section 504.
INSTRUCTIONAL ASSISTANTS	CATA maintains Instructional Assistants (IS) that support primarily our EK-K classroom teachers, and other elementary classes when available.
TUTORING – AFTER SCHOOL	CATA maintains a year round tutoring program, facilitated by our teaching staff and offered afterschool, during specified times during the school year.
ONLINE HS CREDIT RECOVERY PROGRAM	HS students who fail an core academic class have the opportunity to make up their coursework through our online Credit Recovery online program.
ONLINE HS CREDIT ACCELERATION COURSES	HS students who come to CATA and need academic courses that can't fit in their schedule, have the opportunity to take the course through our online Credit Acceleration program.
COLLEGE CREDIT PLUS	HS students who are interested in earning college credit while they are at CATA, have an opportunity to attend college while completing their CATA course requirements.
TEST PREP– TRADITIONAL/ ONLINE SUPPORT	CATA makes every effort to provide traditional and online programming to prepare and improve their test performance with tests such as, OST, EOC, ACT, etc.

Special Academic Policies

Academic Integrity - Plagiarism/ Cheating Policy

- Students who are caught using the internet (AI) to copy and paste someone else's work to use as an extended response or for writing a paper to claim as their own will receive a failing grade.
- Students who are caught copying another student's work and using it as their own will receive a failing grade.
- Students who are caught using the internet to gather information when taking diagnostic testing will have their test invalidated and be required to take it again, under supervision.

State Test Security Violations Policy

- Students who violate state test security violations will have their test invalidated.
- Examples of Violations: possession of a personal electronic device while testing, communication with other testers in sharing answers, using someone else's identity, and causing a class disturbance that disrupts the testing environment and process.

Make-Up Work Policy

At Columbus Arts and Technology Academy, meeting deadlines helps students build responsibility and strong work habits. At the same time, we understand that life can be unpredictable, and students may occasionally need extra time due to illness or other excused absences. Below is our policy for late and make-up work:

Late Work

Students are expected to turn in assignments by the due date. If an assignment is turned in late, the grade will be reduced by 10% for each school day it is late. Assignments that are more than 10 days late will not be accepted and will receive a zero.

Absences and Suspensions

If a student is absent or suspended, they will be given the same number of days they were out to make up any missed work. For example, if a student is out for 5 days, they will have 5 school days after returning to complete their work. After the make-up period ends, any missing work will be marked as a zero. We encourage parents and guardians to check in with their child's teacher if there are special circumstances or if your child needs additional support. Our goal is to help every student stay on track while learning how to manage their time and responsibilities.

It is strongly suggested that absences not occur during state testing week(s).

Grade Level Placement, Promotion, and Retention Policy

CATA recognizes that the personal, social, and academic growth of children will vary, and they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

Currently, enrolled students will be promoted to the succeeding grade level when they have achieved the instructional objectives set for the present grade and demonstrated the degree of social and emotional maturation necessary for a successful learning experience in the next grade.

Decisions regarding a student's promotion and/or placement will be determined on an individual basis. No less than two measures from the below list will be used to determine promotion and/or placement within the academy.

- Student Academic Report Card
- Attendance Record (minimum standard of 93%)
- Grade Level Assessments
- i-Ready Diagnostic Assessments
- Teacher Recommendations
- Performance on the Ohio State Tests
- Developmental Reading Assessment Level

CATA students in grades three and above will be required to take the Ohio State Tests based on their respective grade level or course. Students who do not pass any part of these assessments will be subject to retention.

CATA students in grades early-kindergarten through second will be administered the iReady Diagnostic Assessment throughout the school year. Students must meet the established benchmark for their respective grade level by the end of the school year to be considered for promotion. If the student does not reach the established grade level benchmark, he/she is subject to retention.

Students who are placed or retained below chronological grade level may be required to participate in some or all of the following interventions:

- After School Tutoring
- Summer School
- Supplemental Coursework
- Individual Assistance coordinated by the MTSS Team

Individuals With Disabilities Education Act (IDEA) Of The Rehabilitation Act

Students who are identified as disabled under the IDEA of the Rehabilitation Act or Section 504 will be promoted or retained in accordance with their performance as well. Progress toward meeting Individual Education Plan (IEP) goals will be the primary measure of promotion or retention.

Social Emotional Learning (SEL) and Implementation Framework

At CATA, we aim to foster a culture of excellence and leadership among students, staff, families, and the community. By embodying the CATA Creed, we aim to recite our values and live them daily. The CATA Creed Curriculum serves as our guide, bridging understanding, promoting community well-being, and cultivating a school environment where every individual can thrive.

By implementing an SEL framework we hope to enhance the well-being of all stakeholders—students, teachers, administrators, parents/guardians—through consistent Social and Emotional Learning (SEL) practices aligned with our school's mission, vision, and values.

Objectives

- All stakeholders (Students, Teachers, Administrators, Parents/Guardians) will review and sign the CATA Community Contract annually or upon enrollment.
- Monthly CATA Conversations will be conducted in classrooms based on the monthly theme outlined in the Curriculum.
- Daily SEL conversations will be integrated into classroom activities to reinforce monthly themes using common SEL language.
- Weekly reflections will occur to consolidate weekly learning and practices.
- Student Wellness Coordinators will touch base with Teachers for a monthly grade-level Educator Chat (ED Chats) to receive ongoing feedback, review SEL implementation, and make necessary adjustments for the upcoming month.
- Quarterly reports on SEL progress will be provided to the School Administration.
- Teachers will introduce one supplemental learning activity quarterly to enhance ongoing SEL practices.

Strategies

CATA's SEL program and implementation is an evolving and on-going process. Please refer to the documents below for CATA's current program outline and resources.

 Policies & Procedures (SEL)

Code of Conduct

Suspension and Expulsion Procedures

CATA recognizes that exclusion from the educational program is a severe sanction and that suspension and expulsion must follow due process mandates. Additionally, CATA 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 CATA if the violation occurred during activities connected with CATA, 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.

Students in grades kindergarten through third grade will only be suspended in accordance with the CATA Board's Suspension and Expulsion Policy.

Suspension:

The administrator or designee may suspend a student from CATA. 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, and the administrator may apply any remaining part or all of the suspension period to the following school year. Alternatively, the administrator 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. If community service is issued, the principal may not apply the remaining suspension period to the following year unless the balance of hours owed is not met by the assigned student.

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

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

CATA shall provide students an opportunity to complete any classroom assignments missed because of ASP (Alternative to Suspension Program) 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 CATA 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 expulsion period 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:

- Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;
- Provides the student and the student's parent, guardian, custodian, or representative an opportunity to appear before the Superintendent (or designee) to challenge the reasons for the intended expulsion or otherwise explain the student's actions. The notice required under this section shall include the grounds for the planned expulsion, notification of the opportunity of the student and the student's parent, guardian, custodian, or representative to appear before the superintendent (or 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 or later than five school days after the notice is given unless the Superintendent grants an extension of time at the student's request or the student's parent, guardian, custodian, or representative. Suppose an extension is granted after giving the original notice. In that case, 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 one year for bringing a firearm to the School, an extracurricular event, or onto any other property controlled by CATA's Board of Directors. "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 on the student's overall record at the School.

Permanent Exclusion

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

- Illegal conveyance or possession of a deadly weapon or dangerous ordnance or an object indistinguishable from a firearm in a school safety zone violates R.C. 2923.11.
- Carrying a concealed weapon, trafficking in drugs, or possession of controlled substances, if the violation was committed on property owned or controlled by the School or at a school activity in violation of R.C. 2923.12, R.C. 2925.03, and/or R.C. 2925.11.
- Aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, rape, gross sexual imposition, or felonious sexual penetration in violation of R.C. 2903.01, R.C. 2923.02, R.C. 2903.03, R.C. 2903.04, R.C. 2903.11,

R.C. 2903.12, R.C. 2907.02, R.C. 2907.05, and/or the former section R.C. 2907.12 if the violation was committed on property owned or controlled by the school or a school activity if the victim at the time of the commission of the act was an employee at the school.

- Complicity in any of the above violations, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of, the school.

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

- After obtaining or receiving proof of the conviction or adjudication, the superintendent (or 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.
- The superintendent (or 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.

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 principal or assistant principal may remove a student from curricular activities or from the school premises or a teacher may remove a student from curricular activities under the teacher's supervision without the notice and hearing requirements of this policy. A teacher may remove a student from curricular activities under the teacher's supervision without the notice and hearing requirements. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.

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

The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

A student in grades kindergarten through three may be removed pursuant to Emergency Removal procedures only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities the following school day. A student in grades kindergarten through three 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. Failure of the parent/guardian to pick up the student for emergency removal in a timely fashion may result in Child Protective Services being contacted for removal of the student.

Right to Appeal to Board:

Within one school day after the time of a student's expulsion or suspension, the superintendent or 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) 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; (2) the right to be represented in all appeal proceedings; (3) 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; (4) and the right to request that the hearing be held in executive session. The notice shall specify the manner and date by which the student or the student's parent, guardian, or custodian shall notify the school's Board of Directors of the student's, parent's, guardian's, or custodian's intent to appeal the expulsion or suspension to the board or its designee. If the superintendent 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 be provided to 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 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 appoints the Operator as its designee.

Discipline for Students with Disabilities

Consistent with this policy, to the extent the principal may order the 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 (10) school days in the same school year, during any subsequent days of removal, the school must provide services.

If a child is removed for a period of time exceeding ten (10) school days and the behavior was not determined to be a manifestation of the disability, the student must continue to receive educational services and receive a functional behavioral assessment and behavioral intervention services.

Change in Placement

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

A change in placement will occur when:

- a removal is for more than ten (10) consecutive school days or
- a series of removals constitute a pattern because
 - the removals cumulate to more than ten (10) school days in a school year
 - the behavior of the student is substantially similar to prior incidents
 - 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 have occurred.

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 school, 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:

- Conduct a functional behavioral assessment or,
- If the behavioral plan has already been developed, review the behavioral intervention plan and the implementation plan and modify them if necessary.

The child must return to the placement from which the child was removed unless the parent and the school district 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:

- Carries a weapon to or possesses a weapon at school, on school premises, or to a school function;
- 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
- 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 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.

Behavior Guidelines

Effective learning cannot occur without an approach to student behavior that stresses self-discipline consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas that are basic to CATA's system of discipline. Students will be successful by:

- Knowing and adhering to the classroom, school, and campus expectations
- Working with staff to resolve issues in a positive manner
- Accepting responsibility for their behavior

Corporal punishment is not permitted. No employee shall threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student.

The rules of the Student Code of Conduct apply to any conduct:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function, or event;
- Traveling to and from school, including actions on any school bus, van, or public conveyance; and
- On the Internet, including but not limited to any social media platforms, whether on school grounds or off school grounds, if the conduct affects the school's teachers and staff or the education of the school's students.

Code of Conduct

Schools must set boundaries that will ensure all students experience a safe, orderly and productive environment. CATA's ability to ensure this experience is influenced greatly by individual and school-wide behavioral choices.

The code of conduct is the behavioral framework by which Columbus Arts & Technology Academy carries on its day to day operations. The code reflects the right of every student to learn in a safe, non-threatening environmental well as the right of CATA's administration to deal with violations of acceptable conduct through consequences.

The code that appears on the following pages governs the most serious and obvious types of student misconduct. The acts listed in the code are not to be interpreted as all-inclusive or exhaustive. Nor is the list to be seen as a limitation upon the authority of school officials to deal appropriately with violations of school rules and regulations or with other types of conduct that interfere with the good order of CATA, the proper functioning of the educational process, or the health and safety of students, staff, and visitors.

The administrators of CATA will issue consequences and enforce violations of the code of conduct with respect, consistency, and equity. There will be occasions where the use of flexibility within this plan will best serve the needs of the individual student and the population as a whole. Details regarding specific incidents are not available for public scrutiny.

CATA administrators reserve the right to make decisions based on experience and knowledge of individual cases.

Behaviors falling under the Code of Conduct will be identified under one of the following categories and assigned a consequence as deemed necessary by CATA Administration.

Behavior Categories

- Truancy
- Fighting/Violence
- Vandalism
- Theft/Stealing
- Firearm/Weapon

- Lookalike Weapons
- Explosives/Bomb Threat
- Tobacco/Alcohol
- Other Drugs
- Disobedient Behavior
- Harassment
- Sexual Conduct
- Bodily Injury
- Phone Usage
- Bullying
- Dress Code
- Abuse of Technology

Progression of Consequences

Tier I

- Lunch/Recess Intervention
- Parent conferences with the administration via phone or virtually
- After School Detention
- In-person parent meeting

Tier II

- Alternative to Suspension Program (ASP)
- After School Detention
- Suspension

Tier III

- Suspension
- Expulsion

Corporal Punishment Policy

No school employee or agent of the school shall exercise corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object or unreasonable physical force that causes bodily harm or substantial emotional harm. EXCEPTION: School employees may use reasonable force to restrain a student when necessary to prevent the child from injuring themselves, others, or property or to prevent bodily harm or death to another.

Progression Of Consequences

Students must follow CATA's Code of Conduct before, during, and after school, as well as in school buildings, on school grounds, at school-related activities, and on the way to and from these activities. Students' behavior must not keep any of the members of the CATA community from effectively managing their responsibilities.

Classroom Consequences

Teaching and learning can only occur in an orderly environment. Within the classroom, teachers will provide direction, set expectations, and promote self-discipline. They will be diligent in their role to create a learning environment that is neither overly permissive nor oppressive. Within that context, they will make every effort to motivate students to learn, to redirect them when their attention or behavior falters, and to continue with instruction. However, if a student demonstrates unwillingness to participate in this learning environment, they may be removed from the regular class setting.

Bus Infractions

All bus infractions will be handled according to the Code of Conduct and in conjunction with the school district providing transportation. Students' behavior shall not impede any members of the CATA community from performing their professional responsibilities. The school bus is an extension of the school; therefore, all policies and procedures are in effect until the child is dropped off at their stop.

After-school Detention

When a student repeatedly disrupts the classroom or school environment by demonstrating behaviors listed as offenses in the Code of Conduct, they may be issued an after school intervention. After-school detention will be issued once a notice has been communicated with parents/guardians. After-school detention will last one hour, ending promptly at 5pm, and students must provide their own transportation from school.

If a student fails to attend the assigned after-school detention, it may result in suspension from school.

Community Service Projects/Activities

When a student repeatedly disrupts the classroom or school environment by demonstrating behaviors listed as offenses in the Code of Conduct, they may be issued a Community Service Assignment. Community Service Assignments may be issued in lieu of suspensions, ASP, or other interventions when appropriate. Parents/guardians will be notified if community service has been assigned. If a student fails to participate in the community service assignment, it may result in suspension from school.

Suspension

Any time a student is referred for disciplinary consequences, a Referral Form will be generated. This form briefly describes the behaviors that caused the student to be removed from class, hallway, playground, or bus. The administration keeps an electronic record of all infractions.

When students have accumulated a record that reflects an unwillingness to abide by school expectations and policies, the administration can refer the student's discipline record to the Head of School with a recommendation for suspension or expulsion. Even without such a record of repeated misbehavior, students who violate the Code of Conduct can be sent home for a period of up to ten (10) school days. They will continue to do assigned work while suspended; however, it may not count at 100% of the assigned value. Suspensions may be appealed to a team consisting

of an administrator and appropriate teachers. If the outcome is not acceptable to the student/parent, they may appeal the matter further.

The steps to appeal the matter further should be as follows:

1. The administration should be contacted for reconsideration.
2. The unresolved appeal should be brought to the Head of School's attention.
3. It should be brought to the Regional Vice President of ACCEL Schools.
4. CATA's Board of Directors should be contacted to hear the unresolved appeal if it has not already been resolved.

Expulsion

In general, students in grades 4-12 who have had multiple suspensions (i.e., 3 or more) at any point in the school year may be expelled. High School students who disregard school policies, cause extreme classroom disruptions or threaten the safety of the school at any point (without prior suspensions) may be expelled. In addition, any student who violates Level 3 Code of Conduct may be sent home for up to eighty (80) school days. However, if a firearm or knife is involved, then the expulsion may last up to one year. If there are fewer days left in the school year than the expulsion period, students will serve the remaining days of the expulsion at the beginning of the next school year. If expelled, students may not come to school or to any school-related activities during the expulsion period, nor will they be permitted to enroll in any other public school. Parents/guardians will be informed in writing of CATA's intent to expel. Students and parent(s)/guardian(s) have the right to appeal this decision to CATA's Board of Directors. Any student that brings illegal drugs or a firearm to school may be referred to the criminal justice or juvenile delinquency system.

Expulsion Process

- Parent(s) will be notified of the recommendation to expel.
- Expulsion hearing will be scheduled within 10 days of the date the notice gets mailed to the parent/guardian.
- The expulsion committee will hear the expulsion. Parent/guardian and student can attend hearing, however it is not mandatory. The committee will consist of at least three school officials as follows:
 - The Head of School or designee
 - Another Administrator
 - Two teachers who do not teach the student. If scheduling permits, a K – 5th grade teacher will chair the committee for students recommended for these grade levels, and a 6th – 12th grade teacher will chair the committee in the event that a 6th – 12th grader is recommended for expulsion.
 - One teacher who does teach the student.
- If the recommendation is to expel, parents/guardians have the right to request an appeal to CATA's Board of Directors. Parents/guardians have 5 days from the hearing to request an appeal.
- If the parent/guardian exercises his/her rights, the steps to appeal to the matter further should be as follows:
 - Administration should be contacted for reconsideration.
 - The unresolved appeal should be brought to the Head of School's attention.

- It should be brought to the Regional Vice President of Accel.
- CATA's Board of Directors should be contacted to hear the unresolved appeal if not already resolved.

Emergency Removal

If a student violates the Code of Conduct by causing danger or threat of danger to any person (including themselves) or property, the Head of School or designee, will have the student removed from school without warning. Once removed, the student may not return to the building until a parent meeting is held.

Dress Code

All students are expected to come to school in clean and properly fitting uniforms with proper hygiene and hair styled neatly. Daily personal grooming is important. Pride in one's appearance is the first step in gaining self-esteem and confidence. Moreover, limiting distractions associated with inappropriate or unusual dress and personal style promotes a positive learning environment. Parents will be contacted if a student is out of uniform or comes to school poorly groomed.

The student dress code is an important part of the school program and philosophy. Making a choice to attend the school, the student (with parent support) agrees to follow all dress code requirements. **The dress code is not an option for the student or parent.** Not choosing to follow the dress code may lead to suspension or expulsion. If a student and their family are struggling to meet the financial burden of uniforms, please contact CATA Family liaison for assistance.

Uniform

While fashions change, the reason for being in school does not. Students are in school to learn. **If a student has a manner of appearance that is disruptive to the educational process or presents a risk to themselves or others, they may be removed from the educational setting. All final decisions will be determined by the Head of School.** Personal expression is permitted within these general guidelines. Students are required to wear the school uniform every day. The colors are as follows:

- Grades K-5: Navy top with Black or Khaki Slacks, Shorts, Skorts or Skirt
- Grades 6-8: Maroon top with Black or Khaki Slacks, Shorts, Skorts or Skirt
- Grades 9-12: Black top with Black or Khaki Slacks, Shorts, Skorts or Skirt

Uniform Clarifications & Qualifications

- Appropriate tops include polo shirt, button-down or blouse, and must have a collar matching the grade level color
- Long sleeve shirts can be worn under the collared shirt
- Khaki or Black bottoms include pants, shorts, skirts and skorts
- All shorts, skirts, and skorts must be below fully extended arms (at sides) and past fingertip length (5 inches).
- Hoodies are prohibited.
- Sweatshirts (without hoods) are permitted in the same color as the uniform top. This includes zip ups (no hoods), quarter zips, or crewneck sweatshirts.

- No skin should be shown under ripped clothing
- Defacing uniforms will not be accepted while at school
- Bonnets, hats, sleep headwear, night scarves, du-rags, and bandanas are prohibited.
- Bows or Headbands (with a width of less than 3 inches are permissible. Ears must be visible.
- Sunglasses, including prescription lenses, are not permissible
- After entering the school, all backpacks and totes must be stowed in the student's locker or cubby throughout the day.
- **Headphones and apple watches of any kind, including but not limited to, earbuds, air pods, beats, etc. are prohibited from use during the school day.**

Shoes

Any closed toe shoe is acceptable. No slippers, slides, flip flops, sandals or Crocs (with or without straps) are permitted.

CATA Wear

Students are permitted to wear approved CATA shirts or sweatshirts in lieu of a uniform shirt. CATA wear cannot be altered in any way. Students must wear the uniform bottoms with the CATA wear top.

Uniform Enforcement Procedure

All dress code violations must be resolved by the end of Period 1 or upon arrival. Students out of uniform during designated times should report to the main office. Outside of these times, students must wait in the office until assisted by the Office Assistant or Uniform Team.

Uniform & Hygiene Distribution Schedule: 7:45-8:45am

Protocol:

1. Sign in on the Uniform Request Sheet with first/last name, grade, and needs. Students may receive:
 - a. Pants
 - b. Shirts
 - c. Hygiene products (first come, first served)
2. Exchange regular clothes for borrowed uniform items (to be returned during Uniform Collection).
3. Take home and deliver a Uniform Letter to parent/guardian.

Uniform Collection Schedule: 2:15-2:45pm

Protocol:

1. Sign out on the Uniform Request Sheet with first/last name, grade, and items returned. Students must turn in any clothing items they borrowed that day. Students are expected to turn in:
 - a. Pants
 - b. Shirts
2. Exchange regular clothes for uniform items (to be returned during next Uniform Collection).
3. Take home and deliver a Uniform Letter to parent/guardian.

Disciplinary Actions specific to Uniform Policy Infractions

First Offense: Warning and Parent Contact (Loaned uniform to wear and returned at the end of the day)

Second Offense: Lunch/Recess Detention and parent to bring in uniform or loaned at parent discretion

Third Offense: After-School Detention and parent to bring in uniform

Fourth Offense: In-Person Parent Meeting, parent to bring in uniform, After-School Detention

Fifth Offense: Suspension In-person parent meeting before returning to school

Health and Safety

The school provides a safe and clean environment and takes precautions to protect students and staff.

The building doors are locked during the school day. Entrance to the building is by office permission. Closed circuit cameras cover all entrances and are placed at strategic locations throughout the building.

Reporting Injuries

If a student is injured at the school, he/she must immediately report the injury to school personnel. The main office will complete an injury report and will provide a copy of the report to the parents/guardians as notice of the incident.

Health Clinic

When available, the school nurse or health aide handles all first aid; otherwise, first aid issues will be handled by other school personnel. All students are required to have an Emergency Authorization Form on file at the school. These forms will be used in case there is a medical emergency or illness.

Emergency Medical Authorizations

Each parent is asked to complete and return to the school an Emergency Medical Authorization Form, which will be included in the student's cumulative record folder. Parents are responsible for ensuring that this authorization form includes the necessary information the school must have should an emergency arise. It is extremely important that this authorization form is fully completed and updated as medical needs change.

Medication Administration

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 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:

- The name and address of the student;
- The name of the school and class in which the student is enrolled;
- The name of the medication and the dosage to be administered;
- The times or intervals at which each dosage of the medication is to be administered;
- The date the administration of the medication is to begin;
- The date the administration of the medication is to cease (if applicable);
- Acknowledgement that the physician has determined that the student is capable of

- possessing and using auto injector appropriately and has provided the student with training in the proper use;
- 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;
- Instructions outlining procedures to follow if the asthma inhaler does not provide adequate relief;
- A list of adverse reactions that may occur if an individual for whom the asthma inhaler was not intended uses the medication; and
- At least one emergency telephone number for contacting the physician and one number for contacting the parent
- 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 difficulty of the circumstance requires 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.

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:

- Checking and recording blood glucose levels and ketone levels, or assisting the student with the check
- Responding to blood glucose levels outside of the student's target range
- Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia
- Administering or assisting in the administration of insulin
- Providing oral diabetes medication
- Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician's order
- Following the physician's instructions regarding meals, snacks, and physical activity
- Administering diabetes medication as long as the following conditions are met:
 - 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.
- 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
 - The parent agrees to submit a revised statement upon any changes.
 - The person administering the drug has a copy of the statement.
 - 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 that the student may be entitled to a 504 plan.

Upon written request of a parent, a student with diabetes shall be permitted to attend to his/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 purposes other than the student's own care, the Board may revoke the student's permission to attend to his/her 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 Ohio Department of Education, the following information:

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

Food Allergy Action Plan

If a student has a serious food allergy, the student and his/her parent(s) must complete a Food Allergy Action Plan.

Vision, Hearing, and Scoliosis Screening

Screening for the students will be conducted in accordance with state guidelines. The school nurse will notify the parent of the results. Any conditions discovered that might impede the student's health or school progress will be brought to the parent's/guardian's attention by the school nurse.

Eye Protective Devices

Staff and Students shall wear eye protection which complies with Federal and State standards when working in areas involving:

- flying particles
- molten materials
- acids, caustic, or explosive materials
- chemical oases or vapors
- potentially injurious light radiation
- welding, milling, sawing, drilling, turning, shaping, cutting, grinding, buffing

Wellness Program

In light of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 by Congress, the school recognizes the role it can play in building nutrition knowledge and skills in students to promote healthy eating and physical activity choices. This law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The passing of the Healthy, Hunger-Free Kids Act of 2010 added provisions to expand upon the previous local wellness policy requirement of the 2004 Act. The school supports student health and wellness. For further information regarding the Wellness Policy, refer to the Board of Director's Board Policy Manual.

Reporting Child Abuse / Neglect

When any staff member suspects abuse or neglect, he/she will first notify the building administrator. The staff member will then call the local reporting agency in the presence of the administrator. The staff member will document the notification. All reports are to be confidential. For further information regarding reporting of child abuse or neglect, refer to the Board of Director's Board Policy Manual.

Technology and Internet Safety

As more fully outlined in the school's Technology and Internet Safety Policy attached as [Appendix II](#) to this handbook, the use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific

network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

By signing the Parent/Student Contract Page at the end 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; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the student may have his/her privileges revoked or other disciplinary actions taken against him/her for actions or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Using or wearing headphones or smart watches during class or while State Testing
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the school;
- Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student 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 parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for any and all costs; and
- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

Harassment, Intimidation, Bullying

As more fully set forth in the school's Policy on Harassment, Intimidation and Bullying, including by an electronic act, and attached as **Appendix I** to this handbook, harassment, intimidation, or bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include counseling, suspension, or expulsion from school. The school's commitment to addressing harassment, intimidation, and bullying, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty or school personnel.

It is imperative that harassment, intimidation, and bullying be identified only when the specific elements of the definition are met, because the designation of the conduct of such behavior carries with it special statutory obligations. Any misconduct by one student against another student or staff, whether or not appropriately defined as harassment, intimidation, or bullying will result in appropriate disciplinary consequences for the perpetrator. Please see the appendix area for more information using the STOPit app in order to combat bullying, violence, and negativity within the school. **See Appendix VI.**

Prohibited Gang Activity

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event whether at the school or outside of the school facility, and on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

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.

These activities may include things such as recruiting students for membership in a gang and threatening or intimidating other students or staff against their will to promote the common purpose and design of any gang.

Drug-Free School

In accordance with applicable law, the school prohibits the use, possession, concealment, or distribution of drugs by students on the school grounds, in the school building, on school buses, or at any school related event. Drugs include any alcoholic beverage, an anabolic steroid, and any dangerous controlled substance as defined by state or federal statute, or any substance that could be considered a “look alike” controlled substance. Compliance with this school policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action as specified in this Parent/Student Handbook, up to and including expulsion from the school. When required by state law, the school will also notify law enforcement officials.

Weapon-Free School

No student at any time, for any reason shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon or considered a “look-alike” weapon in or on property of the school, school bus, or any school-sponsored activity held away from the school property. Possession of a weapon may result in immediate expulsion and involvement of local law enforcement.

- A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear (for example, guns, knives, knuckles, clubs, box-cutters, etc.).
- A dangerous instrument is anything that, although not specifically designed to hurt someone, can be used to hurt someone or put someone in fear (for example, belts, combs, compasses, etc.).
- An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.).
- Any object that closely resembles a weapon or explosive and could put persons in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.).

The firearm has the same meaning as provided under the “Gun Free Schools Act of 1994.” At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter’s gun) that will or is designed to or can readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the “Gun Free Schools Act of 1994” changes, then the definition outlined in this policy shall automatically change to conform to it.

The knife is defined as a cutting instrument consisting of a sharp blade or edge, not to include scissors, wire cutters, or other similar tools determined by the administrator to be necessary for the school setting at a particular building or grade level if used only for the necessary purpose.

School Records

The school takes student records and their confidentiality very seriously and has a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon properly authorized request from that school or from a signed release by the parent or as otherwise required by law.

Current Information

To ensure student records are up-to-date, parents must inform the school of address, telephone (home/work, cell), and legal custody changes as they occur during the school year.

Request for Records

The school secretary will request student records from the previous school(s) upon completion of enrollment. Pursuant to the Ohio Revised Code, the requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

Student Directory Information

While FERPA permits schools to adopt a policy allowing the release of Directory Information Policy under which “directory information” concerning students may be released to the public under certain circumstances, schools are not required to do so. Whereas the school has not adopted such a policy, the school’s practice in compliance with FERPA is not to release education records or personally identifiable information in the absence of explicit consent from a parent or student over the age of eighteen.

Audio-Visual Information

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channels, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in school is an integral part of the reporting responsibility to the community. The school will, however, respect parents’ wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student’s name, picture or work product for presentations or other uses.

Release of Student Records

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect and request corrections to student records. Parents are required to submit their request to inspect student records in writing to the administrator to allow him/her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental

inspection only under the direct supervision of administrator or his/her designee. The school must comply with the parent's request for inspection within forty-five (45) days.

Parents have the right to request corrections to student records. Requests for corrections must be submitted in writing to the administrator in a letter that includes the basis for such correction. Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect.

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

Parents have the right to file a complaint with the Ohio Department of Education if they think that the school or the school district their student previously attended is not complying with the federal laws or regulations regarding student records.

Non-Custodial Parent Record Request

The school will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

Protection of Pupil Rights Amendment (PPRA) Notification

Description of Intent

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only

be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents of minors' certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- The right to provide consent before students are required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:
 - political affiliations or beliefs of the student or student's parent
 - mental or psychological problems of the student or student's family
 - sexual behavior or attitudes
 - illegal, antisocial, self-incriminating, or demeaning behavior
 - critical appraisals of others with whom respondents have close family relationships
 - legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 - religious practices, affiliations, or beliefs of the student or parent/
 - income, other than as required by law to determine program eligibility
- The right to receive notice and an opportunity to opt a student out of the following:
 - any other Protected Information Survey, regardless of funding
 - any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 - activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- The right to inspection, upon request and before administration or use, of the following:
 - Protected Information Surveys of students
 - instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 - instructional material used as part of the educational curriculum

Notification Procedures

The school will work to develop and adopt policies regarding these rights in consultation with parent(s). The school will also work to make arrangements to protect student privacy in the

administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parent of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available method, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parent will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

Reporting a Violation

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

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

Child Find

The school is participating in an effort 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).

School districts across the State of Ohio are also participating in this effort to identify disabilities such as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive impairments, physical impairments, autism, traumatic brain injury, and other health impairments.

The school is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, to accomplish this, the school must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the school's administrator.

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 a special need exists. If a need is identified, the child can begin receiving special education and related services.

Parents' Right to Know Teacher Qualifications

A parent or guardian may request information on the professional qualifications of each classroom teacher who provides instruction to the parent's or guardian's child. The information that may be requested includes:

- Licensure and certification information
- Educational background
- Qualifications of instructional aides (if applicable)

Parent Involvement Policy

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

1. Create a welcoming school climate.
 - a. Provide a welcome packet for all parents visiting the school, including important school contact information, school calendar and information about the vision and mission of the school.
 - b. Have teachers make personal contacts with families through e-mail, phone calls or home visits.
 - c. 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.
 - a. Provide information for parents on typical development and appropriate parent and school expectations for various age groups.

- b. Print suggestions for parents on home conditions and activities that support learning at each grade level.
 - c. Partner with local agencies to provide resources to families.
- 3. Establish effective school-to-home and home-to-school communication.
 - a. Provide information for parents on homework policies and on monitoring and supporting student work at home.
 - b. Send home student work for parent review and comment.
 - c. Allow access so families can frequently monitor their children's progress.
 - d. Clearly communicate school policies to all families.
 - e. Establish formal mechanisms for families to communicate with administrators and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
 - f. Create a "suggestion or comment" box (electronic or onsite) for families to anonymously provide their questions, concerns and recommendations.
 - g. The school secretary can provide parent(s) account and log-in information for PowerSchool and other platforms so that they may monitor their student's progress daily.
- 4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
 - a. Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
 - b. Make regular homework assignments that require students to discuss with their families what they are learning in class.
 - c. Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
 - d. 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.
 - e. 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.
 - a. Invite parents to be involved at the School, including Title One planning.

- b. 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.)
 - c. Create volunteer recognition activities such as events, certificates, and thank-you cards.
 - d. Host events which encourage interaction among parents.
- 6. Connect students and families to community resources that strengthen and support students' learning and well-being.
 - a. 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.
 - b. Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
 - c. Connect students and families to service-learning projects in the community.
 - d. Invite community partners to share resources at annual open houses or parent-teacher conferences.

Complaint 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 Administrator and should contain a statement of the facts and the specific outcome desired by the parent 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 Administrator.

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 Administrator. The Administrator 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 Administrator 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 is sent to the school's legal counsel.

Non-Discrimination and Title IX/Section 504 Notice

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

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

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

Title IX Coordinator

Mackenzie Eikenberry, Principal
2743 S Hamilton Rd
Columbus, OH 43232
614-577-0900

Section 504 Coordinator

Christina Coviello
2743 S Hamilton Rd
Columbus, OH 43232
614-577-0900

Homeless Policy

The school ensures equal educational opportunities for all students, including those experiencing homelessness. Every student has the right to enroll in the school determined to be in their best interest. This commitment includes access to all school services, programs, and activities in compliance 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 they are 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, then the dispute resolution procedures shall be followed as provided herein. 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 they 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 they currently reside (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 when the residence is more than one mile from the school.

PickMyKid App is available for families who pick up their children directly from CATA. It enables a much quicker and easier transition from the end of the school day. Also, utilizing a dashboard sign to identify all the students, by name and grade level that the parent/guardian is picking up eases difficulty as well.

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 themselves 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:

- The School shall immediately enroll the child/unaccompanied youth in the school in which they are 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.
- 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
- The school will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the

- schools follow the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal to 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.
- 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.

College and Career Readiness Policy

Through the Columbus Arts & Technology Academy's (CATA) College and Career Readiness Policy, students will receive annual instruction and access to a wide range of services tailored to their needs. Students identified as economically and/or academically disadvantaged will receive assistance in academic intervention, career exploration, implementation of a career path plan, and will have an opportunity to explore the advantages of work-based learning.

CATA's College and Career Readiness Program utilizes the College Credit Plus Program which is available to college-ready students in grades 7 to 12. The purpose of the program is to increase student success in high school. Through these efforts, CATA will strive to keep students from becoming disengaged and dropping out of school and will provide students with opportunities for college and careers.

Parent/Student Handbook Acknowledgement, 2026-2027

Please print clearly:

Name of participating student	
Age	
Grade	
Name of Parent or Guardian	

We have read and understand all the information contained in this manual including student code of conduct, internet usage policy and related policies. We agree to abide by and support the school's policies and code of Conduct in the Parent – Student Handbook and all policies included in the Board of Directors' Board Policy Manual.

Agreed to by:

Student's Signature Date

Parent / Guardian's Signature Date

- PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY AND RETURN TO THE OFFICE

OR

- [COMPLETE THE ONLINE VERSION OF THIS FORM BY CLICKING HERE](#)

Media Release

STUDENT INFORMATION FORM

Please print clearly:

Name of participating student

Age

Grade

School

City/Town/Zip

Columbus Arts & Technology Academy

2743 South Hamilton Road
Columbus, OH 43232

TO BE COMPLETED BY PARENT or GUARDIAN:

I/We understand that as part of my/our child's/my attendance at the school, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

Signature of parent or guardian

Date

- PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY AND RETURN TO THE OFFICE

Emergency Response Plan

The safety and wellness of our students is the primary concern of our teachers, staff, and administrative team. Our goal is to ensure that our students are safe and that school personnel can properly respond to any emergency situation. The school will publish and distribute *Emergency Procedures for Guardians*. Our goal is to keep parents properly informed of the processes and procedures that are in place to safeguard their children while they are in school including:

- Security screening and the use of picture identification upon entering the school building
- Release and pick-up procedures
- Emergency procedures
- First Aid procedures
- Evacuation procedures
- Student Emergency Kit
- Emergency relocation procedures
- Crisis communication procedure and parent notification
- Early dismissal

Guardians can help us keep their child safe by making sure that we have updated student information. Open communication between parents and the school will be extremely important for the safety and the welfare of each child. We ask that parents keep the school informed of any potential situations that may impact the safety and welfare of their child including changes in custody, change of address, phone number, or change in emergency contact information.

Student Emergency Contact/Permission Cards for the classroom teacher are to be completed at the time of enrollment. Please fill out these forms as soon as possible and return them to the school for inclusion in the school's Emergency Response Plan.

We look forward to working with you to ensure a safe school environment for your child.

Appendix I - Anti-Bullying/Harassment/Intimidation Policy

The following policy must appear in any student handbook, and in any publications that set forth the comprehensive rules, procedures and standards for the School and students. Information regarding this policy must be incorporated into employee training materials. Annually, the School shall send a written statement describing the policy and the consequences for violating the policy to each student's custodial parent or guardian, either electronically or with report cards.

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

"Harassment, intimidation, or bullying" means either of the following: 1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or 2) violence within a dating relationship. The definition of "harassment, intimidation or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying."

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a

nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

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

All school personnel, volunteers and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See attached Form for Reporting Incidents of Harassment Intimidation and Bullying at Appendix 264.1-A).

Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. All School personnel,

volunteers and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

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

The School shall implement the following strategy for protecting victims: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to insure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

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

1. Non-disciplinary Interventions

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

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

2. Disciplinary Interventions

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

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

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

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

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

RC §§3313.663313.667

See also Policy No. 271 Student Code of Conduct; Policy No. 273 Expulsion and Suspension; Policy No. 232 Technology and Internet Acceptable Use; Policy No. 234 Electronic Communication Devices; Policy No. 261 Student Expression; Policy No. 262 Student Bill of Rights/Responsibilities; and Policy No. 264 Sexual and Other Forms of Harassment

Appendix II - Technology and Internet Acceptable Use

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

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

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

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

1. Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude into other people's files; using other users' email addresses and passwords.
2. Using profanity, obscenity or other language which is offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the Internet or technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Student Code of Conduct. Do not view, send or access materials that you would not want the school staff and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to their teacher or administrator immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging technology devices, computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
 - any activity that requires an exchange of money and/or credit card numbers;
 - any activity that requires entry into an area of service for which the School will be charged a fee;

- any purchase or sale of any kind; and
- any use for product advertisement or political lobbying.

Neither the Internet nor any other technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

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

Students and staff have no expectation of privacy with respect to the use of technology, the Internet, intranet, or e-mail. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating school policy or the law. Violations of school policy, the Student Code of Conduct or the law may result in severe penalties, up to and including expulsion.

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

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

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

Students in violation of school technology and usage policies may be subject to disciplinary action including, but not limited to: relinquishing of technology or other privileges, removal or suspension from school, up to expulsion. Incidents will be evaluated on an individual basis and disciplinary actions will be evaluated against the Code of Conduct Leveled progression.

Appendix III - Search Policy

The following section delineates the school's policy relative to searches. Within the context of this section "personal possessions" includes, but is not limited to: purses, backpacks, book bags, packages, and clothing. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school board policy, Code of Conduct, and/or law. Reasonable suspicion may be based on a school official's personal observation; a report from a student, parent, or staff member; a student's suspicious behavior; a student's age and past history or record of conduct, both in and out of the school context; or other reliable sources of information.

Lockers

School lockers are the property of the School. Inspection of the interior of lockers may be conducted by school personnel, for any reason, at any time, without notice, without student consent, and without a search warrant. The personal possession of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school policies. As soon as practical, after the search of a student's personal possessions, the School officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Locks

Locks will not be provided by the school. Students wishing to use a lock on his/her locker must provide his/her own lock. In the event of a necessary search or emergency, the school administrators have the authority to cut locks off of the lockers. The cost of the lock will not be reimbursed.

Desks

School desks are the property of CATA. Inspection of the interior of desks may be conducted by school officials for any reason, at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and a Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will disclose a violation of law or school policies. The search will be reasonable in its scope and intrusiveness.

Random Searches

All school property, students, and personal possessions of students are subject to a random search at any time. Random searches may be conducted at the discretion of the Head of School. The search will be reasonable in its scope and intrusiveness.

Appendix IV - FERPA Notice

The Columbus Arts & Technology Academy (CATA) honors families' privacy while meeting its obligation to share education-related information with the community. The Family Education and Privacy Act (FERPA) notification and opt-out process – described in this form – helps schools balance these interests.

FERPA is a federal law that allows school districts' to share "directory information" to anyone, without consent, as long as the district annually notifies parents and allows them the chance to opt-out. FERPA defines "directory information" as information contained in a student's education record that generally would not be considered harmful or invasive to privacy disclosure. The law allows school districts to determine and notify parents of its exact definition of such directory information.

CATA defines student "directory information" as: full name, address, phone number, photograph/image, date and place of birth, participation in school activities and sports, weight and height of members of athletic teams, dates of school attendance, diplomas and awards, and schools attended.

If you do not want CATA to release this information about your child, you must make a request in writing and send it to the Head of School by September 15th of each year. A sample FERPA opt-out letter can be found at www.columbusata.org.

What happens if you write a FERPA opt-out letter? CATA will not release your student's information in any publications that reach beyond the schoolhouse or to any outside organization. This means, that you will not be included in the school yearbook, PTO newsletters, school directories, photos or videos on school websites, event and athletic programs, award listings in local media, or school newspapers. Essentially, the school will not provide any information that validates your child's identity or his/her enrollment in our school.

Please note: Even for students with no FERPA opt-out letter on record, CATA employees will exercise their best judgment when releasing "directory information" and will seek parent/guardian permission for situations that would generally be considered outside the realm of typical school-related activities or news. In addition, CATA will not control the release of certain directory information – such as photographs/images or names – when students participate in school events open to the general public.

More information about your rights under FERPA is available online at www.ed.gov/policy/gen/guid/fpco/derpa/index.html.

Appendix V - Cell Phone Policy

Cell Phone Policy

At Columbus Arts and Technology Academy, we are committed to maintaining a focused, safe, and engaging learning environment. To support this goal and in alignment with our mission to ignite students' passion for learning and community, the use of cell phones by students during school hours is limited.

As of May 2024, Ohio Governor Mike DeWine signed House Bill 250 into law, requiring all public schools to implement policies that reduce cell phone use during the school day. This legislation was developed in response to growing research that links excessive student phone use with lower academic performance, higher anxiety, and disruptions to healthy peer interaction.

I. Purpose and Rationale

This policy is designed to minimize classroom distractions, increase student engagement, and promote positive mental health. In addition, the policy ensures that our school remains in compliance with House Bill 250, which mandates that Ohio public schools implement restrictions on student cell phone use during instructional hours. While we understand and respect the importance of students being able to communicate with families, our policy prioritizes uninterrupted learning and school safety.

II. Applicability

This policy applies to all students while on school property during school hours.

III. Device Storage & Access

- Students will turn in their phones daily to designated staff upon arrival. Devices are then stored securely in labeled, mobile storage boxes, organized by homeroom or advisory.
- These boxes are housed in the main office, but are easily relocatable to classrooms in emergency scenarios to ensure quick distribution if needed.
- Students may access a school phone during the day if they need to contact a parent or guardian.

IV. Exceptions

Cell phone use is permitted when:

- Required by a student's Individualized Education Plan (IEP) or 504 Plan.
- Necessary to monitor or address a health concern, as determined by school officials.

IV. Consequences

If a student violates the policy, the following progressive steps may be taken:

1. 1st Offense: Verbal warning and phone picked up by a parent/guardian.
2. 2nd Offense: Suspension and phone held until picked up by a parent/guardian.
3. 3rd Offense: Parent meeting and possible continued Out of School Suspension.
4. Continued non-compliance may result in further disciplinary action, up to a 10-day suspension or expulsion.

IV. Emergency Protocol

In the event of a school emergency, Columbus Arts and Technology Academy has established and practiced emergency response and family reunification protocols in alignment with state law and district guidance. Student safety and timely communication with families are prioritized at all times.

Cell phones are stored in secure, mobile storage boxes that are housed in the main office and are **readily deployable**. In the event that an emergency requires student access to personal communication devices, **cell phone boxes will be promptly distributed back to homerooms (HRs) or other designated supervised locations** by school staff.

Once distributed, students will be permitted **supervised access** to their devices for the purpose of communicating with parents or guardians, as directed by school administration. The timing and manner of access will be determined based on the nature of the emergency to ensure safety, order, and accurate communication.

This emergency access protocol is formally documented within the school's Emergency Management Plan. In compliance with state law, the Emergency Management Plan will be updated by **January 1, 2026**, to clearly denote if and how cell phones may be used during emergencies. This update does not require new signatures and does not alter the plan's expiration date.

This policy was enacted in response to Ohio Governor Mike DeWine signing [House Bill 250](#) in May 2024. The new law requires every school district in Ohio to establish an official policy governing cellphone usage during school hours and seeks to minimize student cell phone use in K-12 schools.

Sponsored by former Reps. Jessica Miranda (D-Forest Park) and Tracy Richardson (R-Marysville), and with the cellphone provision championed by Sen. Andrew Brenner (R-Delaware), HB 250 requires that all districts limit cellphone use and reduce cellphone-related distractions in classrooms. It also includes exceptions for students who need a cell phone to monitor a health concern or for student learning as determined by school officials.

We have read and understood the cell phone policy in response to House Bill 250. We agree to abide by and support the school's cell phone policy, which is located in the Parent–Staff Handbook.

Agreed to by:

Student's Signature

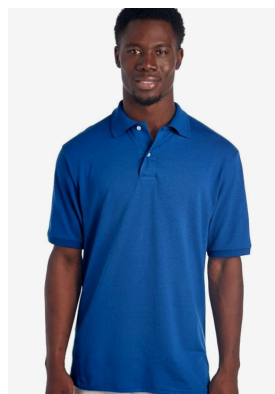
Date

Parent / Guardian's Signature

Date

Appendix VI: Uniform examples and Non-examples

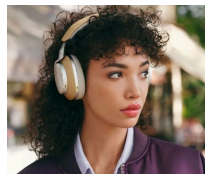
Acceptable:



Acceptable (continued):



Unacceptable:



Appendix VII-CATA Community Contract

At CATA, we are building a safe, supportive, and respectful community where every student can learn, grow, and succeed. Everyone makes mistakes. What matters is how we respond, learn, and move forward together.

Trailblazer Commitment

As a CATA Trailblazer:

- I will show respect, even when I am frustrated.
- I will choose growth over giving up.
- I will learn from mistakes.
- I will contribute to a positive school culture.
- I will work toward becoming the best version of myself.

Ask:

1. Did I show **Care**?
2. Did I take **Accountability**?
3. Was I **Trustworthy**?
4. Did I **Advocate** respectfully

I will practice these four commitments daily:

CARE - Be Kind / When I make a mistake, I will work to make it right.

I will:

- Treat others the way I want to be treated.
- Use kind words and actions.
- Help others when I can.
- Respect differences.
- Include others and make them feel welcome.

ACCOUNTABILITY - Own It / Mistakes help me grow.

I will:

- Take responsibility for my choices.
- Tell the truth.
- Follow directions the first time.
- Learn from mistakes.

- Focus on solutions instead of excuses.

TRUSTWORTHINESS - Be Reliable / Others should be able to count on me.

I will:

- Be where I am supposed to be.
- Come ready to learn.
- Follow through on my commitments.
- Keep my hands, feet, and objects to myself.
- Make choices that help others feel safe

ADVOCACY - Speak Respectfully / My voice matters, and so does everyone else's.

I will:

- Use respectful words and actions.
 - Listen when others are speaking.
 - Ask for help when I need it.
 - Solve conflicts peacefully.
 - Speak up for myself and others appropriately.
-

Agreement & Signatures

By signing below, I agree to practice: **Care, Accountability, Trustworthiness, Advocacy.**

I understand that these expectations help create a safe, supportive, and successful school community for everyone.

Student Name: _____ **Student Signature:** _____ **Date:** _____

P/G Name: _____ **P/G Signature:** _____ **Date:** _____

This CATA Community Contract clarifies expectations, aligns with SEL principles, and emphasizes the shared responsibility of all stakeholders in maintaining a positive school culture at Columbus Arts & Technology Academy (CATA).
