



**A+ Arts Academy**  
**Policy & Procedure Manual**

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# POLICIES

**SECTION: POLICIES**  
**SUBJECT: - PROMOTION, ACADEMIC ACCELERATION, PLACEMENT,**  
**AND RETENTION**  
**POLICY APPLIES TO: STUDENTS**

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**PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND  
RETENTION**

The Board of Directors of A+ Arts Academy recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade reading Guarantee (Policy 26.23.02).

**Promotion:**

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course and State-mandated requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

**Academic Acceleration:**

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual

and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed within forty-five (45) calendar days. Evaluation related to referrals that occur at the end of a school year or during the summer will occur either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall be comprised of the following:

- A. a parent/guardian, or a representative designated by that parent/guardian
- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content

standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement. The acceleration evaluation team will consider the student's own thoughts on possible accelerated placement in its deliberations.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent with fourteen (14) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within fourteen (14) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

The acceleration evaluation committee will specify an appropriate transition period for accelerated students.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within fourteen (14) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous through the curriculum.

**Placed:**



If a student has previously been retained, then the student may be placed at the next grade level, when retention would no longer be beneficial.

**Retention:**

The decision to promote or retain a child at the end of the school year will be based on the child's ability to function adequately at the next highest grade level. Aspects to be considered will include academic progress (especially in reading/language, math and science), presence of any learning disability and social maturity. All efforts will be made to inform the parents of possible retention decisions at the end of the second quarter.

A student will be retained in their current grade level when s/he has:

- A. earned 2 F's as final grades for the school year , these students will have an opportunity to make up a class during the summer school session. Upon passing, the student will be promoted.
- B. earned 3 or more F's as final grades for the school year. Students who have been previously retained may be considered for placement. Students who are "placed" in a grade will have documentation put in their file indication that the student was not promoted but placed due to an administrative decision.

**Middle School**

If a student receives one (1) F in an academic class, s/he will be transferred to the next grade level. Administrators will recommend summer school, especially in sequential courses like Math and English.

Legal

R.C. 3313.608, 3313.608(D), 3313.609, 3313.647, 3324.10

A.C. 3301-35-02(B)(5)

## **ACADEMIC PREVENTION/INTERVENTION POLICY**

In accordance with Section 3313.6012 of the Revised Code, the Board of Directors (the “Board”) of (the “School”) adopts this Academic Prevention/Intervention Policy (the “Policy”), as more fully detailed below, in order to address prevention and intervention services for all grades and students within the School.

### **I. ASSESSMENTS**

The School shall assess student achievement and needs in all program areas in compliance with State law, the rules adopted by the State Board of Education and the Charter. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and educational achievement goals of the School.

### **II. STATE-REQUIRED TESTS**

The School shall administer all State-mandated tests to students at the times designated by the State Board of Education. “Achievement tests” for purpose of this Policy are defined as those aligned with the Ohio academic content standards and model curriculum, designed to measure a student’s level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement. The School will administer the Ohio graduation tests, if applicable, as required by Section 3301.0710 of the Revised Code and at times designated by Section 3301.0711 of the Revised Code.

“Diagnostic assessments” for purposes of this Policy are defined as those aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. The School will administer diagnostic assessments pursuant to Section 3301.0715 of the Revised Code.

All statewide tests shall be administered in accordance with Rules 3301-13-01 and according to procedures outlined in 3301-13-02 of the Ohio Administrative Code.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, by illustration but not limitation, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any particular test required if the individualized education program (“IEP”) developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Alternative Assessment for a Student with Disability (“AASWD”) is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test. In that case, the school shall use AASWD to test students needing an alternate form of assessment.

The School shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher-grade level, except as provided by law.

### **III. INTERVENTION SERVICES**

In accordance with this Policy, the School shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention or remediation programs may include, by way of illustration, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention and/or small group interaction.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the School shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

For each student required to be offered intervention services, the School may involve the student's parent or guardian and classroom teacher in developing the intervention strategy and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

### **IV. PROCEDURES FOR THE REGULAR COLLECTION OF STUDENT PERFORMANCE DATA**

The School shall develop procedures for the regular collection of student performance data; a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The School shall keep records for each student including the following:

- A. A unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2);
- B. A list or designation of which tests are required, and which tests are not required;
- C. A list or designation of which tests, required or not required, are taken and which are not taken at each test administration period;
- D. Score for each test taken;
- E. Whether each student attained the requisite performance standard designated for each required test;
- F. What if any tests must still be taken; G. Whether or not intervention must be provided; and

H. For each test required for graduation, the date passed must be recorded on the student's transcript. No information shall be on the student's transcript for a test not passed. When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

**V. PROCEDURES FOR USING STUDENT PERFORMANCE DATA TO EVALUATE THE EFFECTIVENESS OF INTERVENTION SERVICES AND, IF NECESSARY, TO MODIFY SUCH SERVICES.**

The School shall utilize diagnostic and performance assessments that are nationally-normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading, math, language arts and life sciences and the effectiveness of intervention services.

The student performance will be measured after each diagnostic and performance assessments and compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs which may include by way of illustration, one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction will be employed. Subsequent diagnostic and performance assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.

**This policy shall be reviewed annually.**

Adopted at the Annual Meeting of the Board of Directors- 2021

## ADMISSIONS AND OPEN ENROLLMENT POLICY

WHEREAS, the Governing Authority for School adopts the following policy and procedure for admission and enrollment to the school:

### **A). Admissions Procedures**

Admission to our School is open to any student in entering grades 9-12 who reside in the district of the State of Ohio and who is entitled to attend school per ORC Section 3313.64 or 3313.65. The School will follow the Ohio Department of Education's Model Student Acceleration Policy for Advanced Learners. Preference of admission will be given in the following order:

1. Returning students
2. Students who reside in the district where the School is located;
3. Siblings of returning students; and
4. New students (if space is available).

### **Nondiscrimination Statement:**

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

**Capacity & Lottery:** The School will not exceed the capacity of the School's programs, classes, grade levels or facilities. When the number of applicants for admission exceeds the School's capacity, admissions will be determined by a lottery of applicants in the categories of preference set forth above.

**B) Open Enrollment:** Enrollment is open to students who reside in any district in the state of Ohio and who is entitled to attend school. Students are eligible to enroll beginning the first day of each respective school year through the last day of the year according the school calendar.

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

- Completed Registration Form
- Student's birth certificate
- Photo identification of parent/guardian enrolling the student
- Student's current immunization record
- **Proof of Residency** - one of the following in the parent/guardian name, showing a street address:
  - mortgage statement
  - lease agreement
  - utility statement or receipt of utility installation issued within ninety (90) days of the date of enrollment
  - bank statements of the parent or student
  - voter registration card

1. that the school has identified the student as having a substantial deficiency in reading
2. a description of current services provided to the student
3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency
4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion, and
5. that the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language arts assessment, unless the student is exempt as delineated below.

D. For each student identified to be "not on track", the District shall:

1. provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan;

The intervention services shall include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.

2. develop a reading improvement and monitoring plan within sixty (60) days of learning of the reading deficiency;

The District shall involve the student's parent/guardian and classroom teacher in developing the plan.

3. provide a teacher who meets the requirements prescribed by the Ohio Department of Education.

### **Reading Improvement and Monitoring Plan**

The reading improvement and monitoring plan developed for students identified as "not on track" shall include:

A. identification of the student's specific reading deficiency;

B. a description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;

C. opportunities for the student's parent/guardian to be involved in the instructional services;

D. a process to monitor the implementation of the student's instructional services;

E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress; and

F. a statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained in third grade.

Such intervention or remediation services shall include intensive, explicit, systematic instruction, and instruction in phonetics pursuant to rules adopted by the State Board of Education.

### **Reporting Requirements**

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee.

After identification of students as being "not on-track", Reading Intervention Specialists will utilize data provided from NWEA MAP Growth and other assessments to create individualized Reading Improvement and Monitoring Plans for students in Kindergarten through Third Grade. These plans will be created and entered into the DataMap system no later than the second Friday in October.

Once the plans have been recorded, notification will be sent to the EMIS coordinator in order to upload the information. Additionally, the Reading Intervention Specialists will report on the results of testing and plan creation to appropriate district administration.

### **Promotion/Retention**

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who attains a score in the range designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

A. the student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in an English as a second language program; or

B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under State law; or

C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or

D. all of the following apply:

1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.

2. The student has taken the third grade English language arts achievement assessment, as prescribed.

3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.

4. The student previously was retained in any of grades kindergarten to three or

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low- performing readers.

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that s/he is reading at or above grade level, in accordance with the provisions of Policy 5410 – Promotion, Academic Acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building administrator.



## **ANTI-HARRASSMENT, INTIMIDATION AND BULLYING POLICY (SAFE SCHOOL)**

This Safe School Policy has been developed in consultation with parents, School employees, School volunteers, students and community members. The School prohibits violence including harassment, intimidation, bullying, or any gang related activity in accordance with this Safe School Policy. The School is a drug-free and weapon-free school and does not tolerate the above-mentioned behavior whether in the classroom, on school property, on school-provided transportation, by electronic acts or at school-sponsored events, as it is expressly forbidden.

Harassment, intimidation, or bullying behavior, whether in the classroom, on school property, by electronic act, on school-provided transportation, or at school-sponsored events, is strictly prohibited, and students who are determined to have engaged in such behavior, whether in-person or by electronic act, are subject to disciplinary action, which may include counseling, suspension, or expulsion from school. The School's commitment to address 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 conduct of such behavior carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as harassment, intimidation, or bullying will result in appropriate disciplinary consequences for the perpetrator.

### I. Definition of Terms:

#### A. "Harassment, intimidation, or bullying" means either of the following:

1. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
  - a. Causes mental or physical harm to the other student;
  - b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
2. Violence within a dating relationship.

#### B. "Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

- C. “School-sponsored activity” means any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the School Administrator, the Governing Authority, or the Ohio Department of Education.
- D. “Harassment, intimidation, or bullying” will not mean any action that would constitute protected free expression under the First Amendment to the Constitution of the United States and/or the Constitution of the State of Ohio.

In accordance with these definitions, the following factors should be considered before identifying conduct by a student or group of students as harassment, intimidation, or bullying in violation of the Policy. The determination that conduct does not constitute harassment, intimidation, or bullying under the Policy, however, does not restrict the right of the School Administrator to impose appropriate disciplinary consequences for the student misconduct.

Location. Harassment, intimidation, or bullying behavior in violation of the Policy must occur to and from school, by way of electronic act on school grounds, at school-sponsored activities or sanctioned events, or in school vehicles. Cyber-bullying may occur at locations away from those mentioned above and is also covered by this Policy and is strictly forbidden by the School.

Ridicule, humiliation, and/or intimidation. Harassment, intimidation, or bullying behavior is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes this behavior, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

## II. Types of Conduct

Harassment, intimidation or bullying can take many forms and can include many different behaviors having an overt intent to ridicule, humiliate, or intimidate another student. Prohibited conduct can include, but is not limited to, the following behavior, overt acts, and/or circumstances:

- A. Verbal, nonverbal, physical or written harassment, bullying, hazing or other victimization that has the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- B. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- C. Unreasonable interference with a student’s academic performance or creation of an intimidating, offensive or hostile learning environment;
- D. Physical violence, attacks or both;
- E. Threats, taunts, and intimidation through words, gestures or both;
- F. Extortion, damage, or stealing of money, property, or personal possessions;
- G. Exclusion from the peer group or spreading rumors; or

- H. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies, cell phones and other web-based/online sites (also known as “cyber-bullying”), such as the following:
- (i) Posting slurs on websites where students congregate or on web-logs (personal online journals or diaries);
  - (ii) Sending abusive or threatening instant messages;
  - (iii) Using camera phones to take embarrassing photographs of students and posting them online;
  - (iv) Using websites and cell phones to circulate gossip and rumors to other students;
  - (v) Excluding others from an online group by falsely reporting them for inappropriate language to internet service providers.

### III. Complaint Process – Reporting Prohibited Incidents

The complaint process for the Policy will follow the guidelines established below. In addition, the following information provides further guidance with regards to complaint procedures for violations or suspected violations of the Policy:

#### A. Written and Oral Complaints

- (i) The School requires the School Administrator or his/her designee to be responsible for receiving complaints alleging violations of this Policy. Students, parents or guardians may file written complaints of suspected harassment, intimidation, or bullying with any School staff member or administrator. A teacher or other School staff member who receives a written complaint will promptly forward it (no later than the next school day) to the School Administrator or his/her designee for review and action.
- (ii) Oral complaints will also be considered official complaints. Students, parents or guardians, and school personnel may make oral complaints of conduct that they consider to be harassment, intimidation, or bullying by verbally reporting to a teacher, school administrator, or other School personnel. A teacher or other school staff member who receives an oral complaint will promptly document the complaint in writing and will promptly forward it (no later than the next school day) to the School Administrator for review and action.

Both written and oral complaints will be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness.

#### B. Anonymous Complaints

- (i) Students who make oral complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint.
- (ii) The anonymous complaints will be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint; and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

#### IV. School Personnel Reporting Responsibilities

- A. School Personnel, including teachers and other School staff, who witness acts of harassment, intimidation or bullying, as defined above, will promptly notify the School Administrator or his/her designee of the event observed by filing a written incident report concerning the events witnessed.
- B. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior.
- C. School personnel should intervene promptly where they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation, or bullying.”
- D. Any student that deliberately makes a false report of harassment intimidation, or bullying shall be subject to the disciplinary procedures described in Section VIII of this Policy.
- E. School Personnel, students, and volunteers that report an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures specified in this Section of the Policy shall be individually immune from liability in a civil action for damages arising therefrom.

#### V. Notification to Parents/Guardians

- A. If after investigation, acts of harassment, intimidation or bullying by a specific student are verified, the School Administrator or his/her designee will notify, in writing, the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such a student, a description of such discipline will be included in such notification.
- B. If after investigation, acts of harassment, intimidation or bullying against a specific student are verified, the School Administrator or his/her designee will notify the parent or guardian of the victim of such findings. In providing such notification, care must be taken to respect

the statutory privacy right, including those set forth in the R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974, 88 Stat. 571, 20 U.S.C. 1232q of the perpetrator of such harassment, intimidation and bullying.

- C. To the extent permitted by State and Federal privacy laws, parents or guardians of any student involved in a prohibited incident may have access to any written reports pertaining to the prohibited incident.

#### VI. Investigation and Documentation of Prohibited Incident; Anonymous Reports

- A. The School requires the School Administrator or his/her designee to be responsible for determining whether an alleged act constitutes a violation of this Policy. In so doing, the School Administrator or his/her designee will conduct a prompt and thorough investigation of all written and oral complaints of suspected harassment, intimidation, or bullying. A written report of the investigation will be prepared when the investigation is complete. Such report will include findings of fact and a determination of whether acts of harassment, intimidation, or bullying were verified. When prohibited acts are verified, a recommendation for intervention, including disciplinary action will be provided. Where appropriate, written witness statements will be attached to the report. All such incident and investigation reports shall be stored in a secure location determined by the School Administrator that will preserve appropriate confidentiality and anonymity.
- B. When a student making a complaint has requested anonymity, the investigation of such complaint will be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

#### VII. Intervention Strategies to Protect Victims

When responding to verified acts of harassment, intimidation, or bullying, the School will consider potential strategies to protect victims from additional harassment, intimidation, or bullying, and from retaliation following a report. Potential strategies include:

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

- E. Informing School personnel of the incident and instructing them to monitor the victim and the offending party for indications of harassing, intimidating, and bullying behavior; instructing personnel to intervene when prohibited behaviors are witnessed; or
- F. Checking with the victim regularly to ensure that there have been no incidents of harassment/intimidation/bullying or retaliation from the offender(s).

#### VIII. Disciplinary Procedure

- A. Verified acts of harassment, intimidation or bullying will result in an intervention by the School Administrator or his/her designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
- B. The School recognizes that acts of harassment, intimidation, or bullying can take many forms and can vary dramatically in seriousness and impact on the targeted individual and school community. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. Disciplinary and appropriate remedial actions for a student or staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to, and including, suspension or expulsion.
- C. In determining appropriate interventions for each individual who commits an act of harassment, intimidation or bullying (including a determination to engage in either non-disciplinary or disciplinary action, as described below), the School Administrator will give the following factors full consideration:
  - (i) The degree of harm caused by the incident(s);
  - (ii) The surrounding circumstances;
  - (iii) The nature and severity of the behavior;
  - (iv) The relationship between the parties involved; and
  - (v) Past incident(s) or continuing patterns of behavior.
- D. When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts of such behavior do not reasonably require a disciplinary response, students may be counseled regarding the definition of misconduct, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation or bullying. Peer mediation may also be used, when appropriate.
- E. When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, will not be the basis for disciplinary action.

- (i) In and out-of-school suspensions 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.
- (ii) Expulsion may be imposed only after a hearing before the School Administrator. This consequence will be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating such behavior.
- (iii) The determination that conduct does not constitute harassment, intimidation or bullying under this Policy, however, does not restrict the right of the School Administrator or the Governing Authority or both to impose appropriate disciplinary consequences for student misconduct.

#### IX. Semi-Annual Reporting Obligations

The School Administrator will semi-annually provide the leader of the Governing Authority a written summary of all reported incidents and post the summary on the School's website, if one exists to the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended. The list will be limited to the number of verified acts of harassment, intimidation, and bullying, whether on school grounds, to and from school, or at school-sponsored activities or sanctioned events.

#### X. Dissemination of Policy

- A. The School will annually disseminate the Policy to staff, students, and parents, along with an explanation that the Policy applies to all applicable acts of harassment, intimidation, and bullying that occur on school grounds, at school-sponsored activities or sanctioned events, to or from school or on school-related vehicles, or in cyber-space. The Policy will appear in parent/student handbooks that set forth the School's rules, procedures, and standards of conduct for the School and its students.
- B. To ensure the staff is prepared to prevent and effectively intervene with incidents of harassment, intimidation or bullying, the School has incorporated the information about the Policy into its employee training programs as required by Ohio Revised Code 3319.073.
- C. This policy will be introduced to students during orientation sessions. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and dating violence prevention, and their rights and responsibilities under this and other school policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this Policy, as well as information about other school rules and disciplinary policies. This Policy will be stated in student, staff, volunteer and parent handbooks.

## XI. Prohibited Gang Activity

The Governing Authority believes gangs or gang activity creates an atmosphere that seriously disrupts the educational process. Students are prohibited from engaging in gang activities while at School, on school property, to or from school, or at a school sponsored activity or sanctioned event. Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from the School.

The term “gang” is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the endorsement of or participation in one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engaged in a pattern of criminal gang activity.

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

1. On behalf of a gang;
2. To perpetuate the existence of a gang;
3. To affect the common purpose and design of any gang; or
4. To represent a gang affiliation, loyalty or membership in any way while on OR OFF 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 his/her/their own will to promote the common purpose and design of any gang.

## XII. Drug Free

In accordance with Federal law, the School prohibits the use, possession, concealment or distribution of drugs by students on school grounds, in the school building, on school property, or at a school sponsored event to ensure a Drug Free School. Drugs include alcoholic beverages, steroids, dangerous controlled substances as defined by Ohio law, or any substance that could be considered a “look alike.” Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from the School.

## XIII. Weapons Free

The School is also a weapons-free school. No student, at any time, for any reason, will knowingly possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on property of the School or at any School sponsored event held away from school property. Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from the School.

## XIV. General Provisions

This Policy will not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by State or Federal law such as the Nondiscrimination, Suspension and Expulsion/Due Process,



Violent and Aggressive Behavior, Hazing, Discipline/Punishment, Sexual Harassment, Peer Sexual Harassment and Equal Educational Opportunity acts.

The Complaint process is in effect and all matters will be investigated and resolved in accordance with the steps outlined above.

2021 Annual Meeting of the Board Directors.

## BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR (STUDENT SECTION)

The Board of Directors is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school- approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or
- B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment. although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, email, cellular telephone, personal digital assistance

(PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and 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(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the Building Principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the Building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The Building Principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in the Anti-Harassment policy.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of

whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the Building Director or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by-a specific student are verified, the Building Director or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

## Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Building Director for review, Investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the Building Director for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, Intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

#### Privacy/Confidentially

The School District will respect the privacy of the complainant, the Individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and Its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

#### Reporting Requirement

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

Revised 11/1/19

R.C. 3313.666, 3313.667

State Board of Education Model Policy (2007)

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## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** Bereavement Leave for Immediate Family and Others  
**Approved:** 7/1/2014

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### Objective

The Bereavement Leave Policy establishes uniform guidelines for providing paid time off to employees for absences related to the death of immediate family members and fellow employees or retirees of A+ Arts Academy.

### Eligibility

All full-time, active employees are eligible for benefits under this policy.

### Procedures

An employee who wishes to take time off due to the death of an immediate family member should notify his or her supervisor immediately.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. An employee may, with his or her supervisor's approval, use any available vacation for additional time off as necessary.

Bereavement pay is calculated based on the base pay rate at the time of absence, and it will not include any special forms of compensation, such as incentives, commissions, bonuses, overtime or shift differentials.

Paid bereavement leave will be granted according to the following schedule:

- Employees are allowed up to three consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee's spouse, child, father, father-in-law, mother, mother-in-law, son-in-law, daughter-in-law, brother, sister, stepfather, stepmother, stepbrother, stepsister, stepson or stepdaughter. To be eligible for paid bereavement leave, the employee generally must attend the funeral of the deceased relative.
- Employees are allowed one day off from regular scheduled duty with regular pay in the event of death of the employee's brother-in-law, sister-in-law, aunt, uncle, grandparent, grandchild or spouse's grandparent. To be eligible for paid bereavement leave, the employee generally must attend the funeral of the deceased relative.
- Employees are allowed up to four hours of bereavement leave to attend the funeral of a fellow regular employee or retiree of the company, provided such absence from duty will not interfere with normal operations of the company.

## Child Abuse and Neglect Policy

SCHOOL PROTOCOL FOR REPORTING ALLEGATIONS OF CHILD ABUSE IN OHIO:

Ohio Revised Code Sections 2151.011, et seq.; 2921.14; 2151.421

As approved by the School's Board of Director's:

### **A. Purpose of Policy:**

- 1) To inform all employees of the School's requirement to report suspected child abuse (including sexual abuse) or neglect and to inform employees of their immunity from civil liability or criminal penalty for reporting.
- 2) To establish procedures to be used by all employees of the School in making oral and written reports to the appropriate authorities of suspected cases of child abuse or neglect.
- 3) To protect children from abuse and neglect.

**B. Definitions:** Under this Policy, the abuse and neglect of a child (i.e., any individual under the age of eighteen (18) years) is defined as follows:

- 1) Physical injury not necessarily visible of a child under circumstances that indicate that a child's health or welfare is harmed or at substantial risk of being harmed;
- 2) The observable, identifiable, and substantial impairment of a child's mental or psychological ability to function;
- 3) The failure to provide proper care and attention to a child, including leaving a child unattended, under circumstances that indicate that the child's health or welfare is harmed or placed at substantial risk of harm;
- 4) Any act that involves sexual molestation or exploitation of a child (i.e., any sexual contact or conduct with a child) regardless of whether the child has physical injuries;
- 5) Any Victim of sexual activity offense constituting abuse or exhibits evidence of physical or mental injury inflicted other than by accidental means, or threats or harm to child's health and welfare, or is an endangered child as defined under Ohio Revised Code 2919.22.

### **C. Mandatory Reporting Required By:**

- 1) Attorney, physician, nurse, other health care professional, dentist, coroner, day care worker, school teacher/employer, social worker, professional counselor, speech pathologist, child services agency employee, person rendering spiritual treatment through prayer, psychologist, day camp employee. See ORC: 2151.421 (A)(1) (b);

2) The Board of Directors of School specifically requires any employee of this School who has reason to believe that a child has been subjected to abuse (including sexual abuse) or neglect (the "Reporter") by any parent, guardian, adoptive parent or other person who has permanent or temporary care or custody or responsibility for the supervision of such child (including, without limitation, school employees), or any household or family member of such child, shall make a report as directed below. An employee must act on the basis of any information and belief.

**D. What Must be Reported:**

1) Persons described under the Ohio Revised Code 2151.421 (A) (1) (b) must immediately report any knowledge or reasonable cause to suspect based on facts that would cause a reasonable person in a similar position to suspect, that a child under eighteen years of age or a mentally retarded, developmentally disabled, or physically impaired child under twenty-one years of age has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the child.

2) The Reporter must immediately notify and give all information required below to the Principal /Administrator of the School (the "Administrator") or, if the Administrator of the School is unavailable, his or her de- signee (the "Designee"). The School will not choose to have more than one designee. If Administrator and the Designee are not immediately available but will be available later during that same school day, the Re- porter shall wait to make the report required above to the Administrator or the Designee as soon as they are available.

**E. To Whom Reported:**

The Public Children's Services Agency or municipal or county peace officer in county where child resides. After notifying the Administrator or Designee, the Reporter, along with the Administrator or the Designee, must make an oral report (by telephone or direct communication) as soon as possible to the local Department of Social Services or the local law enforcement agency. Contact information is as follows:

The Ohio Department of Job and Family Services has launched 855-O-H-CHILD (855-642-4453), an auto- mated telephone directory that will link callers directly to a child welfare or law enforcement office in their county.

**F. Contents of Written Report:** As far as is reasonably possible, an oral or written report made under this Policy shall include the following information:

1) The names and addresses of the child and the child's parents or the person or persons having custody of the child, if known;

(2) The child's age and the nature and extent of the child's injuries, abuse, or neglect that is known or reasonably suspected or believed, as applicable, to have occurred or of the threat of injury, abuse, or neglect that is known or reasonably suspected or believed, as applicable, to exist, including any evidence of previous injuries, abuse, or



**A+ Arts Academy – Policy & Procedure Manual**

**Child Abuse Referral Form**

**Child Name** \_\_\_\_\_

**Child Address** \_\_\_\_\_

**Child's Age** \_\_\_\_\_

**Parent or Guardian** \_\_\_\_\_

**Address** \_\_\_\_\_  
\_\_\_\_\_

**Description of alleged abuse or neglect**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Alleged Perpetrator**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_  
\_\_\_\_\_

**Child Abuse hotline phone number (614) 229-7000.**

**CHILD FIND NOTICE:**

**THE SCHOOL (an Ohio Community School)** is participating in the effort to identify, locate, and evaluate all children from birth through 21 years of age who may have disabilities.

If you have or know of a child who may have a disability, contact the school for more information and help. Ohio Administrative Code 3301-51-01 (B)(10) defines “Child with a disability” as a child evaluated in accordance with rule 3301-51-06 of the Administrative Code as having a cognitive disability (mental retardation), a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

**POLICY:**

**RESOLVED:** THE BOARD OF DIRECTORS instructs the School and the School EMO to ask for information specifically about the nature of the child’s disability, specific steps taken to address the disability, and what background or testing information is available regarding the child’s disability. The answers to these questions along with additional information gathered by the community school will be used to determine if the school suspects a disability. If the community school suspects a disability the school will conduct an evaluation which may consist of interviews, observations, screenings, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability what special services the child may need. All information collected will be held in strict confidence and released to others only with parent permission or as allowed by law.

**PARENTAL RIGHTS:**

Parents have the right to: Review their child’s records; Refuse permission to release information (except as required by or permitted by law to be released); and Request that information they believe to be inaccurate, misleading, or in violation of their child’s privacy or other rights be changed. The school has a process to resolve disagreements about information collected. If you or someone you know has a child who needs assistance specifically related to a disability, you may contact:

Administrator/Principal: \_\_\_\_\_

Contact number: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

Resolved: 2021 Annual Meeting of the Board of Directors.

## College and Career Readiness and Financial Literacy Policy

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy is posted in a prominent location on the district's website.

The District's plan for career advising includes, providing:

- A. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
- B. Career advising to students in grades 6-12, which includes meeting with students to discuss academic and career pathway opportunities.
- C. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
  - 1. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
  - 2. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.

Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.

- D. Training for employees on how to advise students on career pathways, including use of the tools available in *OhioMeansJobs K-12* and other online sources provided by the district.
- E. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized

credentials and postsecondary course credit.

- F. Information on courses that can award students both traditional academic and career-technical credit.
- G. Documentation on career advising provided for review by the student, student's parent, guardian or custodian, and schools the student may attend in the future. This includes activities that support the student's academic, career and social/emotional development.
- H. The supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

**Definitions:**

**Academic Pathways:** A specific plan of secondary and postsecondary courses, academic programs and learning experiences that students will complete to earn a diploma and related credential.

**Career Advising:** An integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals.

**Career Connections Learning Strategies:** Grade-level examples that link students' schoolwork to one or more career fields, as defined by Ohio law.

**Career Fields:** Sixteen (16) categories of industries and related occupations based on common characteristics, as defined by Ohio law.

**Career Pathways:** A collective look at education and training, wage, and outlook information for related occupations. Career Pathways offer an overview of the various career options along with education and training that can begin as early as grade seven. A Career Pathway includes Academic Pathways that lead to related careers.

**Documentation:** Evidence of services provided to students; activities completed by students related to the Career Connections Framework (awareness, exploration, planning and preparation); conversations with students regarding academic, career and social/emotional goals; events available to students; and records of career advising with students and their parents/guardian.

**Early Warning System:** Data indicators that help identify students who are at risk of dropping out of school.

**Ohio Teacher Evaluation System, Teacher Performance Evaluation Rubric:** A scoring tool that reflects a progression of expectations for all classroom teachers.

**Online Tools:** Ohio Means Jobs K-12, or another similar tool that provides resources, tools and information (e.g., labor market information, postsecondary education programs, assessments and surveys, electronic planning tools) for students to discover their career interests, explore career and education options and develop an individual plan for their future.

**Student Success Plan:** A formalized process that helps students develop goals and plans for success in their futures. The process is based on strategic activities and reflections in which students discover their interests, explore and evaluate options and make informed decisions. The School will follow guidance as provided by ODE at <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Advising-Policy-and-Student-Success-Plan>.

**Successful Transitions and Postsecondary Destinations:** Acceptance to and enrollment in a postsecondary education or training program at an institution of higher education, without remediation. This includes apprenticeship, cooperative education, certificate, associate, or bachelor's degree; employment in a high-skill, high-wage career field; or acceptance into the military.

**Inclusion of Financial Literacy:** Beginning with the seventh and eighth grade curriculum, comprehensive units shall be conducted for a length of 2 to 6 weeks.

**References:**

Gordon, Virginia N. Career Advising: An Academic Advisor's Guide (2006).

**Career Connections Resources:**

**Career Pathways:** <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways>

**Framework:** <http://education.ohio.gov/CareerConnections>

**Learning Strategies:** <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Resources-for-Teachers>

**Model Student Success Plan:** <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Advising-Policy-and-Student-Success-Plan>

**Ohio Teacher Evaluation System, Teacher Performance Evaluation**

**Rubric:** <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Teacher-Performance-Ratings>

**Ohio School Counselor Association, Ohio School Counselor Evaluation System:**

<http://www.ohioschoolcounselor.org/page-1611028> (Note: The State Board of Education and Ohio Department of Education have not endorsed or approved this evaluation system - this is only a resource for districts to review)

Resolved: Annual Meeting 2021

### **Key Ideas and Details**

1. Understand that reading is a strategic process of constructing meaning from texts.
2. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
3. Formulate and clearly express complex ideas related to texts, citing evidence to support inferences and interpretations.
4. Think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.
5. Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays) and work-related documents such as manuals, memos, letters, and business plans.
6. Determine central themes of a text and analyze their development. Summarize the key supporting details and ideas.
7. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Craft and Structure**

1. Employ pre-reading strategies to identify features of text that aid comprehension (e.g., informational).
2. Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.
3. Differentiate between fact and opinion.
4. Employ vocabulary-building strategies while reading various texts.
5. Evaluate an author's purpose and point of view by analyzing the use of language, style, and point of view found in the text.
6. Demonstrate an understanding that the writer's choice of language shapes meaning.
7. Evaluate an author's rhetorical and argumentative strategies.
8. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### **Integration of Knowledge and Ideas**

1. Read and respond orally and in writing to texts representing a variety of genres, authors, cultures, and historical periods.
2. Establish and apply criteria for selecting and judging the credibility of texts.
3. Use text features, (e.g., pie charts, bar graphs, pictures) to enhance, emphasize, and clarify written or oral.

### **Range of Reading and Level of Text Complexity**

1. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
2. Skillfully read a wide range of increasingly complex texts, print and non-print.

### **Writing - Text Types and Purposes**

1. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
2. Select from a repertoire of processes and modes to develop writing for purposes such as persuasion, explanation, research, or personal expression.
3. Use style, voice and organizational structures which are transparent and appropriate for the rhetorical purpose and audience.
4. Adept at responding in writing to diverse texts and formats, synthesizing, critiquing and analyzing those texts.
5. Adapt writing strategies for audience, purpose, and type of task.
6. Produce texts that convey an argument that is organized, coherent, fully developed, and rhetorically appropriate in support of a thesis.
7. The writing also exhibits word choices that convey intended meaning.

### **Production and Distribution of Writing**

1. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
2. Draft, revise, and edit writing autonomously.
3. Adapt writing strategies for audience, purpose, and type of task.
4. Use reflective strategies for critiquing and evaluating their own and others' writing.
5. Employ sentences of varying lengths and structures which are as appropriate to audience, purpose, and context.

## **A+ Arts Academy – Policy & Procedure Manual**

6. Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization, and spelling.

### **Research to Build and Present Knowledge**

1. Employ the research writing skills of evaluating sources and integrating them in support of a thesis.
2. Accurately and correctly quote, paraphrase, and summarize material from another text to avoid unintentional plagiarism.
3. Properly cite sources, using a generally accepted citation system such as MLA or APA.

### **Speaking and Listening - Comprehension and Collaboration**

1. Listen actively and speaks effectively in a variety of academic and work-related situations.
2. Listen carefully, takes notes as needed, and not interrupt other speakers when engaged in group or committee work.
3. Deliver a clearly organized message when contributing to the group or committee work.
4. Takes notes while listening to lectures or participating in other forms of information gathering and uses the notes to review and reflect on learning.
5. Know how to identify and accommodate cultural differences in communication styles and strategies.
6. Analyze and synthesize information gathered from a variety of sources.
7. Summarize information heard into another form of communication, e.g., rephrase statements, summarize a speech, and paraphrase an oral reading.
8. Evaluate and respond to a speaker's message.
9. Use viewing skills and strategies to understand and interpret visual media.
10. Support and clarify written and oral presentations with visual media resources, including electronic technologies.
11. Recognize and respect cultural and language differences in both formal and informal speaking situations.
12. Interpret and evaluate a speaker's rhetorical strategies and evidence.
13. Employ appropriate non-verbal strategies to enhance communication.
14. Summarize information heard into another form of communication, rephrase statements, summarize a speech, or paraphrase an oral reading.
15. Understand the impact that visual media has on society.
16. Set criteria and evaluate the technology techniques used to influence economic, political, cultural, social, and aesthetic decision-making.



## **Financial Literacy**

When a youth reaches the early teens, the possibility of working and earning money becomes a reality. Getting that first job and learning the skills needed to be successful as a good employee are critical to success in later life. The work ethic one develops will go a long way toward developing the habits of mind that translate into economic success in later years.

Young workers quickly learn the connection between working and earning. They learn that not everything they earn from working will go home as the difference between gross income and net income is realized. They also learn that the more skilled and better educated workers generally earn higher incomes. Hence, they see the connection between learning and earning and seeking a career track that fits their wants and talents.

As a consumer, the youth learns the difference between goods and services. Markets are created when buyers and sellers interact to exchange the goods and services as created by producers. They quickly learn the difference between spending all of their income and saving a portion of their income for future use. In so doing, they learn that role of banks is to provide a place for workers and earners to become savers and investors by utilizing basic banking tools such as checking accounts and savings accounts.

When they open their first checking accounts, young workers realize the importance of reconciling their financial transactions to maintain some sense of financial responsibility. With all the new financial tools available such as ATM cards to access available funds and debit cards to immediately utilize monies, it becomes critical that sound personal financial responsibility is exercised.

As consumers, young teens must make informed financial decisions weighing both the benefits and costs of every choice and understanding that for every choice selected, there is an opportunity cost for the next best alternative. Personal budgets, even basic plans about how one spend and/or saves income from jobs, are critical to becoming financially responsible.

Understanding the different kinds of costs (i.e. fixed, variable and periodic) and when they come due allows one to project available discretionary income that can be used for leisure time activities or other personal wants.

Realizing that as a responsible consumer, it is necessary to include in one's budget a plan for paying bills, either in person, by check or through electronic transaction, knowing how and when to do that establishes an individual as a fiscally responsible person. Understanding how interest rates affect both savings and credit goes a long way toward achieving financial competency. Likewise, understanding the role that taxes play in our society and the different kind of taxes (e.g. sales, income, property, luxury, and excise) that serve different roles strengthens one's financial competency.

## **Financial Literacy for the Middle Grades**

1. Working and Earning;
  - a. Getting that first job
  - b. Skills vs. Interests
  - c. Good work ethic

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- d. Knowing the difference between a wage and a salary
- e. Gross vs. net income
- f. Workers and Earners
- g. Income vs. expense

### 2. Understanding the difference between Cash and Credit

- a. How does Interest work?
- b. How does credit work?

### 3. What are Goods and Services?

- a. The role of a Market
- b. Producers and Consumers
- c. Buyers and Sellers

### 4. Banking Basics

- a. Spending vs. saving
- b. How do savings accounts work?
- c. How does interest grow my savings?
- d. Savers and Investors
- e. How do checking accounts work?
- f. What do you mean – reconcile?
- g. Other banking tools:
- h. Debit Cards, ATM Cards, Electronic Banking

### 5. Economic Decision-Making

- a. Opportunity Costs
- b. Weighing costs vs. benefits

### 6. What is a Budget?

- a. Fixed Costs
- b. Variable Costs
- c. Periodic Costs
- d. Discretionary Income

7. Paying Bills

- a. Installment loans
- b. Electronic payments
- c. Automatic payments

8. The role of taxes

- a. Sales tax
- b. Income tax
- c. Property

**Financial Literacy for the High School Grades**

Financial literacy is defined as the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy.

TOPIC: Financial Responsibility/Decision Making:

In the US economy, personal financial decisions rest with the individual. Making responsible decisions related to goals for lifestyle and financial want, fosters financial success and security.

Content Statements:

1. Financial responsibility entails being accountable for managing money in order to satisfy one's current and future economic choices.
2. Financial responsibility involves life-long decision-making strategies which include consideration of alternatives and consequences.

TOPIC: Income and Careers:

Career choices impact earning potential. Many factors, including a sound work ethic, educational level, skills and experiences, affect gross income. Decisions related to benefits, deductions, retirement, investments, etc. affect net income.

Content Statements:

1. Competencies (knowledge and skills), commitment (motivation and enthusiasm), training, work ethic, abilities and attitude are all factors impacting one are earning potential.

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2. Income sources include job earnings and benefits, business earnings, saving and investment earnings, government payments, grants, inheritances, etc.
3. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.

TOPIC: Planning and Money Management:

A disciplined personal financial plan is a critical component for financial success. Financial institutions and professionals provide services, expertise and guidance in developing and implementing one's financial plan.

Content Statements:

1. Financial responsibility includes the development of a spending and savings plan (personal budget).
2. Financial literacy includes a decision-making strategy on purchasing.
3. Financial institutions offer a variety of products and services to address financial responsibility.
4. Financial experts provide guidance and advice on a wide variety of financial issues.
5. Planning for and paying local, state and federal taxes is a financial responsibility.

TOPIC: Consumerism:

Informed purchasing decisions are essential for responsible financial management. Limited protections against some consumer fraud exist in government regulatory agencies and laws. Ultimately, consumers must be informed and vigilant when making purchasing decisions.

Content Statements:

1. Consumerism choices consistent with one's financial plan including decision-making strategies on purchasing.
2. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
3. Utilizing financial services and risk management tools, and interpreting and comparing consumer lending statements, terms and conditions enable one to be an informed consumer.
4. Consumer protections laws help safeguard individuals from fraud and potential loss.
5. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).

TOPIC: Investing:

The goal of financial management is to increase one's net worth. Investing, through a variety of options, is one way to build wealth and increase financial security. Many factors impact

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investment and retirement plans, including government regulations and global economic and environmental conditions, etc.

Content Statements:

1. Using key investing principles one can achieve the goal of increasing net worth.
2. Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.
3. Government agencies are charged with regulating providers of financial services to help protect investors.

TOPIC: Credit/Debt:

Responsible use of credit is one tool to help achieve financial and lifestyle goals. To successfully advance through financial life stages, a consumer must create, establish and maintain credit worthiness. Disciplined consumers borrow within their means at favorable terms and responsibly repay debt.

Content Statements:

1. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to lender at some later date.
2. Debt is an obligation owed by one party to a second party.
3. Effectively balancing credit and debt helps one achieve some short and long-term goals.
4. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
5. Credit and debt affect tax obligations.

TOPIC: Risk Management and Insurance:

As individuals accumulate net worth and establish a standard of living, they assume the risk of loss of income and assets. Use of a risk management plan mitigates the potential loss of income and personal net worth and also safeguards personal identity. Risk management products and strategies change over one's life span.

Content Statements:

1. A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.
2. Safeguards exist that help protect one's identity.
3. Diversification of assets is one way to manage risk.
4. A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies & Procedures  
**Subject:** Confidentiality  
**Approved:** 10/18/2016

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### **POLICY:**

#### 1. General Policy

- a) All employees of the A+ Arts Academy shall keep confidential any and all information they acquire during the course of their employment that would reasonably be considered to be personal or confidential. This includes, but is not limited to:
  - Personal information concerning students
  - Personal information concerning all employees on the Board;
  - Confidential information obtained from third parties;
  - Confidential information about matters under consideration by school administration or the board of education;
  - Confidential information concerning the business or operations of the board of education;
  - Content of tenders and other contractual negotiations; and details of business operations, financial matters and other confidential records of business which deal with the Board.
- b) No person shall disclose such information unless such disclosure is required within the course of employment.

2. Information covered by this policy shall include information that is written or unwritten or stored electronically.

#### 3. Authorized Release of Information

- a) Subject to legislation and regulations, any personal or confidential information shall be released only as required in the necessary course of employment and only by those persons authorized to release such information.
- b) An employee shall make his or her best efforts to ascertain whether or not release of information is authorized, and if uncertain shall direct the inquiry to his or her supervisor,

4. Any person who knowingly, recklessly or negligently releases personal or confidential information without appropriate authority may be subject to disciplinary action up to and including termination of the employment contract.

#### 5. The Superintendent or delegate shall:

- a) Develop procedures to collect, store and allow access to personal and confidential information in keeping with the requirements of appropriate legislation; and

## **A+ Arts Academy – Policy & Procedure Manual**

b) Provide employees with direction concerning the appropriate release of information that they may encounter during the course of their employment.

6. All volunteers who may have access to confidential or personal information shall be provided with a copy of this policy and required to adhere to its requirements as a condition of being a volunteer

7. All Contractors who may have access to confidential or personal information shall be provided with a copy of this policy and required to adhere to its requirements as a condition of their contract.

8. All supervisors shall ensure that all employees, volunteers and contractors covered by this policy shall be provided with a copy of this policy prior to commencing employment or duties with the school division and shall sign an acknowledgment of review of this policy.

## A+ Arts Academy – Policy & Procedure Manual

Section: **Policies**  
Subject: **Credit Card (Purchasing) Policy**  
Approved: **8/20/2014**

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A + Arts Academy recognizes the convenience afforded through the use of credit cards for prompt payment to suppliers. Credit cards are issued at the discretion of the Executive Board to officers and employees who are granted purchasing authority for materials and services under \$1,500. When signed and accepted, the Cardholder agreement acts to assign purchasing authority. The Cardholder agrees to comply with all A + Arts policies and procedures. A + Arts Academy authorizes the use of credit cards in the following manner: Prior authorization by the Superintendent is required prior to purchase. Employees should fill out a requisition for purchase, have Superintendent approve and attach receipt to requisition.

### **A.** Staples Credit Card

1. Staple credit card is kept in the office and distributed and used by A + Arts Academy officers and employees for furnishings and office supplies associated.
2. Any such usage shall require the approval of the school Treasurer or Superintendent prior to such use.
3. Itemized receipts shall be turned in with the Staples credit card at the end of the next business day upon the employee's return to their normal work schedule. Failure to turn in receipts may result in charges being deemed unrelated or unsubstantiated.
4. The school Treasurer is responsible for the security and monitoring of proper use. Repayment of any unsubstantiated or unrelated purchases will be the responsibility of the officer or employee who signs out the card.

### **B.** Lowes Credit Card

1. Lowes credit cards issued to and in the name of A + Arts Academy shall be held and supervised by the school Treasurer or Superintendent. Bank credit cards may be signed out by officers and employees with purchasing authority upon approval for school related activities only.
2. All purchases made with a bank credit card must be accompanied by a purchase order.
3. Itemized receipts and appropriate forms are to be turned in to the school office at the end of the next business day upon the employee's return to their normal work schedule. Failure to turn in receipts and appropriate forms may result in the charges being deemed unrelated or unsubstantiated.
4. The school Treasurer or Superintendent is responsible for keeping a record of all bank credit card use. Any repayment of any unsubstantiated purchases will be the responsibility of the officer or employee who signs out the card.



## **A+ Arts Academy – Policy & Procedure Manual**

### **Cardholder Responsibilities**

Cardholders must use the card responsibly and in accordance with this policy:

- Purchase items only for school business use only
- Never lend or share the credit card or account number
- Purchase only goods approved the Executive Board or in accordance with school policies
- Purchases shall not exceed \$1,500 under any circumstances
- Return the credit card to the school treasurer upon termination or resignation
- Forward all receipts and purchasing documents to the school Treasurer or Superintendent.

### **Compliance with Policy, Violations and Consequences**

Employee and officer violations of this agreement or to any policy regarding the purchase of goods or services will be investigated and may result in either one or more of the following actions: written warning, revocation of credit card privileges, cancellation of delegation of purchasing authority, disciplinary action, and termination and/or criminal prosecution. Human error and extraordinary circumstances may be taken into consideration when investigating any violation to this agreement.

A + Arts Academy's Executive Board and Treasurer have the authority to investigate and determine whether a violation of procurement policy has occurred and to recommend actions that may be taken because of such determinations.

### **Credit Card violations include but are not limited to:**

- Purchase of items for personal use
- Purchase of items in violation of the travel policy
- Use of the credit card for cash advances
- Exceeding the card credit limit
- Splitting purchases into more than one transaction to avoid the \$1,500 limit
- Failure to return the credit card upon request, after resignation, or upon reassignment or termination
- Failure to turn in receipts, or other back up documentation to the school Treasurer within 30 days of the purchase for the purposes of reconciliation.

## **A+ Arts Academy – Policy & Procedure Manual**

### **Ownership and Cancellation of the Credit Card**

The credit card remains the property of A + Arts Academy and the granting institution. It may not be transferred to, assigned to, or used by anyone other than the designated Cardholder. The bank or A + Arts Academy may suspend or cancel Cardholder privileges at any time for any reason. The Cardholder will surrender the credit card upon request to A + Arts Academy or any authorized agent of the bank.

### **Spending Limits**

Each credit card has a pre-set spending limit of \$1,500.00 that may not be exceeded under any circumstances.

### **Receipts**

It is the Cardholder's responsibility to obtain transaction receipts from the merchant each time the credit card is used. Individual transaction receipts are to be attached to periodic statements and submitted to the school Treasurer or Superintendent. The Treasurer will be responsible for review and approval of periodic statements. The school finance office must keep statement data and proof of reconciliation, including receipts, and packing slips on file for a period consistent with record retention requirements of the State of Ohio.

### **Disputed Items**

It is the Cardholder's responsibility to follow up on any erroneous charges, returns or adjustments to ensure proper credit is given on subsequent statements.

### **Protecting the Credit Card**

The credit card is valuable property which requires proper treatment by the Cardholder to protect it from misuse by unauthorized parties. The credit card should always be treated with the same care as personal credit cards, bankcards cash and checks. Keep your card(s) in an accessible, but secure location.

### **Reimbursement**

As the school does not have bank credit cards, teachers may receive authorization from the Superintendent to purchase minor supplies or equipment and submit their receipt for reimbursement. Bank credit cards may be used by officers and employees for the following school related transactions:

## **A+ Arts Academy – Policy & Procedure Manual**

1. Transportation reservations and expenses; conference registrations; hotel reservation guarantees,
2. Purchases from a vendor who does not accept purchase orders or vouchers without prior account approval or established credit;
3. Certain recurring transactions where it is cost-efficient to pay for such transactions or items;
4. Purchases considered an emergency and necessary to conduct school operations.

### **Disposal**

When the expiration date is passed and or after you have received a new credit card, cut the old card in half and dispose of it. Make sure the credit card is returned to you after each charge and verify that the returned credit card has the school's name on it.

### **Lost or Stolen Credit Cards**

If the credit card is lost or stolen, contact the bank's 24 hour toll free number immediately then communicate the situation to the school Principal or office.

# A+ Arts Academy – Policy & Procedure Manual

Section: Policies  
Subject: Credit Flexibility Policy  
Approved: 8/20/2014

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## A+ Arts Academy Credit Flexibility Plan

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of our global and technological age. It included among its provisions a requirement that by March 31, 2009, the State Board of Education adopt a plan that enables *“students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.”*

Ohio's plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around more of students' interests and needs.

Students may earn credits by:

- Completing coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more “educational options” (e.g., distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects and sports).

Credit flexibility is intended to motivate and increase student learning by allowing:

- Access to more learning resources, especially real-world experiences
  - Customization around individual student needs
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply the learning, or document performance.

While A+ Arts Academy is currently K-8, we do offer high school credit to students in the 8<sup>th</sup> grade who complete and pass a high school equivalency test in **Algebra 1** and **Spanish 1** when offered.

**Section: Policies**

**Subject: Corporal Punishment**

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**A+ Arts Academy Corporal Punishment Policy**

Persons employed or engaged as teachers, principals, or administrators in a school and non licensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the student, for the purpose of self-defense, or for the protection of persons or property. When any employee inflicts unnecessary, unreasonable, irrational, or inappropriate force upon a student, he/she may be subject to discipline by this Board and criminal assault charges as well.

No person employed or engaged as a teacher, principal, administrator, non-licensed school employee, or bus driver may inflict or cause to be inflicted corporal punishment as a means of discipline upon a pupil. Corporal punishment shall be defined as physical contact meant to inflict pain.

**SUBJECT: - DUE PROCESS RIGHTS  
POLICY APPLIES TO: STUDENTS**

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**DUE PROCESS RIGHTS**

The Board of Directors recognizes that students have limited waive certain constitutional rights when it comes to their education.

Accordingly, the Board establishes the following procedures:

**A. Student subject to suspension:**

When a student is being considered for an out-of-school suspension by the Superintendent, principal, or other administrator:

1. The student will be informed in writing of the potential suspension and the reasons for the proposed action.
2. The student will be provided an opportunity for an informal hearing to challenge the reason for the intended suspension and to explain his/her actions.
3. An attempt will be made to notify parents or guardians by telephone if a suspension is issued.
4. Within one (1) school day of the suspension the Superintendent, principal, or other administrator will notify the parents, guardians, or custodians of the student. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within five (5) calendar days after the date of the notice to suspend. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.
5. Notice of this suspension will also be sent to the:
  - a. Superintendent;
  - b. student's school record.
6. If a student leaves school property without permission immediately upon violation (or suspected violation) of a provision of the Student Code of Conduct/Student Discipline Code or prior to an administrator conducting

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an informal hearing as specified above, and the student fails to return to school on the following school day, the principal, assistant principal, Superintendent, or any other administrator, may send the student and his/her parent(s)/guardian(s) notice of the suspension, and offer to provide the student and/or his/her parents an informal hearing upon request to discuss the reasons for the suspension and to allow the student to challenge the reasons and to explain his/her actions, any time prior to the end of the suspension period.

### **Appeal of Suspension to the Board or its designee**

The student who is eighteen (18) or older or the student's parent(s) or guardian(s) may appeal the suspension to the Board or its designee. They may be represented in all such appeal proceedings.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent, or guardian, if held before the Board.

The procedure to pursue such appeal will be provided in regulations approved by the Superintendent. Notice of appeal must be filed, in writing, with the Treasurer or the Superintendent within five (5) calendar days after the date of the notice to suspend.

While a hearing before the Board may occur in executive session, the Board must act in public.

### **Appeal to the Court**

Under Ohio law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

## **B. Students subject to expulsion:**

When a student is being considered for expulsion by the Superintendent:

1. The Superintendent will give the student and parent, guardian, or custodian written notice of the intended expulsion, including reasons for the intended expulsion.
2. The student and parent or representative have the opportunity to appear before the Superintendent or designee to challenge the proposed action or to otherwise explain the student's actions. The written notice will state the time and place to appear, which must not be earlier than three (3) school days nor later than five (5) school days after the notice is given, unless the Superintendent grants an extension upon request of the student or parent.

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3. Within one (1) school day of the expulsion, the Superintendent will notify the parents, guardians, or custodians of the student and Treasurer of the Board. The notice will include the reasons for the expulsion and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the expulsion to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within fourteen (14) calendar days after the date of the notice of expulsion. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.

### **Appeal of Expulsion to the Board**

A student who is eighteen (18) or older or a student's parent(s) or guardian(s) may appeal the expulsion by the Superintendent to the Board or its designee. They may be represented in all such appeal proceedings and will be granted a hearing before the Board or its designee.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent, or guardian, if it is held before the Board.

The procedure to pursue such appeal will be in accordance with regulations approved by the Superintendent. Notice of appeal must be filed, in writing, within fourteen (14) calendar days after the date of the Superintendent's decision to expel with the Treasurer of the Board or the Superintendent.

While a hearing before the Board may occur in executive session, the Board must act in public.

### **Appeal to the Court**

Under State law, the decision of the Board or its designee may be further appealed to the Court of Common Pleas.

### **C. Students subject to emergency removal:**

Students whose conduct warrants emergency removal shall be dealt with in accordance with the rights and procedures outlined in Policy – Emergency Removal.

### **D. Students subject to suspension from bus riding/transportation privileges:**



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Students whose conduct warrants suspension from bus riding and/or transportation services shall be dealt with in accordance with the discretion of the building principals since transportation is provided by Columbus City Schools transportation department.

The Superintendent shall ensure that all members of the staff use the above procedures when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

These procedures shall not apply to in-school disciplinary alternatives including in-school suspensions. An in-school suspension is one served entirely in a supervised learning environment within a school setting. Nor shall these disciplinary alternative procedures apply to students who are prohibited by authorized school personnel from all or part of their participation in co-curricular, interscholastic, and/or no interscholastic extracurricular activities.

Revised 11/1/19

Legal

R.C. 3313.20, 3313.66, 3313.661

**SUBJECT: - EMERGENCY REMOVAL OF STUDENTS**  
**POLICY APPLIES TO: STUDENTS**

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**EMERGENCY REMOVAL OF STUDENTS**

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 in a classroom or elsewhere on school premises, then the Superintendent, Principal or assistant Principal may remove the student from curricular activities or from the school premises. A teacher may remove the student from curricular activities under the teacher's supervision, but not from the premises. If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing, as soon as practicable. Because such removal is not subject to the normal suspension and expulsion procedures, no prior notice or hearing is required for any removal under this policy.

A due process hearing will be held on the next school day after the removal is ordered. Written notice of the hearing and the reason for the removal and any intended disciplinary action will be given to the student as soon as practical prior to the hearing. If the student is subject to out-of-school suspension, the student will have the opportunity to appear at an informal hearing before the Principal, Assistant Principal, Superintendent or designee and has the right to challenge the reasons for the intended suspension or otherwise explain his/her actions. Within one (1) school day of the decision to suspend, written notification will be given to the parent(s)/guardian(s) or custodian of the student. This notice will include the reasons for the suspension, the right of the student or parent(s)/guardian(s) to appeal to the Board or its designee and the student's right to be represented in all appeal proceedings. If it is probable that the student may be subject to expulsion, the hearing will take place on the next school day after the date of the initial removal and will be held in accordance with the procedures outlined in the Policy - Due Process Rights. The person who ordered or requested the removal will be present at the hearing.

A student in any of grades pre-kindergarten through 3 may be removed only for the remainder of the school day and shall be permitted to return to any curricular and extra-curricular activities on the next school day (following the day in which the student was removed or excluded). When a student in any of grades pre-kindergarten through 3 is removed and returned to his/her curricular and extra-curricular activities the next school day, the Principal is not required to hold a hearing (or provide written notice of same).

The Principal shall not initiate suspension or expulsion proceedings against a student in any grades pre-kindergarten through 3 who was removed unless the student has committed one (1) of the following acts:

- A. The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not

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located in a school or on property that is owned or controlled by the Board. Similarly, the Principal can initiate suspension or expulsion proceedings if the student possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.

- B. The student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act: 1) would be a criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).
- C. The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.
- D. The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

If the Superintendent or Principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be given written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the misconduct is disposed of either by reinstatement, suspension or expulsion.

Revised 11/1/19

Legal

R.C. Chapter 2506, 3313.66, 3313.661, 3313.662, 3313.668

**SUBJECT: - REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS**  
**POLICY APPLIES TO: STUDENTS**

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**REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS**

The Board of Directors recognizes that exclusion from the educational program of the schools, whether by emergency removal, out-of-school suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student in this District, and one that cannot be imposed without due process. However, the Board has zero-tolerance of violent, disruptive or inappropriate behavior by its students.

No student is to be removed, suspended out-of-school, expelled and/or permanently excluded unless his/her behavior represents misconduct as specified in the Student Code of Conduct/Student Discipline Code approved by the Board. The Code shall also specify the procedures to be followed by school officials when implementing such discipline. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, additional procedures and considerations shall apply to students identified as disabled under the IDEA, ADA, and/or Section 504 of the Rehabilitation Act of 1973.

Students may be subject to discipline for violation of the Student Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a District official or employee, or the property of such official or employee.

For purposes of this policy and the Student Code of Conduct/Student Discipline Code, the following shall apply:

- A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the District. (See Policy "Emergency Removal")
- B. "Suspension" shall be the temporary exclusion of a student by the Superintendent, Principal, Assistant Principal, or any other administrator from the District's instructional program for a period not to exceed ten (10) school days. Suspension shall not extend beyond the current school year if, at the time a suspension is imposed, fewer than ten (10) days remain in the school year.

The Superintendent may instead require a student to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin such community service program or alternative consequence

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during the first full week day of summer break.

In the event, the student fails to complete the required community service or the assigned alternative consequence, the Superintendent may determine the next course of action. Such course of action, however, shall not include requiring the student to serve the remaining time of the suspension at the beginning of the following year.

The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Due Process Rights.

A student who is suspended shall be permitted to complete any classroom assignments missed because of the suspension.

- C. "Expulsion" shall be the exclusion of a student from the schools of this District for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in this policy and the Student Code of Conduct/Student Discipline Code. Only the Superintendent may expel a student. The procedures for expulsion are set forth in the Student Code of Conduct/Student Discipline Code and Board Policy "Due Process Rights".

### 1. **Firearm or Knife**

Unless a student is permanently excluded from school, the Superintendent shall expel a student from school for a period of one (1) year for bringing a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except that the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. The Superintendent shall refer any student expelled for bringing a firearm (as defined in 18 U.S.C. 921(a)(3)) or weapon to school to the criminal justice

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or juvenile delinquency system serving the District.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes, but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

A knife capable of causing serious bodily injury is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.

The Superintendent may, in his/her sole judgment and discretion, modify or reduce such expulsion in writing, to a period of less than one(1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
- b. The degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student's intent and awareness regarding possession of the firearm or knife; capable of causing serious bodily injury; and/or
- c. The academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

## **2. Violent Conduct**

If a student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school

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program or activity and the act:

- a. would be a criminal offense if committed by an adult;  
and
- b. results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6)

the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);  
or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

### 3. Bomb Threats

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for the

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following reasons:

- a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student's educational needs;

or

- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

- D. "Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio.

If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

### **Suspension or Expulsion of Students in Grades Pre-Kindergarten through 3**

Beginning with the 2019-2020 school year, except as permitted by law, suspension or expulsion proceedings shall not be initiated against a student in any of grades Pre-kindergarten through three unless the student has committed the following acts:

- A. The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, or possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.



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- B. The student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act: 1) would be a criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).
- C. The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.
- D. The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

Prior to suspending or expelling a student in any of grades Pre-K through 3, the Principal shall, whenever possible, consult with a mental health professional under contract. If the events leading up to the student's suspension or expulsion from school indicate that the student is in need of additional mental health services, the student's Principal or the District's mental health professional shall assist the student's parent or guardian with locating providers or obtaining such services, including referral to an independent mental health professional, provided such assistance does not result in a financial burden to the District or the student's school.

If a student in any of grades Pre-K through 3 is suspended or expelled, the student shall be afforded the same notice and hearing, procedural, and educational opportunities as set forth in Board policy and the law. The suspension or expulsion of a student in any of grades Pre-K through 3 shall not limit the Board's responsibilities with respect to the provision of special education and related services to such student in accordance with Board policy and the law. Further, the Board shall not be limited in its authority to issue an in-school suspension to a student in any of grades Pre-K through 3, provided that the in-school suspension is served in a supervised learning environment.

If the Superintendent determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Any such suspension must comply with due process and the Student Code of Conduct/Student Discipline Code.

The Board authorizes the Superintendent to provide for options to suspension/expulsion of a student from school which may include alternative educational options.

The Superintendent shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion must be imposed for the same duration it would have been had the student remained enrolled.

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The Board may temporarily deny admittance to any student who has been expelled from the schools of another Ohio district or an out-of-state district, if the student's expulsion period set by the other district has not expired. The expelled student shall first be offered an opportunity for a hearing. This provision also applies to a student who is the subject of a power of attorney designating the child's grandparent as the attorney-in-fact or caretaker authorization affidavit executed by the child's grandparent and is seeking admittance into the schools of this District in accordance with our policy.

The Board may temporarily deny admittance to any student who has been suspended from the schools of another Ohio district, if the student's suspension period set by the other district has not expired. The suspended student shall first be offered an opportunity for a hearing before the Board.

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension or expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

A copy of this policy is to be posted in a central location in each school and made available to students and parents upon request. Key provisions of the policy should also be included in the parent-student handbook.

Revised 11/1/19

### Legal

R.C. 2919.222, 3313.534, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663

R.C. 3313.664, 3313.668, 3321.13 (B)(3) and (C), 3327.014

18 U.S.C. Section 921

20 U.S.C. 3351, 20 U.S.C. 7151, 20 U.S.C. 8921

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** Dual Enrollment Program for College Credit Policy  
**Approved:**

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A+ Arts Academy has a college prep focus and therefore encourages students to participate in programs that would allow them to earn college credit while they are still in high school. One of the best ways to accomplish this is through the PSEO (Post-Secondary Education Option) program (legacy) or the CCP (College Credit Plus) program that is offered at many local colleges.

A+ Arts Academy allows its juniors and seniors to participate in the state supported PSEO / CCP Programs. Juniors are allowed to enroll a maximum of four periods (50% of the academic day) into a college's PSEO/CCP program. Seniors are allowed to enroll a maximum of 8 periods (100% of the academic day) into a college's PSEO/CCP program.

Students who are interested in participating in the PSEO/CCP program must notify A+ Arts Academy administration in writing by March 30<sup>th</sup> prior to the year they are seeking enrollment. They must have at least a 3.5 GPA to qualify. Any student with a GPA between 3.0 and 3.5 must seek special approval from their principal.

Students and their families will be required to have a meeting with the principal and/or guidance counselor prior to enrolling in the PSEO/CCP program. PSEO/CCP students will still have to meet all graduation requirements of A+ Arts Academy and the Ohio Department of Education. They will be allowed to take PSEO/CCP courses in lieu of the course offered at A+ Arts Academy.

Per Ohio law, all enrolled courses must be previously approved by the principal and/or guidance counselor, all grades from PSEO/CCP courses will be used to calculate the students GPA, and all failed PSEO/CCP courses will have to be repaid by the student's family.

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies & Procedures  
**Subject:** Early Entrance Kindergarten and First Grade  
**Approved:** 11/15/2016

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### **POLICY:**

Based on The Model Policy for Academic Acceleration (Section 3324.10 of HB 66) requirements for underage admission:

1. If a child is age five (5) between October 1 and December 31 then early entrance to kindergarten may be considered. If a child is age six (6) between October 1 and December 31 then early entrance to first grade may be considered. If a child's age is younger than specified above, a formal written recommendation must be submitted by any one of the following: the child's pediatrician/physician/psychologist, pre-school teacher, or educator within the A+ Arts Academy, any of whom have a relationship with the child and can share specifics regarding the appropriateness of early entrance consideration. The application packet should be completed and submitted by the parent/guardians following the directions specified. An evaluation will be scheduled to see if the child shows outstanding intellectual and academic ability that would place them at the top 5% of children at that age.
2. The evaluation is conducted by a team of people and consists of tests of achievement and aptitude using a nationally-normed standardized test as recommended by the Iowa Acceleration Manual. Students exhibiting advanced intellectual ability and reason should be considered for early entrance. Motor skills and socialization evaluation are also examined to assess readiness of the child for kindergarten or first grade.

### **What is expected of students in kindergarten and first grade?**

Kindergarten and first grade expectations have changed considerably over the last couple of decades. Today's young learners are engaged in a rigorous instructional program. Please review the Early Learning Content Standards on the Ohio Department of Education Website. To access this document, go to [www.ode.state.oh.us](http://www.ode.state.oh.us) and search "early learning content standards." How will my child be evaluated for early entrance? If you believe your child may be a good candidate for early entrance, please complete the attached application and screening permission form. Once the application has been completed, it needs to be returned to the Enrichment Department in order to secure your child's slot for testing. Applications must be submitted no later than 5:00 pm, Friday, April 16 for consideration for placement for first semester school year.

### **Required Documentation:**

The following documentation must also be included with the application:

- a copy of a birth certificate or passport
- proof of residency such as a current utility bill(gas or electric), lease agreement or home purchase contract
- custody papers (if applicable)

**PROCEDURES:**

The Early Entrance testing is a two-step process. The first step is for the child to participate in an individual cognitive screening administered by a school psychologist. The child's ability (measured by IQ) needs to be higher than one standard deviation above the mean (a score of 115 or higher) to move on to the next stage of early entrance assessment. Results will be shared with you within one to two days.

If your child meets the required cognitive score, he or she will be invited back to participate in the full assessment for early entrance, during the same time frame as listed above. This evaluation session is two hours long and contains two full battery assessments to evaluate academic and cognitive ability. Results will be shared with you within a week of the assessment.

This screening/assessment process will take place the week of June 10. You will receive an email with the scheduled date, time, and location after your application packet is received and reviewed.

The following Instruments may be used in the screening and evaluation process: Cognitive Abilities Test (CogAT), Naglieri-Second Edition, Woodcock Johnson Tests of Cognitive Abilities (WJ-COG), and/ or Woodcock Johnson Tests of Achievement (WJ-ACH), Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV).

The decision for early entrance placement is a team decision. Using the Iowa Acceleration scale, the team evaluates all the factors to make a recommendation for placement. Members of this team may include:

1. The elementary school principal
2. A kindergarten or first grade teacher
3. A gifted education coordinator
- 4.
4. A school psychologist
5. The parent(s) or guardian

**Important Notice:**

Very few children qualify for early entrance to kindergarten or first grade. Please make sure you proceed with childcare arrangements as a contingency. If you are selecting a preschool program, please understand that those programs fill up quickly. Please register your child as you normally would, but let the preschool or home school know that your child is being screened for early entrance to kindergarten or first grade.

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** Educator Transition Program Overview Policy  
**Approved:** 8/20/2014

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In July 2009, Gov. Ted Strickland is aligned Ohio House Bill I, which mandates a new lice teachers in Ohio, including a Resident Educator license. In the Governor's plan, the Ohio Education (ODE) will develop a Resident Educator Program to be effective by Jan. 2011.

During the interim period of July 1, 1009, to January 1, 2011, there is a transition plan that allowsteachers who hold a two-year provisional license to advance to a five-year professional license.

The Resident Educator Transition Program (that takes place during the first year of teaching will:

- Offer beginning teachers a yearlong program of mentoring and support that is aligned to Ohio's Standards for the Teaching Profession;
- Assess the beginning teachers' acquisition of knowledge and skills through the use of formative assessments;
- Require mentor selection based on ODE criteria and mentor participation in ODE's training programs; and
- Provide tools to document beginning teacher growth through evidence.

### Ohio Department of Education

Ohio Department of Education pages below of this document contain a matrix that aligns the Ohio Standards for the Teaching profession to the Praxis-II Domains.

#### 1. What are the basics of the mentoring program at A+ Arts Academy?

Who: All beginning teachers, new to the profession, will receive support from an experience (up to 2 beginning teachers to 1mentor) to assist them as they begin their If the beginning teacher is being mentored by an A+ teacher through their Alternative Certification Program, they will *not* be assigned a second mentor through this school program. What: A+ mentoring program combines campus-based and school-level support to reduce attrition and enhance student achievement by providing dedicated, experienced teachers.

When: Beginning prior to the start of school and ending in May

Why: To provide the minimum expectations for supporting beginning teachers. Without mentor support, it is estimated that over 32% of new teachers hired profession within five (5) years. •

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### **2. What Beginning Teacher model will be used?**

We have adopted both the Ohio Board for Educator Certification (SBEC) OHBESS (Ohio Beginning Educator Support System) Framework. This framework, which consists of performance standards and a developmental continuum, illustrates how beginning teachers develop the knowledge and skills that comprise the complex act of teaching.

### **3. What is OHBESS?**

The OHBESS Framework reflects effective teaching practices and contains the OHBESS performance Standards and the developmental continuum. The 22 standards are divided into four Planning for Learner-Centered Instruction a Classroom Environment That Promotes Equity, Excellence, and Learning Instruction and Communication Professionalism.

What about campus-specific activities?

The mentor requirements set the minimum expectations for all mentors working with beginning teachers at A+. Campus principals may initiate and plan supplement activities and/or events as deem necessary.

**Ohio Teacher Standards Alignment to Praxis III Domains**

**Standard 1 (Students):** *Teachers understand student learning and development, and respect the diversity of the students they teach.*

Ohio Teacher Standards	Praxis III Domains
<p><b>1.1</b> Teachers display knowledge of how students learn and of the developmental characteristics of age groups.</p> <p><b>1.2</b> Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.</p> <p><b>1.3</b> Teachers expect that all students will achieve to their full potential.</p> <p><b>1.4</b> Teachers model respect for students' diverse cultures, language skills and experiences.</p> <p><b>1.5</b> Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.</p>	<p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience</p> <p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience.</p> <p><b>A2:</b> Articulating clear learning goals for the lesson that are appropriate for the students.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>C2:</b> Making content comprehensible to students.</p> <p><b>D2:</b> Demonstrating a sense of efficacy.</p> <p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience.</p> <p><b>B1:</b> Creating a climate that promotes fairness.</p> <p><b>B2:</b> Establishing and maintaining rapport with students.</p> <p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>B2:</b> Establishing and maintaining rapport with students.</p> <p><b>C3:</b> Encouraging students to extend their thinking.</p>

**Standard 2 (Content):** *Teachers know and understand the content area for which they have instructional responsibility.*

Ohio Teacher Standards	Praxis III Domains
<p><b>2.1</b> Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.</p> <p><b>2.2</b> Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p> <p><b>2.3</b> Teachers understand school and district curriculum priorities and the Ohio academic content standards.</p> <p><b>2.4</b> Teachers understand the relationship of knowledge within the content area to other content areas</p> <p><b>2.5</b> Teachers connect content to relevant life experiences and career opportunities.</p>	<p><b>A2:</b> Articulating clear learning goals for the lesson that are appropriate for the students.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson</p> <p><b>C1:</b> Making learning goals and instructional procedures clear to students.</p> <p><b>C2:</b> Making content comprehensible to students.</p> <p><b>C4:</b> Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</p> <p><b>A3:</b> Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</p> <p><b>A3:</b> Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</p> <p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience.</p>



# A+ Arts Academy – Policy & Procedure Manual

**Standard 3 (Assessment):** *Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*

Ohio Teacher Standards	Praxis III Domains
<p><b>3.1</b> Teachers are knowledgeable about assessment types, their purposes, and the data they generate.</p> <p><b>3.2</b> Teachers select, develop and use variety of diagnostic, formative and summative assessments.</p> <p><b>3.3</b> Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction</p> <p><b>3.4</b> Teachers collaborate and communicate student progress with students, parents and colleagues.</p> <p><b>3.5</b> Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p><b>A5:</b> Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>A5:</b> Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>C4:</b> Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</p> <p><b>D1:</b> Reflecting on the extent to which the learning goals were met.</p> <p><b>C4:</b> Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</p> <p><b>D4:</b> Communicating with parents and guardians about student learning.</p>

**Standard 4 (Instruction):** *Teachers plan and deliver effective instruction that advances the learning of each individual student.*

Ohio Teacher Standards	Praxis III Domains
<p><b>4.1</b> Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.</p> <p><b>4.2</b> Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p><b>4.3</b> Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p> <p><b>4.4</b> Teachers apply knowledge of how students think and learn to instructional design and delivery.</p> <p><b>4.5</b> Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> <p><b>4.6</b> Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.</p> <p><b>4.7</b> Teachers use resources effectively, including technology, to enhance student learning.</p>	<p><b>A2:</b> Articulating clear learning goals for the lesson that are appropriate for the students.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>A2:</b> Articulating clear learning goals for the lesson that are appropriate for the students.</p> <p><b>B3:</b> Communicating challenging learning expectations to each student.</p> <p><b>C1:</b> Making learning goals and instructional procedures clear to students.</p> <p><b>C2:</b> Making content comprehensible to students.</p> <p><b>C4:</b> Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</p> <p><b>B1:</b> Creating a climate that promotes fairness.</p> <p><b>B3:</b> Communicating challenging learning expectations to each student.</p> <p><b>C2:</b> Making content comprehensible to students.</p> <p><b>C3:</b> Encouraging students to extend their thinking.</p> <p><b>B3:</b> Communicating challenging learning expectations to each student.</p> <p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</p>

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**Standard 5 (Learning Environment):** *Teachers create learning environments that promote high levels of learning and achievement for all students.*

Ohio Teacher Standards	Praxis III Domains
<p><b>5.1</b> Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.</p>	<p><b>B1:</b> Creating a climate that promotes fairness. <b>B2:</b> Establishing and maintaining rapport with students. <b>B4:</b> Establishing and maintaining consistency standards of classroom behavior. <b>B2:</b> Establishing and maintaining rapport with students. <b>B5:</b> Making the physical environment as safe and conducive to learning as possible.</p>
<p><b>5.2</b> Teachers create an environment that is physically and emotionally safe.</p>	
<p><b>5.3</b> Teachers motivate students to work productively and assume responsibility for their own learning.</p>	
<p><b>5.4</b> Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.</p>	
<p><b>5.5</b> Teachers maintain an environment that is conducive to learning for all students.</p>	<p><b>A1:</b> Becoming familiar with relevant aspects of students' background knowledge and experience. <b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. <b>B3:</b> Communicating challenging learning expectations to each student. <b>B5:</b> Making the physical environment as safe and conducive to learning as possible.</p>

**Standard 6 (Collaboration and Communication):** *Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.*

Ohio Teacher Standards	Praxis III Domains
<p><b>6.1</b> Teachers communicate clearly and effectively.</p>	<p><b>A2:</b> Articulating clear learning goals for the lesson that are appropriate for the students. <b>B3:</b> Communicating challenging learning expectations to each student. <b>C1:</b> Making learning goals and instructional procedures clear to students. <b>D4:</b> Communicating with parents and guardians about student learning.</p>
<p><b>6.2</b> Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.</p>	
<p><b>6.3</b> Teachers collaborate effectively with other teachers, administrators and school and district staff.</p>	<p><b>D3:</b> Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</p>
<p><b>6.4</b> Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p>	<p><b>D3:</b> Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</p>

**Standard 7 (Professional Responsibility and Growth):** *Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.*

Ohio Teacher Standards	Praxis III Domains
<p><b>7.1</b> Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.</p>	<p><b>D2:</b> Demonstrating a sense of efficacy. <b>D3:</b> Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</p>
<p><b>7.2</b> Teachers take responsibility for engaging in continuous, purposeful professional development.</p>	<p><b>D3:</b> Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</p>
<p><b>7.3</b> Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.</p>	<p><b>D3:</b> Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</p>

## A+ Arts Academy – Policy & Procedure Manual

### Things to Consider

Before selecting and committing to become a mentor, both administrators and potential mentors should consider the roles and responsibilities of a mentor, including the following considerations:

Mentoring can involve acting in a variety of capacities depending on the needs of the beginning teacher and purpose of the mentoring arrangement. During the course of a mentoring relationship mentor may act as:

1. A catalyst by being a sounding board, confidante and/or role model.
2. A broker by opening doors, helping beginning teachers' network.
3. A solutions guide by listening, facilitating or advising.
4. A problem solver by tutoring, training, coaching or teaching.
5. A professional friend by offering emotional support, showing respect and admiration.

### FISD Mentor Qualifications:

1. Hold current Ohio teaching credentials.
2. Serve in a classroom teaching assignment.
3. Possess a minimum of three years of teaching
4. Receive a recommendation from the building principal.
5. Possess good communication and interpersonal skills.
6. Demonstrate proficiency in:
  - curriculum/instruction planning
  - instructional presentation
  - classroom management
  - student assessment/evaluation
  - interpersonal skills

### Additional Commitments:

- Team Leaders and Instructional Coaches with extensive duties Campus and District Committee obligations
- Extra-curricular sponsors requiring inflexible schedules Graduate students with major course loads

## **A+ Arts Academy – Policy & Procedure Manual**

### **Alternative Certification Program:**

Teachers selected and compensated to mentor only alternatively certified teacher(s) by an outside organization or program will be expected to efficiently and effectively complete e program requirements for that specified Alternative Certification Program.

Teachers selected and compensated to mentor an alternatively certified teacher through outside organization or program + a beginning A+ Arts Academy teacher will be expected efficiently and effectively complete program requirements for both the A+ Mentor Program specified Alternative Certification Program.

### **FISD Mentor Requirements:**

- Attend the 2-day Mentoring Training during the summer
- Model an entire lesson for beginning teachers to observe.
- Observing beginning teachers and providing feedback.
- Meet with beginning teachers on a regular basis to identify needs, celebrate strengths, complete OHBESS activities, and establish an Action Plan.
- Daily, if possible, the first two weeks-,
- Twice a month the first semester, and
- Monthly in the second semester through April

### **Roles and Responsibilities**

How is the district involved?

Designate a professional development facilitator to provide support to mentors. Provide the resources necessary to design and implement the program, including HBESS Framework and OH BESS Activity Profile. Distribute topics for discussion topics, calendar of events, and mentor materials. Provide ongoing professional development opportunities through the development of online courses, Super Saturday and support groups. Work with the principals/designee to provide support to the mentors. Distribute instructional materials and information relevant to beginning teachers, such as Julia Thompson's First-Year Teacher Survival Guide.

Meet with mentors quarterly and visit mentors to provide feedback as requested. Ensure that internal strategies regarding recognition, workload planning and training work for the program. Oversee progress in both design and implementation, as well as evaluate program components on an annual basis.

How is the principal involved?

Support the selection process: nominate and/or sign the nomination forms for qualified teachers

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that nominate them. Assign mentors to no more than two (2) beginning teachers making consideration of where possible to similar schedules, grade level and/or room locations. Orient the entire campus staff to address how the school community can support program's goals. Support Beginning Teacher Mentors to ensure that every beginning teacher has identified to receive support.

Assist with the execution of minimum requirements and allow for meeting times between mentors and beginning teachers to occur. No matter who is responsible officially, the principal has to support the mentoring program.

Arrange time for mentors to observe and be observed by beginning teachers. Submit Mentor Supplemental Pay Forms at the appropriate times of year for supplemental pay to be granted to the campus mentor. Complete the mentor program evaluation at the end of the year.

How is the beginning teacher mentor involved?

Meet with beginning teachers on a regular basis (daily, if possible, the first two weeks, twice a month the first semester, and monthly in the second semester through April). Share experiences, knowledge and expertise. Model an entire lesson for beginning teachers to observe. Attend four mentor meetings; to set, to review and to assess the annual progress.

Support for Beginning Teachers Locating and Accessing Materials/Resources.

Show the beginning teacher around the building. Provide information about special services available in the building Explain the textbook process Explain the chain of command Explain recordkeeping procedures Help develop efficient procedures

Information on School Procedures:

Review school rules. Explain processes for accessing materials and resources Review schedule for meetings. Describe special activities. Explain unwritten rules.

Techniques for Management:

- Discuss student attendance policies
- Help with class seating and room arrangement
- Provide guidance on organizing the first day and first week Assist in organizing materials and establishing procedures Provide examples of letters to families/caregivers
- Explain when to contact families/caregivers
- Identify methods for documenting family/caregiver contact

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- Explain written progress report and procedures
- Share a few guidelines for expected behavior in the classroom
- Provide ideas for positive reinforcement
- Assist in setting goals and determining consequences
- Help the beginning teacher identify when to write a referral or contact families/caregivers

### Time Issues Reported by Beginning Teachers:

- Catching up on paperwork Classroom cleanup
- Displaying student work Faculty and other meetings
- Finding instructional resources Grading papers
- Lesson planning Modifying lessons
- Preparing for parent conferences Recordkeeping
- Student routines and procedures Tutoring

## **EYE PROTECTION POLICY**

**PURPOSE :** This policy is designed to minimize the potential for eye injury by the provision and use of the correct type of eye protection. This policy enables our School to comply with the Occupational Health and Safety Act and Regulations pursuant to that act.

The recommended guidelines are applicable to all staff members, students, and visitors participating in educational activities and programs that involve:

1. the use of hazardous chemicals;
2. the use of hot liquids or solids;
3. the use of molten materials;
4. performing grinding, chipping, or other hazardous activities where there is danger of flying particles;
5. milling, sawing, turning, shaping, cutting, or stamping of any solid materials;
6. heat treatment, tempering, or kiln ring of any metal or other materials;
7. cutting, welding, or brazing operations;
8. the use of hazardous radiation, including the use of infrared and ultraviolet light or lasers;
9. repair or servicing of any vehicle; or
10. any process or activity in a vocational, art, industrial arts or science course or laboratory that might have a tendency to cause damage to the eyes.

**RESPONSIBILITY:** Each teacher and student must wear industrial-quality eye-protective devices in appropriate situations as determined by school policy. It is the responsibility of all persons to wear the appropriate eye protection in designated areas.

**APPLICABLE LEGISLATION:** Occupational Health and Safety Act (OHSA), R.S.O. 1990, Sections 25, 27, 28 OHIO Reg. 851, R.R.O. 1990, Industrial Establishments, Sections 29, 36, 79, 81, 84, 137

### **APPLICATION:**

1. Approved safety glasses with side shields are the minimum requirement and must be worn at all times in a laboratory in which hazardous chemicals or biohazardous materials are used.
2. In all other cases, persons exposed to an eye hazard from physical objects (i.e. impact hazard), chemical substances (splash or vapor hazard), harmful radiant energy, and nuisance dust, must wear eye protection. Such hazards may include but are not limited to the following:
  - a) Sparks, open flame and spatters.
  - b) Molten metals.
  - c) Research activities involving high energy, flying particles, and the possibility of explosion or implosion of vessels.
  - d) Toxic, poisonous, irritating, or corrosive chemicals.
  - e) Glass, wood or metal processing, particularly grinding, welding, chipping, sawing and sanding.

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Procedures  
**Subject:** Immunization Policy  
**Approved:** 8/20/2014

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### **POLICY:**

State law requires children to have certain vaccinations or immunizations in order to attend school. Parents/guardians are required to provide immunization records as part of the school enrollment process. Parents/guardians have fourteen (14) days in which to provide documented immunization and vaccination records after the student is enrolled. Failure to provide proper documentation will result in the denial of enrollment of any child as mandated by state law.

### **PROCEDURE – ENROLLMENT PACKET:**

Immunizations and vaccinations may be received at the following agencies:

**Ohio Department of Health**  
246 N. High Street  
Columbus, Ohio 43215-4562  
Phone: (614) 466-4683  
E-mail: immunize@odh.ohio.gov

**Columbus Health Department**  
240 Parsons Avenue  
Columbus, Ohio 43215  
Phone: (614) 645-7417

**Franklin County Public Health**  
280 E. Broad Street  
Columbus, Ohio 43215-4562  
Phone: (614) 525-3160  
E-mail: shots@franklincountyohio.gov



## A+ Arts Academy – Policy & Procedure Manual

**Section: Policies & Procedures**  
**Subject: Information Sharing**  
**Approved: 10/18/2016**

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### **POLICY**

We recognize that parents have a right to know the information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorization from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime being committed or intervene where one may have been or to prevent harm to a child or adult; or
- No sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management committee officers. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering significant harm;
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering significant harm;
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

### **PROCEDURES**

1. The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

- Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies

2. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

- We ensure parents receive information about our information sharing policy when starting their child in the setting and they sign a form to say they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child. This is on our registration form.

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- We ensure parents have information about our Safeguarding Children and Child Protection Policy.
- We ensure parents have information about the circumstances when information will be shared with external agencies for example, with regard to any special needs the child may have or transition to school.

3. Seek advice when there are doubts about possible significant harm to a child or others.

- The setting leader must contact children's social care for advice where they have doubts or are unsure.

4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we are able to judge when it is reasonable to override their wish.

- Guidelines for consent are part of this procedure.

5. The setting leader should be conversant with this and be able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm', the child's wellbeing and safety is paramount.

- In our setting we record concerns and discuss these with the setting's designated person and/or designated officer from the management committee for child protection matters. We record decisions made and the reasons why information will be shared and to whom; and
- Follow the procedures for reporting concerns and record keeping.

6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.

- Our Safeguarding Children and Child Protection procedure and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Reasons for decisions to share information, or not, are recorded.

- Provision for this is set out in our record keeping procedure.

### **Consent**

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden.

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- Our policies and procedures set out our responsibility regarding gaining consent to share information and when I may be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand.
- If requested, parents may have a copy of the form they sign.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions:
  - Is there legitimate purpose to sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do you have consent to share?
  - Is there a statutory duty or court order to share information?
  - If the consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
  - If the decision is to share, are you sharing the right information in the right way?
  - Have you properly recorded your decision?

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** Leave Policy: Employee Absence  
**Approved:** 6/20/2012

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### **POLICY**

Excessive absence on the part of A+ Arts Academy employees has a negative effect on the services afforded to the School District, on the instructional program, the continuity of instruction to all pupils and the morale of other employees.

This is to help you understand the policies and procedures of the School District insofar as personal/illness and maternity leave are concerned.

### **PERSONAL LEAVE**

- A. Regular, full-time employees and long-term substitutes, below the level of Principal, are eligible for full salary for five (5) days each year for non-work related illnesses, injuries, or personal business cumulative to no more than ten (10) days per year. Part-time, regular employees may be eligible for a prorated amount of sick leave depending on the number of days or hours worked.
- B. Regular, full-time 240-day employees are eligible for full salary for ten (10) vacation days without carryover each year to be used during the month of July only.

### **APPROVAL REQUIRED**

Employees are required to request approval for all absences due to personal illness and illness in the family on the appropriate forms:

- 1. A Leave of Absence is permission granted by the Board, or allowed under its adopted Policies, for an employee to be absent from duty for specified periods of time with the right of returning to employment on the expiration of the leave. All absences of School Board employees from duty shall be covered by leave duly authorized and granted. Leave shall be officially granted in advance by the School Board and shall be used for the purposes set forth in the leave application. Leave for sickness or other emergencies may be deemed to be granted in advance if prompt report is made to the proper authority. No leave, except military leave, shall be granted for a period greater than one (1) year. The following types of leave are available to School District employees:
  - A. Leave for personal reasons
  - B. Annual leave (vacation) for 12-month full time personnel
  - C. Sick leave
  - D. Catastrophic leave (extended illness)
  - E. Military service leave
  - F. Personal leave including maternity/recovery and child care
  - G. Jury Duty

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- H. Domestic violence leave
- 2. Paid Leaves: Requests for paid leave of absences shall be made on form: Leave Form found on the District's Web site at [www.aplusarts.com](http://www.aplusarts.com), and this form is incorporated herein by reference as part of this Policy.
- 3. Leave for Personal Reasons.--An employee shall be allowed five (5) days up to an accumulated ten (10) days, provided that such leave shall be cumulative to 10 days and does not interfere with the school/department operation.

### Annual Leave for 12-Month Personnel

An employee who has a contract of 260 days and is employed on a full time (40 hour per week), twelve-month basis shall be allowed annual leave (vacation) exclusive of holidays, with compensation via stipulations in the employee's contract.

#### Sick Leave

- A. *Extent of sick leave.*-- A School Board employee shall be credited with five (5) days of sick leave as of the last day of the 1st month of regular employment of each appointive year.
- B. If the employee terminates employment prior to the end of a school year and has not earned the five (5) sick days available, the Board will withhold the average daily amount for the sick days utilized but unearned by the employee.
  - i. Sick leave shall be cumulative from year to year with ten (10) limit on the number of days accrued; An employee may use accumulated sick leave for absence due to disability caused by pregnancy, miscarriage, childbirth, and recovery there from, all of which shall hereafter be referred to as pregnancy. The employee will have the duty to inform the Supervisor, Treasurer and Superintendent at least one month before expected date of leave so that a temporary replacement can be provided. Similarly the employee should keep the principal or supervisor informed as to the date of probable return to assignment after delivery and recovery.
  - ii. An employee requiring more than thirty (30) working days of leave for recovery may be required to submit medical evidence at reasonable intervals supporting the need for additional leave.
- b. Sabbatical Leave.—A+ Arts Academy has no Sabbatical leave at this time.
- c. Military Leave.-- An employee who is required to serve in the United States Armed Forces or the Ohio National Guard shall be granted military leave. However, pay is limited to the number of remaining accumulated personal leave days up to ten (10) days.

While on active duty, the employee shall retain all seniority rights, efficiency ratings, promotional status, salary classification, pension benefits, and retirement privileges, as if continuously employed. Upon returning to the school system following completion of duty in the armed forces, the employee shall be treated as not having had a break in service.

Upon proper request for reemployment after returning from military service, an employee must be promptly reemployed.

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- d. Unpaid Leaves. -- Initial requests and extension requests for personal/sick leave of absence without pay for more than ten (10) days shall be made on the leave form found on the District's website at [www.aplusarts.com](http://www.aplusarts.com), that is incorporated herein by reference as part of this Policy. For leave requiring more than ten (10), the employee may be eligible for leave granted under the Family Medical Leave Act (FMLA). In order to qualify, there are certain conditions that must be met.
- e. Personal Leave.-- An employee requesting short-term or long-term personal leave shall make written application to the supervisor, stating reasons for such leave. Requests for extensions may be approved by the Superintendent or his/her designee on a year by year basis. The District shall satisfy itself in terms of the need for a requested leave.
  - i. Personal leave may be used to extend a leave of absence due to sickness when that sickness has extended beyond all compensable leave for the duration of up to ten (10) accumulated days when supported by doctor's statements verifying the necessity of the extended leave.
  - ii. An employee requesting return to duty who has served efficiently and exhibited those qualities called for in the position held prior to such leave will be given every consideration for reemployment provided the conditions of employment have been met and the request is supported by a doctor's statement certifying that his physical condition is satisfactory to return to normal duties.
- f. Domestic Violence  
Pursuant to \_\_\_\_\_ if the employee, or a family or household member of an employee, is the victim of domestic violence, said employee may request and take up to three (3) working days of unpaid leave from work in any 12-month period.
- g. Sick leave  
Sick Leave without pay may be granted, based upon the needs of the District, for employees who have used all accumulated sick leave, but who would otherwise qualify for sick leave.
- 4. Transfer of Annual or Sick Leave to Another Employee for Sick Leave.-- A regular employee may donate unused accrued annual leave or sick leave, in whole-day increments, to another regular employee to use for leave for the recipient employee's serious illness, accident, or physical injury or that of an immediate family member. The employee will use the form on the District's Web site at [www.aplusarts.com](http://www.aplusarts.com) and incorporated herein by reference as part of this Policy.
  - a. A regular employee may donate unused accrued sick leave under this section as long as the donating employee has completed at least one (1) year of service.
  - b. A regular employee may donate unused accrued annual leave under this section as long as the donation would not prevent him or her from taking any minimum required annual leave during that fiscal year.
  - c. Such donations shall be processed using an appropriate District form signed by the donor employee.
  - d. The donated leave shall not be accessible to the recipient until his/her own accrued sick

## A+ Arts Academy – Policy & Procedure Manual

leave and annual leave have been exhausted. Once accessible, the donated leave shall be transferred to the donee on an as-needed basis.

- e. Donated leave under this section shall have no terminal value to the donee.
- f. Any donated leave credits not used within twelve (12) weeks after donation shall revert to the donor.

### APPROVAL FOR RETURN TO WORK

All employees desiring to return to work from an extended period of illness must receive approval from their doctor and the Superintendent prior to returning to work.

If an employee does not submit return to work notice signed by the physician within ten (10) working days after the illness is first reported and each pay period thereafter during the illness, the absence will not be approved and the administrator will be required to make a salary deduction for all such absences.

### PARENTAL LEAVE

- A. An employee who is absent from work as a result of an illness relating to or resulting from pregnancy shall have the right to utilize current and accumulated sick leave. However, the employee is required to submit to the School District the same type and quality of medical verification of the need for absence as is required for the general use of sick leave. Such employees shall be eligible to obtain the benefits of the wage continuation plans on the same basis as other employees who have exhausted their accumulated sick leave.
- B. Employees should notify their work location within 5 days of the birth of the child, adopting a child, or receiving a foster child into the home

Upon delivery, parental leave is granted for a period of six weeks for normal delivery or eight-weeks for a cesarean section. The six-week period consists of 42 calendar days including the date of birth and the eight-week period consists of 56 calendar days including the date of birth. (Employees requesting 8 weeks must submit medical documentation confirming the type of delivery.) Please note: Parental leave greater than the employee's remaining accumulated leave may require the employee to utilize FMLA.

For adoptions and foster care situations, parental leave may also be granted.

Parental leave is a paid benefit if, and only if, the employee has available personal/sick leave. If an employee does not have sick leave and/or wage continuation, she is still entitled to parental leave as indicated above. It will however, be unpaid.

- C. An employee returning to service from an illness resulting from or relating to pregnancy and/or childbirth has the right to return to the same position during the same school year.

**Section:** Policies  
**Subject:** Missing (Student Attendance) Child Policy

## A+ Arts Academy – Policy & Procedure Manual

**Approved:** 8/20/2014

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The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

A student, at the time of initial entry into school, shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her which were maintained by the school which he/she most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. an attested transcript of the certificate of birth;
3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
4. an attested transcript of a hospital record showing the date and place of birth of the child or
5. A birth affidavit.

You also need a certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child, as provided in division (B), if that type of order or decree has been issued; a copy of a power of attorney or caretaker authorization affidavit, if either has been executed with respect to the child pursuant to sections 3109.51 to 3109.80 of the Revised Code.

If the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within 14 days, the principal shall notify the police department having jurisdiction in the area where the student resides of the possibility that the student might be a missing child.

If a pupil requesting admission to a school of the school district in which the pupil is entitled to attend school under section 3313.64 or 3313.65 of the Revised Code has been discharged or released from the custody of the department of youth services under section 5139.51 of the Revised Code just prior to requesting admission to the school, no school official shall admit that pupil until the records described in divisions (D)(4)(a) to (d) of section 2152.18 of the Revised Code have been received by the superintendent of the school district.

The primary responsibility for supervision of a student resides with his/her parent(s). The staff provides as much assistance as is reasonable to parents with this responsibility. Parents must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The principal or his/her designee is also required to notify a student's parent(s) when the student is absent from school.



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The parent(s) or other responsible person shall be notified by telephone or written notice. Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers, home addresses and any emergency telephone numbers.

### **Missing Children Registration**

Section 401 of P.L. 304, No. 66 of June 29, 1953 known as the Vital Statistics Law of 1953 deals with missing children registration. It applies to any last known school which the missing child attended. Missing children include individuals less than 18 years of age who are reported to a law enforcement agency as abducted, lost, missing or runaways.

The law requires a "Missing Child" notation be placed upon the school records of students whom law enforcement agencies reported as missing to school officials.

If either the school or the office receives a request for flagged records, it must obtain (1) a written form from the requestor that includes the person's name, address, telephone number and relationship to the child, and (2) a copy of the requestor's driver's license or photo identification. The agency must inform the requestor that it will mail the records to him or her, but it must not inform the requestor that the child is missing. It must then immediately contact local police.

### **Ohio Missing Children Clearinghouse**

The office of the attorney general has created the missing children clearinghouse. The attorney general shall administer the clearinghouse. The clearinghouse is established as a central repository of information to coordinate and improve the availability of information regarding missing children, which information shall be collected and disseminated by the clearinghouse to assist in the location of missing children. The clearinghouse shall act as an information repository separate from and in addition to law enforcement agencies within this state.

If A+ is notified that a missing child is attending our school, the principal, superintendent or office personnel immediately shall give notice of that fact to the missing children clearinghouse and to the law enforcement agency with jurisdiction over the area where the missing child resides.

The attorney general, in cooperation with the department of job and family services, shall establish a "missing child educational program" within the missing children clearinghouse that shall perform the functions specified in divisions (E)(1) to (3) of that section. The program shall operate under the supervision and control of the attorney general in accordance with procedures that the attorney general shall develop to implement divisions (E)(1) to (3) of that section. The attorney general shall cooperate with the department of education in developing and disseminating information acquired or prepared pursuant to division (E)(3).

Upon the request of any board of education in this state, pursuant to section 3313.96 of the

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Revised Code, is developing an information program concerning missing children issues and matters, the missing child educational program shall provide to the board in developing the information program. The assistance may include, but is not limited to, the provision of any or all of the following:

1. Sample polices on missing and exploited children issues to assist the board in complying with section 3313.205 of the Revised Code;
2. Suggested safety curricula regarding missing children issues, including child safety and abduction prevention issues;
3. Assistance in developing, with school districts cooperative programs for fingerprinting children;
4. Other assistance to further the goals of the program.

LEGAL REFS.: ORC 109.65 2901.30 3313.205; 3313.672; 3313.96 3319.321; 3319.322  
3321.12 3705.05 Sec. 401 of P.L. 304

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies & Procedures  
**Subject:** Missing Children Issues – Informational Programs  
**Approved:** 10/18/2016

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### **POLICY:**

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

A student at the time of their initial entry to school shall present to the person in charge of admission any records given to them by the elementary or secondary school they most recently attended and a certification of birth<sup>[1]</sup> issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school they most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Director or their designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

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

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

The primary responsibility for a student's attendance at School rests with their parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Director or their designee is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for them when the student is absent from school. The parent or other responsible person shall be notified by telephone or written notice. Notification by written notices shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** New Student Records Request Policy  
**Approved:** 8/20/2014

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### **POLICY:**

A+ Arts Academy currently requires that the parent(s) / guardian(s) of an enrolling student complete the following enrollment application documents including a records release form from the student's previous school. A birth certificate and immunization records must be supplied at the time of enrollment. Once A+ Arts Academy administration has confirmed that all forms in the enrollment packet have been completed, the release of records form will be forwarded to the previous school by the next business day.

### **PROCEDURE – ENROLLMENT PACKET:**

The A+ Arts Academy Enrollment Packet includes the following documentation which is to be completed, signed and submitted as the enrollment procedure for new students.

#### **Enrollment Application:**

- Student/Emergency Contact Information Form – This form must be completed for each child, regardless of how many students you have applying to A+ Arts Academy.
- Student Evaluation and Information Form – This form must be completed separately for each child you have applying to A+ Arts Academy.

#### **Required Documentation Checklist:**

- [ ] Enrollment Checklist – completed and signed (Page 0)
- [ ] Registration Form (Page 1)
- [ ] Emergency Contact Information (Page 2)
- [ ] Student Evaluation (Page 3)
- [ ] Emergency Medical Authorization Form (Page 4)
- [ ] Health Examination Record – Medical History (Page 5 & 6)
- [ ] Free/Reduced Meals Data Form (Page 7)
- [ ] Field Trip / Activities Notice & Authorization (Page 8)
- [ ] Release of Records Form (Page 9)
- [ ] Field Trip Permission Slip (Page 10)
- [ ] Columbus City Schools Transportation Form {if applicable}
- [ ] Physician's Health Examination / Physical Report (Signed, See note below)
- [ ] An updated copy of each child's immunization record
- [ ] Birth Certificate
- [ ] Copy of Social Security Card

## A+ Arts Academy – Policy & Procedure Manual

- [ ] Proof of Residency (i.e. current utility bill or copy of lease)
- [ ] Latch Key Application (if applicable)

Note: Students entering as 7th graders need to provide their record of receiving the Tdap Booster Vaccine.

Incomplete information could delay the processing of the student's application. Please inform us if there is a specific reason that you are unable to provide any of the required documents (attach a separate sheet if necessary):

### **Enrollment Process:**

- Step 1 - Parent completes enrollment application and returns it, along with student fee, to A+ Arts Academy.
- Step 2 – Application is processed by A+ Arts Academy Administrative Office.
- Step 3 – Parent/Student interview scheduled with Administrative Staff
- Step 4 – Student officially enrolled at A+ Arts Academy when all criteria are met.

## A+ Arts Academy – Policy & Procedure Manual

Section: Policies  
Subject: **Open Enrollment Policy**  
Approved: **8/20/2014**

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Students enrolling at the A+ Arts Academy are accepted on a first-come-first-served basis. Our only restrictions are:

1. Child's ability to assimilate into the A+ Arts Academy's "traditional approach" to education which includes daily/weekly homework and tutoring schedule.
2. Space restraints. (Our Middle School facility at 270 S Napoleon Avenue can accommodate approximately 150 students comfortably.)

### Enrollment Process

1. Parent/guardian completes an enrollment packet and furnishes the following additional information:
  - Birth Certificate.
  - Immunization Records: must be up to date. (see pg. 9 for information)
  - Social Security Card.
  - Custody Papers, if applicable.
  - Proof of address.
  - Most recent report card showing last grade successfully completed.
  - All previous school records, if possible.
2. Once the application is received, along with aforementioned paperwork, an appointment is scheduled for the prospective student and parent/guardian to come in for an interview with an A+ panel. The panel consists of the Principal and/or member of the administrative staff and at least one teacher.
3. During the interview the student is given a basic reading comprehension and math test to determine what the student's strengths and weaknesses may be.
4. The panel interviews the parent/guardian while the child is being tested. The purpose of the interview is to gather as much information as possible about the student academically, socially, and physically and to determine the parent/guardian expectations of A+ Arts Academy.
5. After the interview, the parent/guardian is reminded that a letter will be mailed within a week informing him/her of the child's official status at A+.
6. The A+ Panel meets to discuss the results of the parent/guardian interview, child's test

## **A+ Arts Academy – Policy & Procedure Manual**

scores, information student provided concerning previous school attendance, behavior, physical or mental challenges student might have and to make sure A+ is the best fit for the student. In some cases, a second parent/student interview may be required.

7. When it is determined that the A+ Arts Academy can meet all of the child's needs a letter is mailed informing the parent/guardian of same.

## **Parental Involvement Plan**

NOTE: In support of strengthening student academic achievement, each local educational agency that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district-wide parental involvement plan). The plan establishes the School's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities and is incorporated into the School's plan submitted to the State educational agency (SEA).

### **PART I. GENERAL EXPECTATIONS**

The School agrees to implement the following statutory requirements:

- School will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, the School will work with its schools to ensure that the required school-level parental involvement plan meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.
- The School will incorporate this district-wide parental involvement plan into its LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Ohio Department of Education.
- The School will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The School will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:



Parental involvement means the participation of parents in regular, two way and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.

The School will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. This may be found on the District website.

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS:**

1. The School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under Section 1112of the ESEA:

- A. Establish parent advisory meetings.
- B. Provide opportunities for parents to provide input for the involvement plan at meetings.
- C. Parent Advisory meetings at the school may make recommendations on the plan.

2. The School will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

- A. Title I schools have Parent Advisory meetings.
- B. Parents are notified of their rights to have input on the policy by newsletter, student handbook, and the websites.
- C. Each school names a volunteer parent involvement coordinator from their community to help gather parent input.
- D. Meetings are scheduled at various times to accommodate parents.

3. The School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- A. The School provides staff development training to Title I teachers and principals.
  - B. The Administrator monitors the program and provides feedback to principals.
  - C. The Main office staff provides information, resources, and expertise to teachers and principals to help them to work cooperatively with parents.
4. The School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
- A. Office staff plans and carry out transition activities between Title I schools, Pre-K/Head Start and the community partners.
  - B. Parents are invited to the schools and take part in transition activities.
5. The School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise (if necessary and with the involvement of parents) its parental involvement policies.
- A. A parent questionnaire is given to parents at the semi-annual school level Title I Meeting. This information is collected by the school staff and any items for the District's parent involvement policy are sent to the director for consideration.
  - B. Building-wide meetings are held each year. At the meetings, the Parent Involvement Policy is reviewed and discussed. Comments and suggestions are gathered and taken under advisement.
  - C. The District Title I director is responsible for incorporating parent suggestions into the policy.
6. The School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
7. The Schools will provide set aside funds from Title One.

8. The School will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph.

- the state’s academic content standards
- the state’s student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Part A
- how to monitor their child’s progress
- how to work with educators
- Title I principals and teachers receive updated training on working with parents.
- Workshops have been provided and occur on a biannual basis.

B. The Title I Instructors provide the Title I staff with updated information each year on working with parents, and is available to do activities

9. School will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

A. Parent training is conducted at the Title I schools

B. Parent volunteer coordinators, Title I staff, and principals conduct

training sessions, send newsletters, invite speakers, do one-on-one help, and workshops to ensure that parents are informed and have knowledge to help their child with academic problems.

C. School will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

i.) Parent volunteer coordinators meet annually to review ideas and best practices on how to work with parents.

ii.) Staff members are trained and sensitized to the criticality of parent involvement.

iii.) An entire section of the Building Parent Handbook is dedicated to parent involvement. Workshops are conducted annually on this manual.

iv.) The School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

10. Title I works closely with the Reading Coach and integrates aspects from that program as appropriate.

11. The parent coordinators and transition specialist work together to provide parent activities and transition between programs and schools.

12. Pre-kindergarten community partners are involved in transition activities and participate to the extent possible.

13. The School will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

A. The School will take measures to ensure that parents receive information in a manner that they can understand.

B. Provisions will be made for those who are in need of alternate formats.

### **PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

- involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, If the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their Child’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children and with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

#### **PART IV. FOSTER CAREGIVER INVOLVEMENT**

ALL operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA) shall equally provide the opportunity for foster caregivers to be actively involved in their children's education and to be informed of the following:

- (a) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;
- (b) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;
- (c) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society.”

#### **PART V. ADOPTION**

This District Wide Parental Involvement Plan has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by a meeting in \_\_\_\_\_ 2021 with buildings having an open invitation to all parents.

This plan was adopted by the Board of Directors and, will be in effect for the period of FY 20-21 school year. The school district will distribute this plan to all parents of participating Title I, Part A children on or before September 30, 2021.

Plan Adoption: Governing Authority *Annual Meeting 2021*

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### **PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year the Superintendent shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written Parental Involvement Policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the Parental Involvement Policy in improving the academic quality of schools, including:
  1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  3. strategies to support successful school and family interactions.
- E. use the findings of the above-referenced evaluation to:

## A+ Arts Academy – Policy & Procedure Manual

1. design evidence-based strategies for more effective parental involvement; and,
  2. revise the Parental Involvement Policy, if necessary;
- F. involve parents in the activities of the District’s Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the Parental Involvement Policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

## A+ Arts Academy – Policy & Procedure Manual

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parental involvement policy, including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its Parental Involvement Policy.

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a Parental Involvement Policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review and improvement of the school Parental Involvement Policy, and the joint development of the schoolwide program plan, if appropriate.



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- D. Parents of participating students must be provided with:
1. timely information about the Title I program and the school's Parental Involvement Policy;
  2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
  3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the Superintendent.
- F. As a component of the school-level Parental Involvement Policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
  2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
  3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

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- G. Parents of children receiving Title I services must be notified about their school's Parental Involvement Policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the Superintendent and building principals must include provisions in the School District and school-level parent and family engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State academic standards, State and local academic assessments, Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the Superintendent and building principals may also:

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- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;
- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

### Legal

20 U.S.C. 6318 et seq.

34 C.F.R. Part 200 et seq.

**Policy on Positive Behavior Interventions and Support,  
Restraint and Seclusion**

*Whereas, the Board of Directors Resolves as follows:*

(A) No person employed or engaged as a teacher, principal, administrator, non-licensed school employee, or bus driver in a public school may inflict or cause to be inflicted corporal punishment as a means of discipline upon a pupil attending such school.

(B) A person employed or otherwise engaged as a teacher, principal, or administrator by a nonpublic school, except as otherwise provided by the governing authority of the nonpublic school, may inflict or cause to be inflicted reasonable corporal punishment upon a pupil attending the school to which the person is assigned whenever such punishment is reasonably necessary in order to preserve discipline while the student is subject to school authority.

(C) Persons employed or engaged as teachers, principals, or administrators in a school, whether public or private, and non-licensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property. ORC. 3319.41.

**PBIS PROCEDURES**

**I. Purpose :**

The purpose of this policy is for the Board of Directors of our School to ensure every effort is made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence- based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth below.

**II. Applicability and Definitions:**

Aversive behavioral interventions - means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such

as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant or tastes.

**Chemical Restraint means:** a drug or medication used to control a student’s behavior or restrict freedom of movement that is not:

- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional’s authority under State law, for the standard treatment of a student’s medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional’s authority under State Law.
- C. De-escalation techniques – are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs. Functional Behavior Assessment— is a collaborative problem-solving process that is used to describe the “function” or purpose that is served by a student’s behavior.

**Mechanical Restraint means:**

- A. Any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose; and
- B. Does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:
  - 1. Restraints for medical immobilization;
  - 2. Adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
  - 3. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

**Parent means:**

- A. A biological or adoptive parent;
- B. A guardian generally authorized to act as the child’s parent, or authorized to make decisions for the child (but not the state if the child is a ward of the state);
- C. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare;
- D. A surrogate parent who has been appointed in accordance with rule 3301-51-05(E) of the Administrative Code; or

E. Any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of a child.

**Physical escort means:** the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

**Physical Restraint means:** the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes: to break up a fight; to knock a weapon away from a student's possession; to calm or comfort; to assist a student in completing a task/response if the student does not resist the contact; or to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

**Positive Behavior Interventions and Support means :** A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

**Positive Behavior Support Plan means:** the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

**Prone Restraint means:** physical or mechanical restraint while the student is in the face down position.

**School District means:** a local, exempted village, city, joint vocational or cooperative education school district as defined in Chapter 3311. of the Revised Code or an educational service center that operates a school or educational program. For purposes of this rule, the term does not include schools operated in facilities under the jurisdiction of the Department of Rehabilitation and Corrections or the Department of Youth Services.

**Seclusion means:** the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

**Student means:** a child or adult aged three to twenty-one enrolled in a school district.

Student personnel - means teachers, principals, counselors, social workers, school resource officers, teacher's aides, psychologists, or other school district staff who interact directly with students.

**Timeout means:** a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

### III. Positive Behavior Intervention and Supports :

A. Every student deserves to be treated with dignity, be free from abuse, and treated as a unique individual with individual needs, strengths, and circumstances. Schools shall implement an evidence-based school wide system or framework of positive behavioral interventions and supports.

B. Education environments shall be structured to greatly reduce, and in most cases eliminate, the need to use restraint or seclusion. Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

C. The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.

D. Components of a system of Positive Behavior Intervention and Supports include:

1. Trained school staff to identify conditions such as:
  - a. Where, under what conditions, with whom and why specific inappropriate behavior may occur.
  - b. Preventative assessments should include:
    - i. A review of existing data,
    - ii. Interviews with parents, family members and students and
    - iii. Examination of previous and existing behavioral intervention plan.
2. With the analysis of these data schools shall develop and implement preventative behavioral interventions and teach appropriate behavior.
  - i. Modify the environmental factors that escalate the inappropriate behavior.
  - ii. Support the attainment of appropriate behavior.
  - iii. Use verbal de-escalation to defuse potentially violent dangerous behavior.
3. The School will establish a system that will support students' efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors. The system should include family involvement as an integral part of the system.
4. Prohibited Practices: The following are prohibited under all circumstances, including emergency safety situations:
  - a) Prone restraint as defined in Executive Order 2009-13S;

- b) Corporal punishment;
- c) Child endangerment as defined in R.C. 2919.22;
- d) Seclusion or restraint of preschool students in violation of the provisions of Ohio Adm. Code Rule 3301-37-10(D);
- e) The deprivation of basic needs;

F. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following techniques:

- 1. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way,
- 2. Pinning down with knees to torso, head and/or neck,
- 3. Using pressure points, pain compliance and joint manipulation techniques,
- 4. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint,
- 5. Using other students or untrained staff to assist with the hold or restraint, or
- 6. Securing a student to another student or to a fixed object;

G. Mechanical or chemical restraints (which does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, or medication administered as prescribed by a licensed physician);

H. Aversive behavioral interventions; or

I. Seclusion of students in a locked room.

#### **IV. Restraint**

A. Each school district must have a policy that specifically indicates that the use of prone restraint, physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student's primary mode of communication is prohibited.

B. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate. School personnel may use physical restraint only in accordance with local policy and the requirements of this policy.

If the School uses physical restraint, staff must:

- 1) Be appropriately-trained to protect the care, welfare, dignity, and safety of the student;
- 2) Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- 3) Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
- 4) Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- 5) Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and



## **PUBLIC RECORDS POLICY**

It is the policy of the Board of Directors that openness leads to a better- informed citizenry, which leads to better government and better public policy. It is the policy of the Board of Directors to strictly adhere to the State of Ohio's Public Records Act. All exemptions to openness are to be construed in their narrowest sense and any denial of public records in response to a valid request must be accompanied by an explanation, including legal authority, as outlined in the Ohio Revised Code. If the request for public records is in writing, the explanation of denial must also be in writing.

### **PUBLIC RECORDS**

#### **Section 1. Definition**

The Board of Directors, in accordance with the Ohio Revised Code, defines records as including the following: Any document, paper, electronic (including, but not limited to, e-mail), or other format that is created or received by, or comes under the jurisdiction of the Board of Directors that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the Board of Directors. All records of the Board of Directors are public unless they are specifically exempt from disclosure under the Ohio Revised Code or federal law.

#### **Section 1.1 Organization and Maintenance**

It is the policy of the Board of Directors that, as required by Ohio law, records will be organized and maintained so that they are readily available for inspection and copying (See Section 4 for the e-mail record policy). Record retention schedules are to be updated regularly and posted prominently.

### **PUBLIC RECORDS REQUESTS & RESPONSES**

#### **Section 2. Evaluation of a Public Records Request**

Each request for public records should be evaluated for a response using the following guidelines:

#### **Section 2.1 Identification of Public Records Requested**

Although no specific language is required to make a request, the requester must at least identify the records requested with sufficient clarity to allow the Board of Directors to identify, retrieve, and review the records. If it is not clear what records are being sought, the records custodian must contact the requester for clarification, and should assist the requestor in revising the request by informing the requestor of the manner in which the Board of Directors keeps its records.

### **COSTS FOR OBTAINING COPIES OF PUBLIC RECORDS**

#### **Section 3. Charges for Copies and Postage**

Those seeking public records will be charged only the actual cost of making copies, as follows:

**Section 3.1** The charge for paper copies is 10 cents per page.

**Section 3.2** The charge for downloaded computer files to a compact disc is \$3 per disc.

**Section 3.3** There is no charge for documents e-mailed.

**Section 3.4** Requesters may ask that documents be mailed to them. They will be charged the actual cost of the postage and mailing supplies.

### **E-MAIL AS PUBLIC RECORDS**

**Section 4.** Documents in electronic mail format are records as defined by the Ohio Revised Code when their content relates to the business of the office. E-mail is to be treated in the same fashion as records in other formats and should follow the same retention schedules.

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The custodian of records and other District personnel responsible for the inspection and/or copying of public records shall be provided a copy of this policy and shall acknowledge receipt. This policy shall be reproduced in the form of a poster and posted in a conspicuous place in the school office. This policy shall also be included in any employee manual or handbook.

To ensure that the District complies with the requirements of Ohio's Public Records law, all Board members or their appropriate designees shall attend training approved by the Ohio Attorney General as provided in O.R.C. §109.43.

The District is not required to allow the requester to make copies of the public record.

### Transmittal of Public Records by Mail

The Treasurer or other custodian of public records shall transmit a copy of a public record by mail within a reasonable period of time after receiving the request, provided that the person making the request pays in advance the cost of postage and other supplies used in the mailing, or supplies the Chief Financial Officer with a self-addressed envelope with sufficient postage affixed.

The number of records requested for transmittal by mail by any person shall be limited to ten (10) per month, unless the person certifies in writing that he/she does not intend to use or forward the requested records or the information contained in them for commercial purposes. For purposes of this policy, "commercial" shall be narrowly construed and does not include the reporting or gathering of news, reporting or gathering of information to assist citizen oversight or understanding of the operation or activities of government, or nonprofit educational research.

### Family Policy Compliance Office (FPCO) Home

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

## **A+ Arts Academy – Policy & Procedure Manual**

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations;  
To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

LEGAL REFS: O.R.C. §149.43; Family Educational Rights and Privacy Act: 20 USC, Section 1232g 121.22 O.A.C. 3301-35-03

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**Section:** Policies  
**Subject:** Prohibition of Enrollment Incentives Policy  
**Approved:** 8/20/2014

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No Employee or agent acting on behalf of A+ Arts Academy shall offer incentives or inducements of any kind to a parent/guardian in exchange for enrollment of a student.

A violation of this policy in any form will result in disciplinary action for employees and a revocation of permission to act as an agent representing A+ Arts Academy.

**Section:** Policies  
**Subject:** Public Funds Policy & Process  
**Approved:** 5/15/2019

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### **Deposit of Public Funds**

Modification recommended to statements that the funds are to be deposited with the Treasurer within one (1) business day following the date of receipt:

The employee shall promptly deposit said money with the Treasurer within one (1) business day following the date of receipt. In no case shall the employee take the money home with him/her or otherwise remove the money from school premises.

### **Recommendation:**

Due to the extreme workload of the Districts Business Office (DBO), the availability of the DBO staff to come to a campus office within one business day is not always reasonable. Recommend that the statement indicate that in no case shall the employee take the money home but allow for the primary procedure to be authorized and a secondary procedure as backup as follows:

#### 1) Primary Procedure

- a. Employee to prepare the Cash-In forms (i.e. Cash-In Description Form, Deposit Tally Form and Huntington National Bank Deposit Slip) with signatures from the employee and principal and/or assistant principal confirming and authorizing the deposit.
- b. Employee, principal and/or assistant principal to deliver the deposit forms and funds to the Treasurer or District Business Manager at the District Business Office within one business day of the following the date of receipt.
- c. Treasurer or District Business Manager will confirm the accuracy of the deposit forms and funds and provided signature of receipt of the forms and funds.
- d. Treasurer and/or District Business Manager will deposit the funds at the District's banking accounts within one (1) business day.

#### 2) Secondary Procedure

- a. Employee to prepare the Cash-In forms (i.e. Cash-In Description Form, Deposit Tally Form and Huntington National Bank Deposit Slip) with signatures from the employee and principal and/or assistant principal confirming and authorizing the deposit.
- b. Employee, principal and/or assistant principal will notify Treasurer or District Business Manager of the deposit and their unavailability to deliver the deposit forms and funds to the District Business Office. The Treasurer or District Business Manager will schedule a visit to the campus office within one business day of the following the date of receipt to verify and secure the deposit.
- c. Treasurer or District Business Manager will confirm the accuracy of the deposit forms and funds and provided signature of receipt of the forms and funds.

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- d. Treasurer and/or District Business Manager will deposit the funds at the District's banking accounts within one (1) business day.

**Section:** Policies  
**Subject:** Records Retention Schedule Policy  
**Approved:** 8/20/2014

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### **What is a record?**

A+ Arts Academy defines a record as any original document that is written down, on a disc or tape preserved for future use. A+ Arts Academy maintains three major types of records pertaining to students-student records, daily attendance records and lunch records.

### **What is a non-records?**

Non-records do not require retention scheduling or destruction authorization or reporting. To control excessive accumulation, it is necessary to keep only current, useful materials and to destroy non-records immediately after needs have been satisfied. Avoid filing no-record material with records.

### **What is the retention schedule?**

1. Student Records-are maintained throughout a student's tenure at A+ Arts Academy. Upon graduation from the 12th grade the record is placed in an "Inactive" file cabinet for one year should inquiries be made from the school the graduate is currently enrolled. At the end of the one-year period, the files are placed in fire-proof containers and placed in the school storage area for an additional four-year period and then destroyed.
2. Daily Attendance Records - are maintained for one year. At the end of the one year period, all daily attendance records are shredded. If student daily attendance is needed after documents have been destroyed, we have the capability of going into our DAZL computerized system and get attendance information dating back three years.
3. Lunch Records-applications for student's enrolled in the free and reduced price meals are maintained for a three year period. After the three year period they are destroyed.
4. Special Education Records - are kept for five years to coincide with the Student Records Retention Policy. Records are kept in a secured cabinet. At the end of the five year period the IEP (Individual Educational Plan) and supporting documents are destroyed.
5. Personnel Files-both certified and non-certified personnel records are maintained for fifty years. The records will remain active for ten years and after that time they will be stored in fireproof containers for the duration of their tenure and then be destroyed.
6. School Improvement Plan-is retained until superseded by the next plan and is

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thendestroyed.

7. Commodity Inventory-any inventory generated for the purchase of commodities will remain active and on file for three years. After the three year periodthe records will be destroyed.
8. Employee Background Checks - all employees are required to have a background check prior to employment and every five years thereafter. The outdated background check is destroyed and replaced by the most recent one. For persons leaving A+'s employee, the background check would be destroyed at time of termination.
9. Employment Contracts - contracts are renewed on an annual basis. Contracts will remain on file for a three year period. After the three years, contracts will be destroyed.
10. State/FederalIncomeTaxQuarterlyReports-MonthlyStateTaxReports;W-2s are retained for five years. After the fifth yearthese records will be destroyed.
11. Federal Program Title Grants-grants received to assist with funding needed for Special Education and other resources. Records regardingthese services and entitlements remain active for three years. After the three year periodthe records will be destroyed.
12. Teacher Grade Book -teachers maintain student records in grade book and also electronically. These records are maintained throughout the current school year. Records are destroyed / deleted prior to the beginning of each new school year.



**Section:** Policies  
**Subject:** Resident Educator Program Policy  
**Approved:** 8/20/2014

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### **Introduction/Rationale**

Our intention for the Resident Educator Program is to integrate new certified staff into the A+ Arts Academy School District with a well-developed process during that first year of employment. It is our hope that this plan will enhance the transition of new certified personnel into the district, and facilitate a more uniform philosophy of operation within the district and among the district's individual schools.

Every Resident Educator\* will be assigned a trained mentor. The mentor will not only help indoctrinate the teacher into the A+ Arts Academy School District, but will also review, assist with, observe, and provide feedback on the A+ Evaluation criteria.

\*A Resident Educator, who would be assigned a mentor, is defined as a graduate of a teacher preparation program, assigned to a classroom for the first time. Part-time teachers will be included if they are designated as a classroom teacher within their assigned building(s).

- Educators, who hold a four-year Resident Educator's license, are employed full time and are teaching in their licensure areas for at least 120 days. Individuals must be teaching in the same assignment in their licensure area (ORC Section 3317.13 defines "full-time" as "a teacher assigned to a school with a teacher day of 6 hours or longer, excluding the lunch period, and employed for at least 120 days").
- Educators from out-of-state who have taught fewer than three years in their area of preparation.
- Individuals who hold a 2-year career-technical license under the 24 semester hour pre-service preparation program and are in the third or fourth year of that license.

### **Philosophy**

The Resident Educator Program of the A+ Arts Academy utilizes the experience and expertise of the local personnel who serve as mentors/peer coaches to facilitate a smooth transition of the new certified staff into the system while helping them avoid pitfalls. These "mentors/peer coaches" act as coordinators and serve as a guide to channel the resident educator and their concerns to the proper place, ensuring a successful first year. These teams meet at designated intervals throughout the school year. In addition, mentors will assist the resident educator in preparing for their evaluation.

The program is evaluated and updated on a continuing basis. Your feedback is essential to the ongoing improvement of the program.

### **Mission**

The mission of A+ Arts Academy is to provide substantial support to new certified staff through a well-developed and on-going entry year process and to strengthen our educator preparation

programs.

## **Goals**

The basic goals of this program are:

1. To provide beginning educators direct assistance and support to help them meet challenges.
2. To increase the skills of Resident Educators in creating an environment for learning and seeks to enhance student achievement.
3. To increase teacher retention.
4. To inform beginning educators about the protocol, procedures and requirements for their evaluations.
5. To support resident educators as they go through the Ohio’s Resident Educator program.

## **Objectives**

1. To develop a working knowledge of the philosophy and purposes of the school.
2. To gain knowledge of the school organization and functional relationships of the school personnel.
3. To be aware of the policies, regulations, and operating procedures in the school.
4. To be aware of general and specific duties related to teaching/administrating (i.e. reports to parents, parent conferences).
5. To develop a working knowledge of equipment, materials, and facilities available.
6. To gain information about students and the community.
7. To encourage participation in professional growth opportunities and in professional organizations.
8. To further develop and refine instructional and classroom management skills.
9. To provide in-classroom assistance from experienced teachers to solve problems that typically confronts new teachers.
10. To provide assistance based on the Resident Educator Program and district adopted evaluation in:
  - Organizing content knowledge for student learning
  - Creating an environment for student learning
  - Teaching for student learning
  - Being a true professional educator

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### Mentor Criteria for Assignment

Lead Mentor and/or Curriculum Director(s) along with the building principals will determine the assignment of mentors. Requirements include:

1. Being in a pool of mentors
2. Having a similar professional assignment, as the Resident Educator, if possible.
  - Same grade and/or subject, when possible
  - Same building, if possible
  - Be professionally compatible with the Resident Educator
  - Whenever possible, a mentor will have only one Resident Educator assigned to them at a time
  - If more than one Resident Educator is assigned, appropriate release time will be given
  - Appropriately trained
  - If assigned outside subject/grade or building, accommodations are arranged by administration to facilitate mentoring process

### Conflict/Due Process

In an event a partnership is ineffective, either the mentor or resident educator may make requests for reassignment to the building principal. This should be done as soon as possible.

### Mentor Confidentiality

All interaction, written or oral, between the mentoring teacher and the resident educator shall be regarded with the same confidentiality as that respected by the attorney/client relationship. Any violation of this by the mentoring teacher shall constitute grounds for immediate removal from the role of mentoring teacher.

### Mentor Responsibilities

1. Commit to a *minimum* of 36 contact hours which includes the following required hours:
  - a. Attendance at New Teacher Orientation before the beginning of school
  - b. Attendance at monthly Mentor/Resident Educator meetings (schedule enclosed)
2. Participate in county mentor training as offered
3. Meet with resident educator on a regular basis - at least once a month before school - and document in the collaboration log
4. Help the resident educator teacher identify his/her most immediate and pressing needs
5. Help the resident educator understand and apply the Ohio Teaching Standards as they are outlined in the Teacher Evaluation rubrics.

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6. Observe resident educator and provide non-evaluative feedback based on the implementation of the Ohio Teaching Standards.
7. Assist resident educator with strategies for effective classroom management and instruction
8. Assist Resident Educator in establishing rapport with other school personnel.
9. Maintain a collaborative log of meeting dates and topics discussed as well as reflective pieces concerning the Resident Educator
10. Assist in evaluation of the program.

### **Resident Educator Responsibilities**

1. Attendance at monthly Mentor/Resident Educator meetings (schedule enclosed)
2. Meet with mentor on a regular basis - at least once a month before school - and document in the collaborative log
3. Communicate needs to mentor
4. Work to implement recommendations of the mentor.
5. Participate in new employee seminars and training sessions
6. Assist in the evaluation of the program.

**Section: Policies**  
**Subject: Safety Program Policy**  
**Approved:**

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## **Safety Program**

The Board is concerned with the safety of all students, employees and members of the school community present on District property and at all District-sponsored events at other sites. The Board directs the administration to develop a safety program that is reviewed on an annual basis.

The Superintendent/designee has responsibility for the safety program of the District and develops written procedures to comply with all applicable Federal and State laws and regulations.

The practice of safety is also a part of the instructional plan of the District through educational programs. The educational program includes instruction in traffic and pedestrian safety, driver education, fire prevention, in-service training and emergency procedures appropriately geared to students at different grade levels.

All staff is encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

## **REPORTING OF HAZARDS**

The Board is concerned with the safety of students and staff and, therefore, complies with all Federal and State laws and regulations to protect students and staff from known hazards that pose an immediate risk to health and safety.

### **Toxic Hazards**

Toxic hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens and in the cleaning of rooms and equipment.

The Superintendent appoints an employee to serve as the District's Toxic Hazard Preparedness (THP) officer. The THP officer:

1. identifies potential sources of toxic hazard in cooperation with material suppliers who supply the THP officer with material safety data sheets (MSDS);
2. ensures that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning and the name and address of the manufacturer or responsible party;
3. maintains a current file of MSDS for every hazardous material present on District property;

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4. designs and implements a written communication program which:
  - a. lists hazardous materials present on District property;
  - b. details the methods used to inform staff and students of the hazards and
  - c. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;
5. conducts a training program for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment and the District's plan for communication, labeling, etc. and
6. establishes and maintains accurate records for each employee at risk for occupational exposure including name, social security number, hepatitis B vaccine status, results of exams, medical testing and follow-up procedures for exposure incidents and other information provided by and to health care professionals.

In fulfilling these responsibilities, the THP officer may enlist the aid of county and municipal authorities and others knowledgeable about potential toxic hazards.

### **Application of Pesticides**

Any staff member or contractor who applies pesticides on Academy property shall meet the requirements of AG8431A in addition to the requirements established by law.

Written notification shall be provided each year, prior to any pesticide application when school is in session, to those parents, adult students, and employees requesting prior notification of scheduled pesticide applications:

1. that a pesticide is to be applied;
2. The type of pesticide and its potential side effects;
3. The location of the application; and
4. The date of the application.

The method and type of prior notifications and signage shall be determined by the District (AG 8431A).

If circumstances arise that prevent prior notification from being provided, regarding such emergency application of pesticides to control organisms that pose an immediate health threat, the District shall provide notice as soon as possible. In addition to the information specified above, the notice shall provide the reasons why advance notice was not provided.

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### **Asbestos Hazards**

In its efforts to comply with the Asbestos Hazard Emergency Response Act, the Public Employment Risk Reduction Act and the Asbestos Abatement Contractors Licensing Act, the Board recognizes its responsibility to:

1. inspect all District buildings for the existence of asbestos or asbestos-containing materials;
2. take appropriate action based on the inspections;
3. establish a program for dealing with friable asbestos, if found;
4. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos and
5. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

The Superintendent appoints a person to develop and implement the District's Asbestos-Management Program which ensures proper compliance with Federal and State law and the appropriate instruction of staff and students.

The Superintendent also ensures that, when conducting asbestos abatement projects, each contractor employed by the District is licensed pursuant to the Asbestos Abatement Contractors Licensing Act.

### **Occupational Exposure Training**

All employees with occupational exposure are required to participate in a training program at the time of their initial assignment to tasks where occupational exposure may occur.

Follow-up training for employees is provided one year after their initial training. Additional training is provided when changes such as modifications of tasks and procedures or institution of new tasks and procedures affect employees' occupational exposure.

A record of attendance at occupational exposure training is completed and maintained by the THP officer following each training session. These records are maintained for three years from the date of the training.

### **Records Availability**

All records required to be maintained are made available upon request for examination and copying by the employee, employee representatives and under the provisions of PERRA.

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Medical records, however, are not made available to employee representatives or other persons without written consent of the employee.

### Other Conditions Injurious to the Safety or Health of Building Occupants

In addition to the reporting of toxic hazards, the Board directs the Superintendent/designee to comply with all board of health inspections to ensure that conditions injurious to the safety or health of persons on District property are minimized.

During a board of health inspection, each building principal/designee provides:

1. access to the building and grounds during regular school hours;
2. a record of inspections of the school grounds and buildings for dangerous and recalled products;
3. any records or other information the board of health considers necessary to evaluate the health and safety of the school and
4. a representative who accompanies the sanitarian during the course of the inspection, with advance notice from the board of health.

### Liability Disclaimer

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

LEGAL REFS.: Public Employment Risk Reduction Act; ORC 4167.01 et seq.  
ORC 2744  
3313.60; 3313.643  
3707.26  
3737.73  
OAC 3301-35-06

LEGAL REFS.: 29 CFR 1910.1030  
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.  
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.  
Comprehensive Environmental Response, Compensation and Liability Act;  
42 USC 9601 et seq.  
ORC 3313.643; 3313.71; 3313.711  
3707.26  
4113.23  
4123.01 et seq.  
Public Employment Risk Reduction Act; ORC 4167.01 et seq.



**Section:** Policies  
**Subject:** School Bus Discipline Policy  
**Approved:** 8/20/2014

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The following rules and regulations were written in the hope that these guidelines will help us to provide safe transportation to and from school for students. Students should be at the bus stop at least 5 minutes prior to the scheduled time. It is a privilege, not a right, to ride school buses in the State of Ohio.

### **I. Bus Discipline Policy**

Students who have the opportunity to ride district school buses may do so as long as they display behavior that is reasonable and safe. Choosing to follow unacceptable behavior will result in loss of bus service. The bus driver is responsible for the safety and discipline of students on the bus. The building principal is available to give assistance to the driver and will determine consequences of misbehavior and the reinstatement of bus service for the offending students should a suspension become necessary. A suspension applies to all buses unless otherwise designated by school officials. The responsibility for student supervision by the District shall begin when the student boards the bus in the morning and is retained until the child leaves the bus at the end of the day or until released to the parent/guardian in a manner consistent with guidelines on release of students.

### **II. Transporting of school Related/Nonrelated Items**

Under the Laws and Rules for the Operation of School Buses in the State of Ohio, it is stated: "...no materials, including: guns, loaded or unloaded; gasoline cans, empty or full; animals, or any other item deemed dangerous of an objectionable nature are transported in the school bus when children are being transported."

Band instruments that will be allowed on the bus are those that are small enough to be held in the student's lap. Instruments may not be in the aisle or take the space of a student. Baseball and softball bats or any other unacceptable recreational equipment will not be allowed on regular buses. Tape recorders/CD players used for instructional purposes should be appropriately packaged. Damage to personal items is not covered by the District's insurance coverage.

### **III. Behavior Guidelines and Consequences – (Pre-K to 5<sup>th</sup> Grades)**

#### **A. Class I Offenses – including, but not limited to**

1. Eating or drinking (sodas, fruit drinks, etc.) on bus. Bottled water will be allowed during hot months.
2. Excessive noise
3. Excessive horseplay

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4. Spitting
5. Leaving seat/standing while bus is in motion
6. Squirt guns/liquid containers in any form, except those intended for lunch box use
7. Radios, tape recorders, and electronic games are not allowed on the bus (permitted with principal approval on long trips)
8. Riding unassigned bus without permission or using unassigned bus stop.
9. Other offences as reported by the driver or principal.

### **B. Class II Offenses – including, but not limited to**

1. Hanging out of window
2. Throwing/shooting of any object inside or outside of bus
3. Physical aggression against any person
4. Use of tobacco or any controlled substance
5. Vandalism to bus (restitution will be made)
6. Holding onto/or attempting to hold onto any portion of the exterior of the bus
7. Lighting of matches, fireworks or any flammable object or substance
8. Unauthorized (a) entering or leaving bus, (b) use of emergency door, (c) tampering with bus equipment
9. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
10. Other offenses as reported by driver or principal

### **C. Consequences**

Listed below are consequences for behavior problems encountered on the bus. Consequences may include, but are not limited to, the schedule listed below. Severe and habitual problems may also carry further disciplinary action as outlined in the Student Code of Conduct.

1. Class I
  - a. First Offense – Warning
  - b. Second Offense – Warning or 1 to 5 days of school/bus suspension
  - c. Third Offense – 1 to 5 days of school/bus suspension of services
    - Possible loss of all bus service for 90 days
    - Parent & Principal meeting (optional)
  - d. Fourth Offense

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- 5 to 10 days suspension of bus services
  - Possible loss of all bus service for 90 days
  - Parent & Principal meeting
- a. Fifth offense – loss of all bus service for 90 days
2. Class II
- a. First Offense – Warning or 1 to 5 days of school or bus suspension
- b. Second Offense – 1 to 5 days suspension of bus services
- Possible loss of all bus service for 90 days
  - Parent & Principal meeting (optional)
- c. Third Offense – 5 to 10 days suspension of bus services
- Possible loss of all bus service for 90 days
  - Parent & Principal meeting
- d. Fourth offense – loss of bus service for 90 days

Note: the bus is an extension of the school day. The bus driver has the authority to assign seats. The sexual / racial / religious harassment policy and the weapons policy of the District shall be strictly enforced on the school bus as well as at school. Video / Audio equipment may be in use at any time. Students will not be told when recording is in progress.

### IV. Behavior Guidelines and Consequences – (6<sup>th</sup> – 12<sup>th</sup> Grades)

#### A. Class I Offenses – including, but not limited to

1. Eating or drinking (sodas, fruit drinks, etc.) on bus. Bottled water will be allowed during hot months.
2. Excessive noise
3. Excessive horseplay
4. Spitting
5. Leaving seat/standing while bus is in motion
6. Squirt guns/liquid containers in any form, except those intended for lunch box use
7. Radios, tape recorders, and electronic games are not allowed on the bus (permitted with principal approval on long trips)
8. Riding unassigned bus without permission or using unassigned bus stop.
9. Other offences as reported by the driver or principal.

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### B. Class II Offenses – including, but not limited to

1. Hanging out of window
2. Throwing/shooting of any object inside or outside of bus
3. Physical aggression against any person
4. Use of tobacco or any controlled substance
5. Vandalism to bus (restitution will be made)
6. Holding onto/or attempting to hold onto any portion of the exterior of the bus
7. Lighting of matches, fireworks or any flammable object or substance
8. Unauthorized (a) entering or leaving bus, (b) use of emergency door, (c) tampering with bus equipment
9. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
10. Riding or attempting to ride any bus after receiving a suspension
11. Other offenses as reported by driver or principal

### C. Consequences

Listed below are consequences for behavior problems encountered on the bus. Consequences may include, but are not limited to, the schedule listed below. Severe and habitual problems may also carry further disciplinary action as outlined in the Student Code of Conduct.

1. Class I
  - a. First Offense – Warning
  - b. Second Offense – Warning or 1 to 5 days of school/bus suspension
  - c. Third Offense – 1 to 5 days of school/bus suspension of services
    - Possible loss of all bus service for 90 days
    - Parent & Principal meeting (optional)
  - d. Fourth Offense
    - 5 to 10 days suspension of bus services
    - Possible loss of all bus service for 90 days
    - Parent & Principal meeting
  - e. Fifth offense – loss of all bus service for 90 days
2. Class II

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- a. First Offense – Warning or 1 to 5 days of school or bus suspension
- b. Second Offense – 1 to 5 days suspension of bus services
  - Possible loss of all bus service for 90 days
  - Parent & Principal meeting (optional)
- c. Third Offense – 5 to 10 days suspension of bus services
  - Possible loss of all bus service for 90 days
  - Parent & Principal meeting
- d. Fourth offense – loss of bus service for 90 days

Note: the bus is an extension of the school day. The bus driver has the authority to assign seats. The sexual / racial / religious harassment policy and the weapons policy of the District shall be strictly enforced on the school bus as well as at school. Video / Audio equipment may be in use at any time. Students will not be told when recording is in progress.

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**Section:** Policies  
**Subject:** Self-Administration of Medication Policy  
**Approved:** 8/20/2014

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Ohio law requires districts and schools to allow students with asthma or other airway constricting disease to carry and self-administer medications. If the following features are implemented, the law permits students with asthma or other airway constricting disease to carry and use their medication while in school, at school-sponsored activities, while being supervised by school personnel and while in before-school or after-school care or other programs on school-operated property. The following features are required.

1. The parent or guardian must provide a signed, dated authorization for students to self-administer medication.
2. An authorized practitioner, such as physician, physician's assistant, advanced practice nurse or other person allowed to prescribe medications under Iowa Law, must provide written authorization that includes the student's name, the purpose of the medication, dosage, times and any special medication administration procedures.
3. The medication must be in the original labeled container as dispensed or the manufacturer's container labeled with the student name, name of the medication, directions for use and date.
4. The authorization must be renewed annually. If any changes occur in the medication, dosage or time of administration, the parent is to immediately notify school officials and update the authorization(s).
5. The parent or guardian signs a statement acknowledging that the district and school and its employees, by law, incur no liability, except for gross negligence, as a result of any injury arising from self-administration.
6. It is recommended that the student maintain a self-administration record.
7. It is recommended that the parent or guardian agrees information and questions about a student's self-administration of medication at school may be discussed with the prescriber.
8. If the student misuses the self-administration policy, the self-administration may be withdrawn. It is recommended that medically advisable consequences be considered.

**Section: Policies**  
**Subject: Standards for Implementation of Positive Behavior Interventions**  
**Approved:**

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**ODE POLICY: Standards for Implementation of Positive Behavior Interventions Supports, and Restraint and Seclusion**

Action: Revised  
Date: 02/27/2013 11:46 am  
Standard: 3301-35-15

(A) Notwithstanding Rule 3301-35-01 of the Administrative Code, the following definitions apply for purposes of this rule:

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

(2) “Chemical restraint” means a drug or medication used to control a student’s behavior or restrict freedom of movement that is not

(a) Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional’s authority under Ohio law, for the standard treatment of a student’s medical or psychiatric condition; and

(b) Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional’s authority under Ohio law.

(3) “Mechanical restraint” means

(a) Any method of restricting a student’s freedom of movement, physical activity, or normal use of the student’s body by using an appliance or device manufactured for this purpose; but

(b) Does not mean a device used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purpose for which the device was designed and, if applicable, prescribed, including

(i) Restraints for medical immobilization;

(ii) Adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or

(iii) Vehicle safety restraints when used as intended during the

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transport of a student in a moving vehicle.

- (4) “Parent” means
- (a) A biological or adoptive parent;
  - (b) A guardian generally authorized to act as the child’s parent, or authorized to make decisions for the child (but not the state if the child is a ward of the state);
  - (c) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare;
  - (d) A surrogate parent who has been appointed in accordance with paragraph (E) of rule 3301-51-05 of the Administrative Code; or
  - (e) Any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of a child.
- (5) “Physical escort” means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.
- (6) “Physical restraint” means the use of physical contact in a way that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes:
- (a) to break up a fight;
  - (b) to knock a weapon away from a student’s possession;
  - (c) to calm or comfort;
  - (d) to assist a student in completing a task/response if the student does not resist the contact; or
  - (e) to prevent an impulsive behavior that threatens the student’s immediate safety (e.g. running in front of a car).
- (7) “Positive behavior intervention and supports” means
- (a) A school-wide systematic approach to embed evidence-based practices and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and that



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(b) Encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

- (8) “Prone restraint” means physical or mechanical restraint while the individual is in the face-down position for an extended period of time.
- (9) “School district” means a local, exempted village, city, joint vocational or cooperative education school district as defined in Chapter 3311. of the Revised Code or an educational service center that operates a school or educational program. For purposes of this rule, the term does not include schools operated in facilities under the jurisdiction of the department of rehabilitation and corrections or the department of youth services.
- (10) “Seclusion” means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.
- (11) “Student” means a child or adult aged three to twenty-one enrolled in a school district.
- (12) “Student personnel” means teacher, principal, counselor, social worker, school resource officer, teacher’s aide, psychologist, bus driver, or other school district staff who interact directly with students.
- (13) “Timeout” means a behavior intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.
- (B) Implementation of positive behavior intervention and supports. Each school district shall implement positive behavior intervention and supports on a system-wide basis.
- (C) Prohibition on certain practices. The following practices are prohibited by school personnel under any circumstance:
- (1) Prone restraint;
- (2) Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that
- (a) Involves the use of pinning down a student by placing knees to the torso, head, or neck of the student;
- (b) Uses pressure point, pain compliance, or joint manipulation techniques; or
- (c) Otherwise involves techniques that are used to unnecessarily cause pain.
- (3) Corporal punishment;

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- (4) Child endangerment, as defined in section 2919.22 of the Revised Code;
  - (5) Deprivation of basic needs;
  - (6) Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301- 37-10 of the Revised Code;
  - (7) Chemical restraint;
  - (8) Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
  - (9) Aversive behavioral interventions; or
  - (10) Seclusion in a locked room or area.
- (D) Physical restraint.
- (1) Prone restraint is prohibited.
  - (2) Physical restraint may be used only if
    - (a) A student’s behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
    - (b) The physical restraint does not obstruct the student’s ability to breathe;
    - (c) The physical restraint does not interfere with the student’s ability to communicate in the student’s primary language or mode of communication; and
    - (d) By school personnel who are trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.
  - (3) Physical restraint may not be used for punishment or discipline or as a substitute for other less restrictive means of assisting a student in regaining control.
- (E) Seclusion
- (1) Seclusion may be used only
    - (a) If a student’s behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
    - (b) As a last resort to provide an opportunity for the student to regain control of his or her actions;
    - (c) For the minimum amount of time necessary for the purpose of protecting the student and others from physical harm;

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(d) In a room or area that

(i) Is not locked;

(ii) Does not prevent the student from exiting the area should staff become incapacitated or leave the area; and

(iii) Provides adequate space, lighting, ventilation, and the ability to observe the student; and

(e) Under constant supervision by staff who are trained to be able to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

(2) Seclusion may not be used for punishment or discipline, for the convenience of staff, or as a substitute for other less restrictive means of assisting a student in regaining control.

(F) Reporting and notification. Any incident of seclusion or restraint shall be immediately reported to building supervision and the parent. Any incident of seclusion or restraint shall be documented in a written report that is made available to the parent within twenty-four hours and that is maintained by the school district.

(G) Training and professional development. A school district shall ensure that an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques. The school district shall maintain written or electronic documentation on training provided and lists of participants in each training. Training on positive behavior intervention and supports is encouraged.

(H) Policies and procedures. A school district shall develop written policies and procedures concerning the use of seclusion and restraint that are consistent with the policy on positive behavior interventions and support, restraint and seclusion, as adopted by the state board of education January 2013 ([education.ohio.gov](http://education.ohio.gov)). A district's complaint procedures shall include

(1) A procedure for a parent to present written complaints to the superintendent of the school district to initiate a complaint investigation by the school district regarding an incident of restraint or seclusion; and

(2) A requirement that the school district shall respond to the parent in writing within thirty days of the filing of a complaint regarding an incident of restraint or seclusion.

(3) These policies and procedures shall be accessible on the district's website, and each district shall be responsible for notifying all parents annually of its policies and procedures concerning seclusion and restraint.

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- (I) Monitoring. A school district shall establish a procedure to monitor the implementation of this policy and the district’s policy on restraint and seclusion. Each school district shall make its records concerning restraint and seclusion available to staff from the Ohio department of education upon request.
- (J) Reporting. A school district shall annually report information regarding its use of restraint and seclusion to the Ohio department of education in the form and manner as prescribed by the department.

Effective: R.C. 119.032 review dates:

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Certification

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Date

Promulgated Under: 119.03  
Statutory Authority: 3301.07 (D)(2), (D)(3)  
Rule Amplifies: 3301.07 (D)(2), (D)(3)

**Section:** Policies & Procedures  
**Subject:** Special Education  
**Approved:** 10/18/2016

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**POLICY:**

**Special Education and Related Services Plan**

A+ Arts academy serves about 100 students with disabilities each year and employs about 10 special education and periphery personnel. About 15 percent of the Reynoldsburg student population has been identified with a disability.

These exceptional students have unique characteristics and needs, many of which are best met by the classroom teacher who differentiates instruction for them with support from a special education specialist. Our intervention specialists work cooperatively with classroom teachers and other school personnel to ensure a common understanding and response to all of our students with special needs. We use collaborative teaching to support the inclusion of children with special needs in the general education classroom. Collaborative teaching benefits all students in the classroom by adding a second teacher, and it supports differentiated instruction. Some exceptional students require more intensive services in a resource-room setting.

Programs serving children with learning differences, speech/language needs and other related services are available in all buildings. Children with multiple areas of exceptionalities and personal/social behavior needs are served in specialized programs. Some programs are available through cooperative placements with other neighboring districts. Through the Special Education Program, all eligible children receive special instruction specifically designed to meet their unique educational needs, in accordance with state and federal requirements. All special education services are provided at no cost to the parent.

**Beginning with Evaluation**

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related service needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

**Determining What Related Services a Student Needs**

**It is the IEP team's responsibility** to review all of the evaluation information, to

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identify any related services the child needs, and to include them in the IEP. Goals can be written for a related service just as they are for other special education services. The IEP must also specify with respect to each service:

- *when* the service will begin;
- *how often* it will be provided and for what amount of time; and
- *where* it will be provided.

Each child with a disability may not require all of the related services listed above. Furthermore, the list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education. Examples include artistic and cultural programs, art, music, and dance therapy.

The IEP is a written commitment for the delivery of services to meet a student's educational needs. A school district must ensure that all of the related services specified in the IEP, including the amount, are provided to a student.

Changes in the amount of services listed in the IEP cannot be made without holding another IEP meeting. However, if there is no change in the overall amount of service, some adjustments in the scheduling of services may be possible without the necessity of another IEP meeting.

### **Related Services Personnel on the IEP Team**

IDEA does not expressly require that the **IEP team** include related services personnel. However, if a particular related service is going to be discussed in an IEP meeting, it would be appropriate for such personnel to be included or otherwise involved in developing the IEP. IDEA states that, at the discretion of the parent or the public agency, "other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate" may be part of a child's IEP team.

### **Do parents have to pay for the related services their child receives?**

**No.** School districts may not charge parents of eligible students with disabilities for the costs of related services that have been included on the child's IEP. Just as special and regular education must be provided to an eligible student with a disability at no cost to the parent or guardian, so, too, must related services when the IEP team has determined that such services are required in order for the child to benefit from his or her education.

## Related Services, in Detail

(a) **General. Related services** means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes...

This beginning represents the *core* of how IDEA defines related services. The term related services is typically spoken in the same breath as special education (similar to how “peas and carrots” and “ham and eggs” go together) and, when used in IDEA, will always have the same meaning, including the part of the definition we haven’t shown you yet, which picks up where the beginning leaves off...

...and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Clearly, the list of related services is extensive—and, as already mentioned, the list is *not* exhaustive. These are just the services that IDEA specifically mentions. As states respond to the requirements of federal law, many have legislated their own related service requirements, which may include services beyond those specified in IDEA.

## What’s Excluded as a Related Service

**IDEA makes a specific *exception* to the list of related services: surgically implanted devices, including cochlear implants.**

This exception is new with IDEA 2004 and shows the advance of time and technology. A relatively new technological development, the cochlear implant is a “small, complex electronic device that can help to provide a sense of sound to a person who is profoundly deaf or severely hard-of-hearing” (National Institute on Deafness and Other Communication Disorders, 2006a). While an implant does not restore normal hearing, it does give the recipient “a useful representation of sounds in the environment and help him or her to understand speech” (*Id.*).

Cochlear implants are not the only surgically implanted devices. Others include: insulin pump, baclofen pump, pacemaker, G-tube, and vagus nerve stimulator device.

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**The exception.** If a child has a surgically implanted device, the scope of the public agency’s responsibility to provide supportive related services in relation to that device is covered in IDEA’s provisions at §300.34(b), its exception. Public agencies are not responsible for optimizing these devices, maintaining them, or replacing them. Public agencies are responsible for “routine checking to determine if the external component of a surgically implanted device is turned on and working” (71 Fed. Reg. 46570) and for providing other types of services the child needs, as determined by the IEP team, including:

- assistive technology (e.g., FM system);
- proper classroom acoustical modifications;
- educational support services (e.g., educational interpreters); and
- receiving the related services (e.g., speech and language services) that are necessary for the child to benefit from special education services. (*Id.*)

While public agencies are *not* responsible for mapping a cochlear implant, they *do* have a role to play in providing services and supports to help children with cochlear implants. As the Department observes:

Particularly with younger children or children who have recently obtained implants, teachers and related services personnel frequently are the first to notice changes in the child’s perception of sounds that the child may be missing. This may manifest as a lack of attention or understanding on the part of the child or frustration in communicating. The changes may indicate a need for remapping, and we would expect that school personnel would communicate with the child’s parents about these issues. To the extent that adjustments to the device are required, a specially trained professional would provide the remapping, which is not considered the responsibility of the public agency. (71 Fed. Reg. at 46570-1)

In many ways, the Department points out, there is no substantive difference between serving a child with a cochlear implant in a school setting and serving a child with a hearing aid. A “public agency is responsible for the routine checking of the external components of a surgically implanted device in much the same manner as a public agency is responsible for the proper functioning of hearing aids” (71 Fed. Reg. at 46571). What distinguishes a service covered under the Act and one that is excluded is, in large measure, “the level of expertise required” (*Id.*). Maintaining and monitoring a surgically implanted device require the expertise of a licensed physician or an individual with specialized technical expertise beyond that typically available from school personnel. On the other hand:

Teachers and related services providers can be taught to first check the externally worn speech processor to make sure it is turned on, the volume and sensitivity settings are correct, and the cable is connected, in much the same manner as they are taught to make sure a hearing aid is properly functioning. To allow a child to sit in a classroom when the child’s hearing aid or cochlear implant is not functioning is to effectively exclude the



child from receiving an appropriate education. (*Id.*)

You’ll note that the exception in IDEA is carefully crafted to ensure that public agencies remain aware of, and responsible for, monitoring and maintaining “medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school” (§300.34(b)(2)(ii)]. This clearly aligns with a public agency’s responsibility for the health-related services (see discussion of **Medical Services** and **School Health Services** and **School Nurse Services** further below).

## The Individual Services, Defined

IDEA’s definition of related services also goes on to define each individual service. If you wish to delve into individual related services, the following discussion may be helpful. It’s drawn from NICHCY’s training curriculum *Building the Legacy* (see [Module 1](#), which includes brief summaries of each related service). The services are discussed below in alphabetical order.

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<a href="#">Audiology</a>	<a href="#">Orientation and mobility</a>	<a href="#">School health services &amp; school nurse services</a>
<a href="#">Counseling services</a>	<a href="#">Parent counseling and training</a>	<a href="#">Social work services in schools</a>
<a href="#">Early ID of disabilities</a>	<a href="#">Physical therapy</a>	<a href="#">Speech-language pathology</a>
<a href="#">Interpreting services</a>	<a href="#">Psychological services</a>	<a href="#">Transportation</a>
<a href="#">Medical services</a>	<a href="#">Recreation</a>	
<a href="#">Occupational therapy</a>	<a href="#">Rehabilitation counseling</a>	

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### Audiology

The definition of audiology as a related service appears at §300.34(c)(1) and reads:

(1) *Audiology* includes—

(i) Identification of children with hearing loss;

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(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

(vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

[\$300.34(c)(1)]

Audiology is primarily provided to support the needs of children with hearing loss and includes (but is not limited to) key services such as determining the range, nature, and degree of a child's hearing loss and both group and individual needs for amplification.

The National Institute on Deafness and Other Communication Disorders (2006b) estimates that 17 of every 1,000 children under 18 have a hearing loss. More than 71,900 children, ages 6-21, are served in the U.S. under IDEA's category of hearing impairments (U.S. Department of Education, 2006).

Some schools have hearing screening programs and staff trained to conduct audiology screenings of children. Others may participate in regional cooperatives or other arrangements that provide audiology services. Those school districts that do not have diagnostic facilities to evaluate children for hearing loss and related communication problems or central auditory processing disorders may refer children to a clinical setting, such as a hospital or audiology clinic, or make other contractual arrangements.

### **Counseling Services**

IDEA defines counseling services as follows:

(2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel. [\$300.34(c)(2)]

According to the American School Counselor Association (2007), counseling services are intended to help all children in the areas of academic achievement, personal/social development and career development. This can include helping children with personal and social concerns such as developing self-knowledge, making effective decisions, learning health choices, and improving responsibility. Counselors may also help children

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with future planning related to setting and reaching academic goals, developing a positive attitude toward learning, and recognizing and utilizing academic strengths.

Note that IDEA’s list of related services includes other counseling services—parent counseling and training; and rehabilitation counseling (that is, counseling specific to career development and employment preparation). These are defined separately in IDEA and are clearly different from counseling services (which are also not to be confused with *psychological services*).

### Early Identification and Assessment of Disabilities in Children

This related service is defined at §300.34(c)(3) as follows:

(3) *Early identification and assessment of disabilities in children* means the implementation of a formal plan for identifying a disability as early as possible in a child’s life.

The disability and medical fields are full of information about early identification of disabilities in children as well as assessing the scope and impact of a child’s disability. This literature is focused on system-level issues such as setting up screening programs for specific disabilities (e.g., autism, speech-language impairment, visual and hearing impairments) and establishing mechanisms within the educational system by which children at risk of learning problems are quickly identified and their learning issues addressed.

As a related service, however, early identification and assessment of disability in children represents an *individual* service for one child. If a child’s IEP team determines that identifying and assessing the nature of a child’s disability is necessary in order for the child to benefit from his or her special education, then this related service must be listed in the child’s IEP and provided to the child by the public agency at no cost to the parents. A formal plan would be written to establish the process and procedures by which the child’s disability will be identified.

This may seem strange—identifying the disability? Isn’t that one of the purposes of evaluation? True. But disability can elude diagnosis, even as it adversely affects academic and functional performance in clear and measurable ways. Permitting states to adopt the term “developmental delay” acknowledges that it’s not always possible to say what’s causing a learning or other problem, but that intervention is still necessary. Early identification and assessment of disability in children, as a related service, acknowledges that continuing to search for and identify the disability as early as possible in a child’s life may be necessary if the child is going to derive benefit from special education.

## Interpreting Services

*Interpreting services* were added to IDEA’s list of related services in the 2004 reauthorization and are defined at §300.34(c)(4) as follows:

(4) *Interpreting services* includes—

- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

Interpreting services may be new to IDEA’s definition of related services, but they have been provided over the years to many children who are deaf or hard of hearing, as part of providing them with access to instruction. The definition of interpreting services indicates a range of possible such services (e.g., oral transliteration, cued language), all of which refer to specific communication systems used within the deaf and hard-of-hearing community. To find out more about these various systems, visit such organizations as:

### Laurent Clerc National Deaf Education Center

[http://www.gallaudet.edu/clerc\\_center/information\\_and\\_resources/info\\_to\\_go.html](http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go.html)

### National Institute on Deafness and Other Communication Disorders Information Clearinghouse

<http://www.nidcd.nih.gov/Pages/default.aspx>

## Medical Services

**Medical services are considered a related service only under specific conditions:** when they are provided (a) by a licensed physician, and (b) for diagnostic or evaluation purposes only. This is clear from the definition at §300.34(c)(5):

(5) *Medical services* means services provided by a licensed physician to determine a child’s medically related disability that results in the child’s need for special education and related services.

This related service has a long and interesting history that has only gotten more interesting as medical science has advanced and children with diverse medical conditions are being educated in increasing numbers in general education classrooms. The support that many such children need in order to attend school, school districts have argued, is medical in nature, complex and continual, and is not the responsibility of public agencies

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because IDEA clearly states that medical services are allowable related services only when provided for diagnostic or evaluation purposes.

### Occupational Therapy

The term occupational therapy (OT) is defined in IDEA at §300.34(c)(6) as follows:

(6) *Occupational therapy*—

(i) Means services provided by a qualified occupational therapist; and

(ii) Includes—

(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

OT services can enhance a child's ability to function in an educational program and may include such services as:

- self-help skills or adaptive living (e.g., eating, dressing);
- functional mobility (e.g., moving safely through school);
- positioning (e.g., sitting appropriately in class);
- sensory-motor processing (e.g., using the senses and muscles);
- fine motor (e.g., writing, cutting) and gross motor performance (e.g., walking, athletic skills);
- life skills training/vocational skills; and
- psychosocial adaptation.

### Orientation and Mobility Services

We're getting there! Almost through with the O's!

Orientation and mobility services (O&M) became part of IDEA's list of related services with IDEA '97. They are defined at §300.34(c)(7) and even a brief read makes it clear that O&M services are intended for children who are blind or visually impaired, with the purpose of teaching them how to orient themselves in a range of environments (school, home, community) and to move safely within those environments.

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### (7) *Orientation and mobility services*—

(i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and

(ii) Includes teaching children the following, as appropriate:

(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools. [§300.34(c)(7)]

### **O&M services are not intended for children with disabilities other than visual impairments.**

If such a child needs to learn how to safely navigate a variety of settings, that child would generally not receive O&M services but, rather, travel training. Travel training is included in the definition of special education and means providing instruction to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place [§300.39(b)(4)].

### **Parent Counseling and Training**

Parent counseling and training is an important related service that can help parents enhance the vital role they play in the lives of their children. Its definition is found at §300.34(c)(8) and reads:

(8)(i) *Parent counseling and training* means assisting parents in understanding the special needs of their child;

(ii) Providing parents with information about child development; and

(iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

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The first two parts of this definition are longstanding in IDEA. The last part—regarding helping parents acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP—was added in IDEA ’97 “to recognize the more active role of parents as participants in the education of their children” (71 Fed. Reg. at 46573) and is retained in IDEA 2004. As with all related services, parent counseling and training would only be provided to parents “if a child’s IEP team determines that it is necessary for the child to receive FAPE” (Id.).

### Physical Therapy

**IDEA defines physical therapy as “services provided by a qualified physical therapist”** [§300.34(c)(9)]. These services generally address a child’s posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes.

### Psychological Services

Now here comes a longish definition! IDEA defines psychological services at §300.34(c)(10) as follows:

(10) *Psychological services* includes—

- (i) Administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- (vi) Assisting in developing positive behavioral intervention strategies.

Psychological services are delivered as a related service when necessary to help eligible children with disabilities benefit from their special education. In some schools, these services are provided by a school psychologist, but some services are also appropriately

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provided by other trained personnel, including school social workers and counselors.

You may notice that counseling is mentioned in the definition of this related service, and is also mentioned in IDEA’s definition of social work services (specifically, group and individual counseling with the child and family). In response to public comments questioning this, the Department clarified:

Including counseling in the definition of *social work services in schools* in §300.34(c)(14) is intended to indicate the types of personnel who assist in this activity and is not intended either to imply that school social workers are automatically qualified to perform counseling or to prohibit other qualified personnel from providing counseling, consistent with State requirements. (71 Fed. Reg. at 46573-4)

Further, the definition of psychological services uses the phrase “planning and managing a program of psychological services”—which includes “psychological counseling for children and parents.” The more administrative nature of “planning and managing” is a telling difference in how counseling is included in the definitions of these two related services.

**IDEA’s definition of psychological services also specifically mentions positive behavioral intervention strategies**, often referred to as PBS or PBIS. Behavior is an area of great concern these days, and it’s useful to know that many of IDEA’s provisions support taking a proactive approach to addressing behavior that interferes with a child’s learning or the learning of others. For such a child, the IEP team must consider, if appropriate, strategies (including positive behavioral interventions, strategies, and supports) to address that behavior [§300.324(2)(i)].

The fact that psychological services can include “assisting in developing positive behavioral intervention strategies” does not mean that only the professionals who provide psychological services may provide such assistance or that they are even necessarily qualified to do so. As the Department states:

There are many professionals who might also play a role in developing and delivering positive behavioral intervention strategies. The standards for personnel who assist in developing and delivering positive behavioral intervention strategies will vary depending on the requirements of the State. Including the development and delivery of positive behavioral intervention strategies in the definition of *psychological services* is not intended to imply that school psychologists are automatically qualified to perform these duties or to prohibit other qualified personnel from providing these services, consistent with State requirements. (71 Fed. Reg. at 46574)

### **Recreation**

We’re to the R’s, making slow but sure progress through IDEA’s list of related services.



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Recreation as a related service is defined at §300.34(c)(11) and reads:

(11) *Recreation* includes—

- (i) Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.

**Recreation services generally are intended to help children with disabilities learn how to use their leisure and recreation time constructively.** Through these services, children can learn appropriate and functional recreation and leisure skills. Recreational activities may be provided during the school day or in after-school programs in a school or a community environment. Some school districts have made collaborative arrangements with the local parks and recreation programs or local youth development programs to provide recreational services.

As part of providing this related service, persons qualified to provide recreation carry out activities such as:

- assessing a child’s leisure interests and preferences, capacities, functions, skills, and needs;
- providing recreation therapeutic services and activities to develop a child’s functional skills;
- providing education in the skills, knowledge, and attitudes related to leisure involvement;
- helping a child participate in recreation with assistance and/or adapted recreation equipment;
- providing training to parents and educators about the role of recreation in enhancing educational outcomes;
- identifying recreation resources and facilities in the community; and
- providing recreation programs in schools and community agencies. (Mattson, 2001)

### **Rehabilitation Counseling**

And here is another related service that specifically mentions counseling. Rehabilitation counseling, however, uses such key terms as employment, career, and independence, which narrows the focus of the counseling and the purpose for which it is provided. The definition reads:

(12) *Rehabilitation counseling services* means services provided by qualified personnel in

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individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq. [§300.34(c)(12)]

Wondering about the reference to vocational rehabilitation (VR)? VR is a nationwide federal-state program for assisting eligible people with disabilities to define a suitable employment goal and become employed. Each state has a central VR agency, and there are local offices in most states. VR provides medical, therapeutic, counseling, education, training, and other services needed to prepare people with disabilities for work. VR is an excellent place for a youth or adult with a disability to begin exploring available training and support service options. For more information on VR programs funded under the Rehabilitation Act of 1973:

- Visit TATRA, Technical Assistance on Transition and the Rehabilitation Act. Scan down the page at the link below, until you come to State Vocational Rehabilitation Programs. That's where you can easily identify where to contact your state's VR agency. <http://www.pacer.org/tatra/resources/vr.asp>

### School Health Services and School Nurse Services

School health services have long been a part of IDEA's related services definition. In IDEA 2004, the term has been changed to school health services and school nurse services, with the following definition at §300.34(c)(13):

(13) *School health services and school nurse services* means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Returning to an issue that was raised under Medical Services, many children with disabilities, especially those who are medically fragile, could not attend school without the supportive services of school nurses and other qualified people. Over the years, the extent of the health-related services that are provided in schools has grown, as might be expected when you consider medical advances in the last decade alone. In *Cedar Rapids Community School District v. Garret F.*, the question of whether or not public agencies are responsible for providing health-related supports that are complex or continuous was settled. They are, "only to the extent that the services allow a child to benefit from special education and enable a child with a disability to receive FAPE" (71 Fed. Reg. at 46574-5). **What was previously called "school health services" in IDEA has been expanded to distinguish between services that are provided by a qualified nurse and those that may be provided by other qualified individuals.**

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States and local school districts often have guidelines that address school health services and school nurse services. These may include providing such health-related support as:

- special feedings;
- clean intermittent catheterization;
- suctioning;
- the management of a tracheostomy;
- administering and/or dispensing medications;
- planning for the safety of a child in school;
- ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child's position frequently to prevent pressure sores);
- chronic disease management; and
- conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting. (U.S. Department of Education, 2003)

### Social Work Services in Schools

**Issues or problems at home or in the community can adversely affect a child's performance at school**, as can a child's attitude or behavior in school. Social work services in schools may become necessary in order to help a child benefit from his or her educational program. They are also a familiar related service, included in IDEA from its early days, and are currently defined at §300.34(c)(14) as follows:

(14) *Social work services in schools* includes—

- (i) Preparing a social or developmental history on a child with a disability;
- (ii) Group and individual counseling with the child and family;
- (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- (v) Assisting in developing positive behavioral intervention strategies. [§300.34(c)(14)]

### Speech-Language Pathology

Speech-language pathology services are provided by speech-language professionals and

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speech-language assistants, in accordance with state regulations, to address the needs of children and youth with disabilities affecting either speech or language. IDEA defines this related service at §300.34(c)(15) as:

(15) *Speech-language pathology services* includes—

- (i) Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Speech-language pathology services are longstanding related services in IDEA. They are also crucial in the education of many children with disabilities. More than 1 million children are served under the disability category of “speech or language impairments” alone, according to the 25th Annual Report to Congress (U.S. Department of Education, 2003).

### **Transportation**

Transportation is included in an eligible child’s IEP if the IEP team determines that such a service is needed in order for the child to benefit from his or her special education. The term has a specific meaning. IDEA defines *transportation* as:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [§300.34(c)(17)]

The last bullet isn’t just talking about a separate bus that only children with disabilities ride to school. The Department of Education states, “It is assumed that most children with disabilities will receive the same transportation provided to nondisabled children” (Id.), in keeping with LRE requirements. Thus, transportation as a related services may also mean providing modifications and supports so that a child may ride the regular school bus transporting children without disabilities. (71 Fed. Reg. at 46576).

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As part of longstanding OSEP policy and numerous written policy letters, memos, and summaries, public school districts must provide transportation to children with disabilities in two situations. These are:

- if a district provides transportation to and from school for the general student population, then it must provide transportation for a child with a disability; and
- if a school district does not provide transportation for the general student population, then the issue of transportation for children with disabilities must be decided on a case-by-case basis if the IEP Team has determined that transportation is needed by the child and has included it on his or her IEP.

Not all children with disabilities are eligible to receive transportation as a related service. A child's need for transportation as a related service and the type of transportation to be provided must be discussed and decided by the IEP team. If the team determines that the child needs this related service to benefit from her or her special education, a statement to that effect must be included in the IEP, along with relevant details and arrangements.

### **In Conclusion**

That was quite a list, wasn't it? You no doubt now have a very good sense of how extensive, well-thought-out, and important related services actually are for children with disabilities who need them. It's no wonder the term so often appears with its buddy, special education.

#### **Related Services (you're here)**

To help a child with a disability benefit from special education, he or she may also need extra help in one area or another, such as speaking or moving. This additional help is called *related services*. Find out all about these critical services here.

#### **Supplementary Aids and Services**

Supplementary aids and services are intended to improve children's access to learning and their participation across the spectrum of academic, extracurricular, and nonacademic activities and settings. The IEP team must determine what supplementary aids and services a child will need and specify them in the IEP.

#### **Program Modifications for School Personnel**

Also part of the IEP is identifying the program modifications or supports for school personnel that will be provided. Read more here.

#### **Extent of Nonparticipation**

The IEP must also include an explanation of the extent, if any, to which the child will not

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participate with nondisabled children in the regular class and in other school settings and activities. Read how this connects to IDEA’s foundational principle of LRE.

### **Accommodations in Assessment**

IDEA requires that students with disabilities take part in *state or districtwide assessments*. The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate.

### **Service Delivery**

When will the child begin to receive services? Where? How often? How long will a “session” last? Pesky details, but important to include in the IEP!

### **Transition Planning**

Beginning no later than a student’s 16th birthday (and younger, if appropriate), the IEP must contain transition-related plans designed to help the student prepare for life after secondary school.

### **Age of Majority**

Beginning at least one year before the student reaches the age of majority, the IEP must include a statement that the student has been told about the rights (if any) that will transfer to him or her at age of majority. What is “age of majority” and what does this statement in the IEP look like?

## **Related Services, in Brief**

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** Student Absences and Excuses Policy  
**Approved:** 8/20/2014

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Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor school work; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;
2. illness in the student's family;
3. death in the family;
4. quarantine for contagious disease or
5. Religious reasons.

Parents must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The principal or his/her designee is also required to notify a student's parent(s) when the student is absent from school.

The parent(s) or other responsible person shall be notified by telephone or written notice. Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers, home addresses and any emergency telephone numbers.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness. If a student is absent for more than five (5) consecutive days, they will be asked to bring in a doctor's excuse.

The Board does not believe that students should be excused from school for nonemergency trips out of the District. The responsibility for such absence resides with the parent(s), and they must not expect any work missed by their child to be re-taught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

LEGAL REFS.: ORC 3321.01; 3321.04; 3321.13; 3321.14; 3321.38; 4507.061; OAC 3301-35-02; 3301-35-03; 3301-51-13; CROSS REF.: JHC, Student Health Services and Requirements

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Policies  
**Subject:** Truancy Policy  
**Approved:** 8/20/2014

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The Board desires to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence. Therefore, the Board adopts this policy specifically to deal with students who are “habitual truants” and “chronic truants.”

A “habitual truant” is any child of compulsory school age who is absent without a legitimate excuse for five or more consecutive school days, seven or more school days in one month or 12 or more school days in a school year.

A “chronic truant” is any child of compulsory school age who is absent without legitimate excuse for seven or more consecutive school days, 10 or more school days in one month or 15 or more school days in a school year.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer is required to investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child’s parent in writing of the legal consequences of being a “habitual truant” or a “chronic truant.” The notice must also inform the parent, guardian or other person having care of the child that he/she shall cause the child’s attendance at school.

When it has been determined that a child has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child’s attendance at school after being notified, the Superintendent may require the parent to attend a specified parental educational program established according to the rules adopted by the State Board of Education. Therefore, if directed by the Superintendent, the attendance officer must send notice requiring the child’s parent to attend a parental education program.

### **Habitual Truancy**

Upon the failure of the parent, guardian or other person having care of the child to cause the child’s attendance at school, if the child is deemed to be a habitual truant, the District is required to do either or both of the following:

1. Take any appropriate action as an intervention strategy. The intervention strategy may include any or all of the following:
  - A. The assignment of the habitual truant to an alternative school pursuant to the Ohio Revised Code;
  - B. Providing a truancy intervention program for a habitual truant;
  - C. Requesting or requiring a parent, guardian or other person having care of a habitual truant



## **A+ Arts Academy – Policy & Procedure Manual**

- to Attend parental involvement programs, including programs adopted under ORC;
- D. Requesting or requiring a parent, guardian or other person having care of a habitual truant to Attend truancy prevention mediation programs; and/or taking legal action pursuant to ORC.

## **2021 Attendance, Truancy and Chronic Absence Policy (with 72 Hour withdrawal rule)**

Whereas the Ohio Department of Education and the School believe that regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the School will partner with students and their families to identify and reduce barriers to regular school attendance. Accordingly, the following policy is effective immediately:

### **I. School Strategies to Reduce Habitual Truancy and Chronic Absence:**

The School will utilize a continuum of strategies to reduce student absence including but not limited to:

1. Notification of student absence to parent or guardian;
2. Development and implementation of an absence intervention plan, which may include supportive services for students and families;
3. Counseling;
4. Parent education and parenting programs and mediation;
5. Intervention programs available through juvenile authorities; and
6. Referral for truancy if applicable.

### **II. Definition of Truancy and Excessive Absences:**

A. The definition of an "habitual truant" is as follows:

1. Absent 30 or more consecutive hours without a legitimate excuse;
2. Absent 42 or more hours in one month without a legitimate excuse;
3. Absent 72 or more hours in one year without a legitimate excuse.

B. Habitual truancy also includes "excessive absences" as follows:

1. Absent 38 or more hours in one school month with or without a legitimate excuse;
2. Absent 65 or more hours in one school year with or without a legitimate excuse.

### **III. Truancy is Not Criminal:**

1. Students cannot be expelled or suspended (out of school) for being truant (beginning July 1, 2017);
2. The School will take several steps to engage the student and family before filing a complaint with juvenile court (including parental notification, an absence intervention team and an absence intervention plan detailed below);
3. A complaint cannot be filed until 61 days after failed implementation of an absence intervention plan or unless; or

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Sample Letter Date  
(Parent and Child) Address  
City, State ZIP

It has been brought to my attention that \_\_\_\_\_(Name of child) is failing to attend school regularly as required by law. District records indicate that \_\_\_\_\_(Name of child) has been absent without legitimate excuse for \_\_\_days. At this time (he/she) is considered to be truant. A habitual truant is any child of compulsory school age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for five or more consecutive school days, seven or more school days in one month, or 12 or more school days in a school year.

A chronic truant is any child of compulsory school age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for seven or more consecutive school days, 10 or more school days in one month, or 15 or more school days in a school year. Pursuant to State law, this District is required to notify the parent, guardian or other person having care of the child and the child of the legal consequences of being a habitual or chronic truant once a child has been determined to be truant. The consequences listed below are the possible legal consequences which may be imposed on the child and/or the parent, guardian or other person having care of the child who is a habitual or chronic truant. Many of the consequences set forth below can only be imposed by the proper court of law. Therefore, this letter is not a notice that any legal consequences have been imposed on the child or on the parent, guardian or other person having care of

\_\_\_\_\_ (Name of child) by a court. However, some of those consequences listed below may be imposed by this District at the appropriate time. Those possible legal consequences for the parent, guardian or other person having care of the child, and/or a child of a child being a habitual or chronic truant are, but may not be limited to:

1. The child may be found to be an unruly child. If the child is found by a court to be an unruly child, the court may:
  - A. impose penalties in accordance with ORC 2151.354;
  - B. place the child on probation under any conditions that the court prescribes;
  - C. suspend or revoke the driver's license, probationary driver's license or temporary instruction permit issued to the child and suspend or revoke the registration of all motor vehicles registered in the name of the child;
  - D. commit the child to the temporary or permanent custody of the court;
  - E. order the Board of Education to require the child to attend an alternative school if an alternative school has been established;
  - F. require the child to participate in any academic program or community service;
  - G. require the child to participate in a drug abuse or alcohol abuse counseling program;
  - H. require that the child receive appropriate medical or psychological treatment or

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counseling and/or require the child to participate in a truancy prevention mediation program.

2. The child may be found to be delinquent. If the child is adjudicated a delinquent child for being a habitual truant who previously has been adjudicated an unruly child for being a habitual truant, the court may require the child to participate in a truancy prevention mediation program and/or make any order of disposition authorized by law.
3. If the child is adjudicated an unruly child for being a habitual truant, or a delinquent child for being a habitual or chronic truant and the court determines that the parent, guardian or other person having care of the child has failed to cause his/her attendance, the court may:
  - A. require the parent, guardian or other person having care of the child to participate in any community service program and/or
  - B. require the parent, guardian or other person having care of the child to participate in a truancy prevention mediation program.
4. Additionally, the parent, guardian or other person having care of the child can be:
  - A. required to attend all court proceedings of the child;
  - B. required to perform up to 70 hours of community service;
  - C. required to pay fines up to the maximum permitted by law and/or
  - D. charged with child neglect or contributing to the delinquency of a child if the child fails to attend school without legitimate excuse.

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(Signature of attendance officer or other appropriate officer)

## WELLNESS POLICY

### Overview

With the passing of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 by Congress and the Healthy, Hunger-Free Kids Act of 2010, the School recognizes the role it can play in building nutrition knowledge and skills in children to promote healthy eating and physical activity choices. Local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 must establish a local wellness policy. The objectives of this wellness policy are to improve the school nutrition environment, promote student health, and reduce childhood obesity.

The main goal of nutrition education is to influence a student's eating behaviors. Healthy eating patterns are essential for a student to achieve his/her full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the United States Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes.

On Feb. 26, 2014, the proposed rule for wellness policies was published in the Federal Register. The public comment period closed on April 28, 2014. FNS appreciates the valuable comments provided by stakeholders and the public. FNS received 57,838 public comments that included 546 distinct submissions and 57,285 form letters that were submitted through four large letter campaigns and four small letter campaigns. FNS considered all comments in the development of this final rule.

On July 21, 2016, the final rule was published in the Federal Register. The final rule strengthens the requirements on public involvement, transparency, implementation, and evaluation among other topics.

### **Overview of Requirements:**

- As of School Year 2006-2007, all districts were required to establish a local school wellness policy.
- The final rule required LEAs to begin developing a revised local school wellness policy during School Year 2016-2017.

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[including afterschool snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

### **PROCEDURES:**

#### **I. P.E.T.E. Wellness Team (Promoting Excellence Through Education)**

The school district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The wellness team also will serve as resources to school sites for implementing those policies. (A school wellness team consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, representatives of the food service department, and members of the public.)

#### **II. Nutritional Quality of Foods and Beverages Sold and Served on Campus**

**School Meals** The school will strive to increase participation in Federal Child Nutrition Programs including the National School Lunch and School Breakfast programs. Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; • offer a variety of fruits and vegetables;
- serve a variety of flavored lower fat (2%, and 1% ) and fat free milk and nutritionally equivalent nondairy alternatives (to be defined by USDA); and
- promote whole grains Breakfast:To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:
- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grabandgo" breakfast, or breakfast during morning break.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program. Free and Reduced priced Meals:Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced price school meals . Toward this end, schools may utilize electronic identification and payment systems; promote the availability of school

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meals to all students; and/or to the extent possible use nontraditional methods for serving school meals, such as "grabandgo" or classroom breakfast. Summer Food Service Program: Schools in which more than 50% of students are eligible for free or reduced-price school meals will consider sponsoring the Summer Food Service Program for a period of time between the last day of the academic school year and the first day of the following school year. Meal Times and Scheduling. Schools:

- will strive toward providing students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate time, 10:30 AM.
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will strive toward providing cafeterias with enough serving areas so that students do not have to spend too much time waiting in line;
- will strive toward providing dining areas that are attractive and have enough space for seating all students;
- will, to the extent possible, provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

### **Qualifications of School Food Service Staff:**

Qualified professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development.

Sharing of Foods and Beverages: Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

### **Food Safety and Security:**

All foods available in schools will comply with state and local safety and sanitation guidelines. For the safety and security of the food and facility, access to the food service operations is limited to food service staff and authorized personnel only.

Choking intervention in service for staff will be provided each year using American Heart Association standards. Also, choking intervention posters will be posted in each cafeteria.

Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

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The school food service program will approve and provide all food and beverage sales to students in the East Liverpool Schools. If available, foods and beverages sold individually should comply with the Dietary Guidelines for Americans.

### **Beverages**

- The beverages sold will be water, 100% juice or milk.
- Those not allowed include carbonated beverages.

### **Foods**

- The A+ Arts Academy will strive to sell food items that meet the following criteria (excluding those sold as part of the NSL or NSB programs.):
- have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters); not have sugar as the first ingredient; provide minimal trans fatty acids; packages will be single serve; not include any foods of minimal nutritional value according to Federal National School Lunch Guidelines; and strive to include items that contain greater than 2 grams of fiber per serving.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit based drinks that are at least 50% fruit juice ; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat guidelines).

### **Snacks:**

Snacks served during the school day or in afterschool care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water, juice or milk as the primary beverages.

- If eligible, schools that provide snacks through afterschool programs will pursue receiving reimbursements through the National School Lunch Program.

### **Rewards:**

Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

### **Integrating Physical Activity into the Classroom Setting:**

For students to receive the nationally recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a



## **A+ Arts Academy – Policy & Procedure Manual**

personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Food Marketing in Schools:**

School based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School based marketing of brands promoting predominantly low nutrition foods and beverages 12 is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low nutrition food products; in school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

### **Staff Wellness:**

A+ Arts Academy School District highly values the health and wellbeing of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

### **Physical Activity Opportunities and Physical Education**

**Physical Education (P.E.) K12:**

All students in grades K12, including students with disabilities, special healthcare needs, and in alternative educational settings, will receive physical education. A minimum of 1100 minutes per school year of physical education will be provided for students grade K8. All high school students are recommended to take 1½ credits (3 semesters) of physical education. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Daily Recess:**

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory schoolwide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity Opportunities Before and After School:**

All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special healthcare needs.

Afterschool child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment:**

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**Safe Routes to School:**

The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police

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departments in those efforts. The school district will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

### **Use of School Facilities Outside of School Hours:**

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

### **Monitoring and Policy Review Monitoring:**

The superintendent or designee will ensure compliance with established districtwide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal) or the school district designee. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. The superintendent or designee will develop a summary report every three years on districtwide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

### **POLICY REVIEW:**

The policy will be reviewed on an as needed basis as determined by Administration.

To the extent possible, schools will offer at least two non fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable. As recommended by the Dietary Guidelines for Americans 2005. A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal. It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals. 6 School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute. Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of

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Minimal Nutritional Value" If a food manufacturer fails to provide the added sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from added sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit. Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items. Unless this practice is allowed by a student's individual education plan (IEP). Advertising of low nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool. Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards. Useful self-assessment and planning tools include the School Health Index from the Centers for Disease Control and Prevention (CDC)

# PROCEDURES

## A+ Arts Academy – Policy & Procedure Manual

**Section:** Procedures  
**Subject:** Attendance Policy and Procedure  
**Approved:**

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### **POLICY:**

To ensure that children benefit fully from the A+ Arts Academy academic experience and curriculum, they must attend on a regular and consistent basis. Each child between the ages of 6 and 18 years of age is required by Ohio Revised Code to attend school regularly. School policy also requires that those students who are younger than 6 must attend regularly in order to receive promotion from the grade in which they are enrolled.

### **PROCEDURE - ABSENTEISM:**

1. Regular attendance is emphasized to parents utilizing various forms of communication, i.e. during enrollment, via program literature and activities.
2. It is the responsibility of the parent to contact the school on the first day of the child's absence to be considered "EXCUSED". The school should be informed of the nature of the absence and the expected date of return. The following absences will be excused with proper documentation:
  - a) Illness or injury of the student
  - b) Death in the immediate family
  - c) Dental or medical appointments of the student
  - d) Court proceedings involving the student
  - e) Quarantines
  - f) Religious observances
  - g) Educational trips
  - h) Emergencies other than illness or death
  - i) Other absences approved by the Ohio Revised Code
3. All documentation from parent/guardian must be received within two-days after the absence in order to be considered excused. Exceptions to this policy include:
  - a) Extended period of extreme illness confirmed by a doctor, hospital, or pre-planned medical treatment confirmed by a doctor.
  - b) Field trips sponsored by the school and school-related activities approved by the superintendent.
4. The second day a child is absent, and the school has not been contacted, the secretary will contact the child's family to determine the cause of the child's absence and the expected date of return.

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5. If the child does not return on the expected date, follow-up contact will be made by the School Secretary and Principal to determine when child will return and if further action is required.
  - a) If the child is absent for (2) consecutive days, or has a pattern of absences, and the parent has not made contact with the school, an attendance referral is made to the School Principal or Dean.
  - b) The Principal / Dean will contact the family to determine the cause of the absence and the expected date of return. When the family is unable to be reached by phone or in person via a home visit, a letter will be sent asking the family to contact the Principal / Dean within three (3) days.
  - c) When there is no response from the family within (3) days, an official letter stating that the child may be withdrawn from school by a specific date will be sent to the home. If no response occurs from this correspondence, the child's slot will be considered vacant on the date that was specified.
6. Failure to contact the school is considered an "UNEXCUSED" absence. Children who continue to have unexcused and/or excessive absences may be withdrawn from school.
7. Documentation of contacts on the appropriate contact form with families regarding attendance is noted and maintained in the student's file.
8. Chronic Absences – is the definition of any student who misses more than 9 days per semester or 15 total absences per year. Any student who has chronic absences may be placed on Medical Alert which would require them to submit a doctor's note per each absence. Students who are chronically absent will be retained.
  - a) Truant: This is the definition of a student who has an unexcused absence.

**PROCEDURE – TARDINESS:**

1. Tardy students are not allowed into a Teacher’s classroom without a tardy slip from the school secretary. Any student entering the classroom without a tardy slip is to be sent to the school office to report to the school secretary and receive an acceptable tardy slip.
2. Each school secretary is to update Progress Book by 9:30am with a tardy student’s attendance status (i.e. absent to tardy) with the student’s actual arrival time entered.
3. At 11:00am, the student information system will automatically interface with the school’s call system to contact the parents of all absent students to inform them that their student is absent and to request a call as to the reason and the status of the absence (i.e. excused or unexcused).
4. Disciplinary consequences for tardiness to school are:
  - a) First and second offense – verbal warning
  - b) Third offense – written warning
  - c) Fourth offense – phone call home and lunch detention
  - d) Fifth and sixth offense – detention after school
  - e) Seven or more offenses – detention after school
5. Chronic Tardiness – is the definition of any student who is tardy more than 9 days per semester or 15 total days tardy per year. Students who are chronically tardy will be considered for retention.
  - a) Tardy to school: This is the definition of a student who arrives to school late. If a student arrives late to school, the student must report to the office for a pass to enter class. All tardiness, excused and unexcused is recorded on the grade card.
  - b) Tardy to class: This is the definition of a student who arrives late to class. Students are responsible for being in their classrooms prior to the tardy bell for each period. Failure to do so results in being marked tardy for that class. Every student begins each nine-week grading period with a “clean slate.” Students who are chronically tardy to class may jeopardize their grade, be referred for disciplinary action, and/or may be in danger of being retained.



**PROCEDURE – PROGRESS BOOK UPDATED AND REPORTING:**

- 1) Homeroom Teachers will be responsible for taking daily attendance for their classroom. Attendance is to be entered in Progress Book by **8:35 (High School), 8:35 (Middle School) or 9:00am (Elementary School).**
- 2) **Tardy students are not allowed into a Teacher’s classroom without a tardy slip from the school secretary.** Any student entering the classroom without a tardy slip is to be sent to the school office to report to the school secretary and receive an acceptable tardy slip.
- 3) Each school secretary is **to update Progress Book by 9:30am** with a tardy student’s attendance status (i.e. absent to tardy) with the student’s actual arrival time by 9:30am.
- 4) Each school secretary is to print four copies of the Daily Attendance Report for their school; one for the current year’s attendance file, one each for the school’s principal and dean, and one for the superintendent. Distribution of the printed daily attendance report is to be **completed no later than 10:00am.**
- 5) Each school’s principal, dean and secretary are to confirm that each absent student is not in school and Progress Book updated with any exceptions to the Daily Absent Report **before 11:00am.**
- 6) **At 11:00am,** the student information system will automatically interface with the school’s call system to contact the parents of all absent students to inform them that their student is absent and to request a call as to the reason and the status of the absence (i.e. excused or unexcused).