

PATHWAY SCHOOL OF DISCOVERY

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Parent and Student Handbook 2018-2019

**A public community school managed by
National Heritage Academies, Inc.**



Parent and Student Handbook

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Board of Directors

Kevin A. Robie, President
Kathy Rearick, Vice President
Leslie Stuck, Secretary
Melody Mitchell, Treasurer
Duane Martin, Director

Board meetings are open to the public and meeting dates and times are posted at the school.

Administrative Staff

Keith Colbert, Principal
Robert Hodge, Dean Grades 6-8
Katie Krupp, Dean Grades 3-5
Michelle Baker, Dean Grades K-2
Diane Cline, Registrar
Carol Justice, Office Administrator

Student Creed

I am a Pathway student.
I strive to achieve academic excellence.
I exemplify high moral character.
I work diligently to prepare for the future.
I own my success in school and life.

School Mission

Working in partnership with parents and the community, the Pathway School of Discovery mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic and instructional time so each student reads, computes and writes at or above grade level. We expect our student to master basic skills and realize their full academic potential in preparation for higher education and adulthood.

National Heritage Academies

National Heritage Academies (NHA) is an educational management company based in Grand Rapids, Michigan pursuing its purpose of *challenging each child to achieve* and its vision to *better educate more children*. NHA's Parent Relations Department provides assistance to parents and the school in resolving concerns. The classroom teacher and principal should be the first line of communication.

National Heritage Academies
3850 Broadmoor Avenue, Suite 201
Grand Rapids, Michigan 49512
Main Phone: (877) 223-6402
www.nhaschools.com
Parent Relations: (877) 642-7471 (Monday - Friday; 8:00 a.m. - 5:00 p.m.)

Our Purpose, Vision, and Philosophy

Purpose and Vision

Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

Educational Philosophy

The educational philosophy is based on the principles set forth in *Effective Schools Research* developed by Professor Ronald R. Edmonds. *Effective Schools Research* recommends research-based school attributes that are associated with quantifiably improved student learning.

In his book *What Works in Schools*, Robert J. Marzano translates these principles into the following factors:

School-Level Factors:

- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors:

- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors:

- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research.

The school supports its researched based approach to education by including the following practices in its daily operation of the school:

College Readiness: The school's focus on a liberal arts education provides the academic foundation necessary to succeed in an increasingly global and competitive society. In grade school, the vast majority of time is spent on mastering the core subjects of English, history, mathematics, reading, and science. Furthermore, the school's first priority is to bring students up to grade level in reading and math, so they will be able to master other subjects as well. In all grades, at least twice as much time is spent on language arts and mathematics than on other academic subjects.

Longer School Day: School days are approximately seven hours long, which is longer than most traditional public schools. This includes at least six hours of instructional time.

Structured Discipline: Students are expected to follow a clearly defined and structured discipline program. This program encourages personal responsibility and respect for others. As a result,

students who have had behavior problems at other schools are often drawn back into a positive learning environment.

Moral Focus Program: Part of the school's purpose is to instill a strong moral identity in each of our students. The Moral Focus curriculum comprehensively identifies the skills, behaviors, and virtues students will need for character growth and development to prepare them for success, both academically and throughout their lives. The curriculum includes explicit and integrated instruction around three key components of character to provide students with a strong foundation for leading an ethical life. The Moral Focus program is an essential part of every student's education.

Parental Involvement: Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in many aspects of the education program. The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. In addition, parents are asked to volunteer by participating in playground activities, becoming a member of school committees, or helping in the classroom, library, or office. To encourage involvement, parents sign a "Commitment to Excellence Contract" upon their child's enrollment, committing to active involvement in the school.

American Heritage: It is appropriate to demonstrate a great deal of both pride in the history of the United States and gratitude for our unique roots and founding by gifted men and women.

The Four Pillars of NHA

Academic Excellence

National Heritage Academies has invested significant financial resources in the development of a strong academic program that provides students with an excellent academic foundation. In partnership with NHA, we have carefully selected the finest curriculum to be used by our teaching staff in order to accomplish our purpose. All of our curriculum meets or exceeds the state educational standards.

Moral Focus

We believe that a strong moral identity is foundational to student success. It is our goal to not only support the virtues parents try to instill at home, but to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA's nine monthly virtues are Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, and Integrity. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character and to create a learning environment built on a foundation of respect and care where everyone works hard to achieve academic goals and improve school culture. The Moral Focus program is an essential part of every student's education.

Student Responsibility

In addition to preparing our students for academic success, we seek to develop a strong sense of responsibility in each child. We want students to take personal ownership of their success or failure, regardless of their background or previous experiences. This includes sound decision-making, an ability that is becoming critical in our ever-changing, complex world. Students must meet high expectations both academically and behaviorally. Our teachers work with students and parents to promote the responsibility necessary for success both in and out of school.

Parental Partnership

A successful learning experience would not be possible without the partnership and dedication of our students' parents. Parental participation in each school's program is solicited and highly encouraged. Our parents are involved on leadership committees, in the classroom, and in the details that make a school function effectively. NHA parents know they are always welcome and that they are a key to the success of every NHA student.

NHA believes that open communication between school and home improves the quality of the educational experience. Every nine weeks, parents receive detailed written reports of student performance and accomplishments. These reports are coupled with fall and spring parent-teacher conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.

At all other times throughout the year, parents can use NHA's Secure School Website via the Internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The Secure School Website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

Academic Excellence: Curriculum

The school uses the National Heritage Academies (NHA) curriculum, a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive schooling environments. Our goal is to graduate students who have not only had the opportunity to experience academic excellence but have also acquired the knowledge and skills necessary to thrive in high school and beyond.

English Language Arts

The NHA English Language Arts curriculum, aligned with the Ohio Learning Standards, provides students with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

Mathematics

To provide students with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, NHA has developed a strong mathematics curriculum, aligned with the Ohio Learning Standards, that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

Science

NHA has developed an engaging science curriculum that encourages students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

Social Studies

NHA's Social Studies curriculum includes the examination of historical documents, so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of National and World Geography. We build a strong knowledge of economic principles, so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and currently. Our students are reminded of the rights and liberties they enjoy and the due reason to participate in and protect those liberties.

Art

Art classes allow students to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop student creativity and self-expression and are frequently related to current classroom topics.

Music

Students are exposed to a wide variety of music education and many periods of music during their classes. Basic music concepts such as beat, rhythm, fast/slow, high/low, and music notation are taught from kindergarten through 8th grade. Students also spend time developing an appreciation for different genres of music and their great composers. All concepts are introduced in kindergarten and further developed in each subsequent grade level.

Physical Education

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward life-long physical activity.

Library and Educational Technology

Our Library and Educational Technology collections are developed to support the NHA curriculum and to provide students with quality literature and a variety of informational and technological resources. The NHA Library curriculum is built on expectations for students derived from the *Big6* model for teaching information skills, created by Mike Eisenberg and Bob Berkowitz (1998), and from *Information Literacy Standards*, developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT).

Moral Focus

We believe it is imperative to equip students with both the moral and academic foundations necessary to interact successfully in today’s society. Our Moral Focus Program is centered on the study of 9 Virtues: Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, & Integrity. Virtues are fundamental to a great education, and great schools place equal importance on developing the heart and mind of students.

MONTHLY VIRTUES				
WISDOM (September)	RESPECT (October)	GRATITUDE (November)	SELF-CONTROL (December)	PERSEVERANCE (January)
COURAGE (February)	ENCOURAGEMENT (March)	COMPASSION (April)	INTEGRITY (May)	

Character is defined by which virtues our students determine are important to their lives and there are certain necessary steps to acquire or strengthen those virtues. Our Moral Focus Program is structured around a clearly defined process for teaching and learning virtues. The process outlines those steps, allowing teachers to intentionally guide students through the process of teaching virtues. They provide them with the opportunity to learn virtues in a way that will not only affect their mind, but change their heart.

- Step 1: Introduction - Define the virtue
 - Students learn to name the virtue and simply define it in terms they understand as a foundation for their journey. (focus for the 1st week of each month)
- Step 2: Connection - Understand the importance of the virtue to create personal meaning and value
 - Students learn to describe the value & meaning of a virtue. A necessary step that motivates them to put forth the effort to put virtue into action. (focus for the 2nd week of each month)

- Step 3: Reflection - Recognize the positive impact the virtue has and know exactly how to display it
 - Students learn what it looks like and sounds like through intentional modeling and careful study, allowing them to recognize it in others. (focus for the 3rd week of each month)
- Step 4: Application - Find ways to display the virtue and be intentional about practicing it
 - Students are given regular opportunities to practice virtues. Practice is the key to virtues becoming a learned behavior or habit. (focus for the 4th week of each month)

To support the Moral Focus program, time is dedicated each day to the teaching of Moral Focus virtues. The 4 steps of the process described above form the core of Moral Focus instruction. Every month is broken down into 4 weeks of instruction that correspond to the 4 steps for teaching virtues. Each grade bases instruction on a definition of each virtue designed for their grade level. The definitions scaffold in complexity from grade to grade, allowing students to deepen their understanding and extend their ability to display each virtue.

This comprehensive approach provides students with a strong foundation for leading a moral life. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining a strong personal character and the qualities necessary for success as both a student and a citizen. Additionally, all students are given the opportunity to participate in service learning projects.

Academic Excellence: Achievement

Supporting our vision *to better educate more children*, the school has implemented grading practices that best match the needs of our students, parents, and teachers, with the ultimate goal of supporting high-quality learning for all students.

Teachers utilize the myNHA gradebook application to track students' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests.

We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to the school's grading practices.

Honors Ceremonies

At the end of each quarter, special recognition is given to those students in grades 4-8 who have achieved excellence in their academic progress as well as in the Moral Focus. Students are given awards based on their individual accomplishments during the previous quarter.

Honor Roll	A in every subject (excluding Moral Focus)
Merit Roll	B or better in every subject (excluding Moral Focus)
Perfect Attendance	No tardies or early dismissal for the quarter
Moral Character	No disciplinary marks for the quarter and A under Moral Focus on report cards
Improvement Award	Teacher nominated for students that demonstrate significant growth and effort in either academics or behavior

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

A student is prohibited from promotion to the next grade level if he/she has been truant for more than 10 percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade, unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, attendance, discipline, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. The physical, social and emotional readiness of the student for the curriculum of each grade

3. The current research on grade placement, promotion, acceleration and retention
4. The recommendation of the student's parents and teachers
5. The completed Student Placement Form including, but not limited to, a) an initial request by the school for a parent meeting before winter break, b) a request by the school for a progress meeting with the parent prior to March 1, and c) a request by the school for a final parent meeting prior to the last day of the school year.
6. The applicable laws governing these decisions including, but not limited to, the "Third Grade Reading Guarantee".

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Special Education Students

The decision to retain a student with a disability is approached with great caution and is determined by the building principal. Information provided by the Individualized Education Planning Team (IEPT) should be taken into consideration when making this decision. A student with a disability may not be retained based on their disability, but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the student leave the school. If a parent appeals the principal's decision to the school board of directors, the school's special education supervisor must be contacted for consultation and guidance.

English Learner Students

The retention of an English Learner (EL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the EL Coordinator, EL teacher, and Special Populations Team, should consider evidence related to the student's performance in each subject area when making this determination. An English Learner student may not be retained solely based on a lack of language skills, but may be retained for other factors.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide appropriate educational opportunity to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade...". A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Intervention Assistance Team

The Intervention Assistance Team (IAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the IAT for behavioral and/or academic support. The IAT is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the

individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic and behavioral performance. The IAT may serve as the pre-referral intervention-planning team for those “unidentified” students whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Special Education team for formal assessment. Parents should be informed if the IAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The IAT’s review of documentation of intervention strategies, the student’s response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student’s present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aides and services, program services, ancillary services, extended school year, etc. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant’s which minimally includes, general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the *Procedural Safeguards*. We encourage parents to review this document carefully so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state’s Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student’s IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus

Philosophy

At NHA, we believe it is our job to ensure our students leave us not only with a quality education, but with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate, but must prepare them for. One of our primary academic goals is college readiness for all students, and we cannot achieve that goal by focusing on our rigorous academic program alone.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child’s character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach them. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that NHA takes very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus Expectations

Our Moral Focus program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus.

- Moral Focus monthly virtues are posted in all classrooms and around the school.
 - Students will be able to identify the moral focus virtue of the month.
- Monthly virtues are taught through lessons, activities, or assemblies.
 - Students will be able to define each Moral Focus virtue.
- Moral Focus virtues are incorporated throughout day-to-day interactions.
 - Students will be able to provide examples of behavior that exemplify each Moral Focus virtue.
 - Teachers will be able to capitalize on teachable moments using the Moral Focus virtues.
 - Teachers will redirect student behavior referencing the Moral Focus virtues.

MONTHLY VIRTUES				
WISDOM (September)	RESPECT (October)	GRATITUDE (November)	SELF-CONTROL (December)	PERSEVERANCE (January)
COURAGE (February)	ENCOURAGEMENT (March)	COMPASSION (April)	INTEGRITY (May)	

By intentionally teaching the Moral Focus virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues in a way that will not only affect their mind, but change their heart. To support teachers as they work to develop the character of the students they serve, time is dedicated each week to the teaching of Moral Focus virtues.

Moral Focus Assemblies

To support the Moral Focus program and philosophy, regular Moral Focus assemblies are held. During assemblies, students recite the Pledge of Allegiance and the Student Creed. The staff and/or students lead a brief discussion of the month's virtue and perform a skit or lead another activity to exemplify the virtue. At times, students are recognized for outstanding citizenship and academic achievement. Parents and friends are encouraged to attend the assemblies.

Leadership Curriculum

The school has developed an excellent leadership curriculum for use at the middle school level. Written by teachers and NHA corporate staff, the leadership curriculum offers students the opportunity to prepare for leadership in high school and beyond. Developing strong leaders is a natural component of our school's focus on both academic excellence and character development.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- The learning process will be expanded through extensions not accomplished in the school setting.

Guidelines

1. Parents and students should expect homework each weekday evening. Students in grades 4-8 may also be assigned homework to complete during the weekend.
2. Assigned homework that requires completion is a part of each student's evaluation. Students that repeatedly miss or request missing assignments will be subject to the Student Code of Conduct. Lost assignments will only be replaced once.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.
5. Each student in grades 1-8 is issued an assignment book by the school.
6. Parents are to initial the student assignment book each evening to signify that their child has completed the assignment.

Suggested Homework Guidelines

<u>Grade</u>	<u>Minutes per day</u>	<u>Days per week</u>
Kindergarten	15-30	4
First	25-30	4
Second	30-45	4
Third	30-60	4
Fourth	30-60	5
Fifth	60-90	5
Sixth	90-120	5
Seventh	90-120	5
Eighth	90-120	5

Make-Up Work

Students have an obligation to complete assignments missed during illness or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments. Students are guaranteed one school day for each day absent from school to make up their work. Additional time may be given at the teachers' discretion.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up. At the request of the parents, the teachers

will provide assignments for a student who is absent two or more days. Parents must call before 8:00 a.m. on the day the homework is needed in order to allow the teachers adequate time to assemble the assignments. Parents may pick up the assignments after 3:15 p.m. on the date requested.

Suspended students' homework may be picked up in the main office after 12:00 p.m. on the first day of suspension. Suspended students are required to turn in their late work the day they return to school. They do not receive make-up days.

The school is not required to continue educational services in an alternative setting for expelled students.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the National Heritage Academies (NHA) computer network for creativity, communication, research, and other tasks related to the NHA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by NHA are the property of NHA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the NHA computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

1. **Privacy:** The school and NHA reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the NHA network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any NHA technology or transmissions originating within or around school property.
2. **Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the NHA network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, NHA makes no warranties of any kind, either expressed or implied, for the service it provides. NHA will not be responsible for any damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. NHA integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. NHA is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but ultimately, parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

NHA complies with CIPA by deploying a Web content filtering product called OpenDNS, which categorizes Internet sites and sends updates to NHA site-based hardware. A process is in place for changing the categorization of Web sites. The following categorizations are currently in place:

- **Obscenity and Pornography Filtering:** OpenDNS allows schools and libraries to manage Internet access to over 90 URL categories pertinent to CIPA.
- **Accurate Web Filtering:** OpenDNS offers the best-of-breed filtering database.
- **Filtering of Search Engine Images:** OpenDNS filters inappropriate images that can be found in search engine query results.
- **Monitoring:** OpenDNS reporting tools Explorer, Reporter and Real-Time Analyzer offer many different ways to monitor and report online activities of minors.
- **Policy Management:** OpenDNS allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Student Responsibility: Search and Seizure Practices and Procedures

Lockers are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers and any other electronic devices are not permitted on school grounds or at school-related events, unless approved by the principal. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate the electronic device.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee) will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property, but a student's person will only be searched when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Student Responsibility: Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

The following list includes examples of prohibited student conduct. Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal. This list is not all-inclusive. Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school

Acts of misconduct include, but are not limited to, the following:

- Failing to cooperate with or persistently disobeying staff members or volunteers
- Improperly communicating with staff members, volunteers, or students
- Use of profane and/or inappropriate language
- Behaving or dressing indecently (including public displays of affection having sexual connotations)
- Disrupting school or violating building rules and regulations
- Fighting with, assaulting, verbally assaulting, harassing, or cyber-bullying others
- Violating the Technology Use and Internet Safety Practices and Procedures
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Committing arson
- Committing criminal sexual conduct
- Acts committed while enrolled at another school*
- Performing coercion, extortion, or blackmail
- Trespassing or loitering
- Visiting school property or attending school activities while suspended or expelled
- Making false alarms
- Making false allegations against staff, volunteers, or students
- Falsifying records, being dishonest, cheating, and plagiarizing

- Misusing copyrighted material
- Being excessively tardy or absent
- Smoking or using tobacco products
- Damaging or stealing property or possessing stolen property
- Possessing electronic communication devices, laser pointers, fireworks, explosives, chemical substances, alcohol, drugs, narcotic drugs, counterfeit substances, weapons, dangerous instruments, look-a-like weapons, and personal protection devices (e.g., tasers, mace, and pepper-spray)
- Committing other criminal acts not included here
- Harassment, intimidation, or bullying including behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student.
- Gang activity: means any conduct engaged in by a student on behalf of a gang, to perpetuate the existence of a gang, to affect the common purpose or design of a gang, or to represent gang affiliation, loyalty or membership (also see the school's Dress Code). These activities include recruiting, threatening or intimidating other students or staff in furtherance of a gang's purpose or activities. Gang means any organization, association, or group of three or more persons who one of its activities being the commission of criminal acts and which has an identifying name or sign or symbol.
- Improper dress in violation of the Dress Code

*If your child has been suspended or expelled from another Ohio school, your child will be offered an opportunity for an informal hearing before the Principal to determine whether the school will honor the suspension or expulsion as initially imposed by the other Ohio school. If the school chooses to honor the disciplinary removal imposed by the other school then your child will be temporarily denied admittance to the school until after the suspension or expulsion expires.

If your child has been expelled or otherwise removed for disciplinary purposes from a public school in another state, your child will be offered an opportunity for an informal hearing before the Principal. Based on the outcome of the hearing, your child may be denied admittance to the school for the shorter of the period of the removal or the period of removal which would have been applied had the student committed the same offense in the school.

Disciplinary Procedures

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When the behavior(s) has reached a level of disruption of the academic process a conference with the parents, teacher and/or principal will be held in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the cause of the

inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BSP shall be signed by all parties and copies are made for the parent and kept in the student's file. If the disciplinary action is related to unexcused tardies or absences an Attendance Corrective Action Plan (A-CAP) will be implemented.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract shall be signed by all parties and copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 EXPULSION:

FOR 20 SCHOOL DAYS OR LESS: When the student consistently violates the acts of misconducts by serving multiple out of school suspensions or does not follow the behavior corrective action plan, or if the student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the principal, may expel the student for twenty (20) school days or less, pursuant to the Due Process Procedures outlined below.

FOR 21 SCHOOL DAYS OR MORE: When the act of misconduct is considered a crime under state law, constitutes severe non-compliance with school rules, or is so extreme that it threatens the safety of others or poses a continuing damage to persons or property or an ongoing threat of disrupting the academic process, the principal may expel the student from school for twenty-one (21) school days or more, not to exceed eighty (80) school days, pursuant to the Due Process Procedures outlined below.

Students who are served under the Individuals with Disabilities in Education Act (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under federal laws.

Expulsions

A student shall be expelled for one (1) year for bringing a firearm, or other destructive device on school property, in a school vehicle, or to any school sponsored activity and will be referred to the criminal justice system.

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 is a firearm for purposes of this policy, and 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 student may be expelled for one (1) year for bringing a knife on school property, in a school vehicle, or to any school-sponsored activity, or for making a bomb threat to a school building or any premises at which a school activity is occurring at the time of the threat.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

A student may be expelled for a one (1) year for possessing a firearm or knife at school or during a school event which firearm or knife was initially brought onto school property by another person.

A student may be expelled for one (1) year for making a bomb threat to a school building or to any premises which a school activity is occurring at the time of the threat.

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

A student may be expelled for one (1) year for committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.

The principal may modify a one (1) year expulsion, pursuant to state law requirements, if the student establishes in a clear and convincing manner at least one (1) of the following:

1. A recommendation from the group of persons knowledgeable of the student's educational needs in accordance with IDEA.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a weapon.
4. The student may be eligible for participation in an alternative program.

Restrictions upon Student during Suspension or Expulsion

During the period of suspension, removal, or expulsion the student may not attend or participate in any school functions without permission from the principal and only, if accompanied by a parent who accepts responsibility for the student's actions and/or behavior at the facility.

The Board also authorizes the principal to suspend a student from any or all co-curricular or extra-curricular activities for misconduct or rules violations. The length of suspension shall be determined by the principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the discipline code.

If the principal determines that a student's behavior on a school vehicle violates school rules, he/she may suspend the student from school bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the principal to provide for options to suspension or expulsion of a student from school, which shall include a program whereby a student performs community service either in lieu of or as a part of a suspension or an expulsion.

The Board designates the principal or designee as its representative at all hearings regarding the decision of a suspension or expulsion. A Board appointed designee, who is not involved in the suspension decision, shall hear the appeal of a suspension. The Board will hear the appeal of an expulsion.

Harassment, Intimidation, and Bullying

The school prohibits any and all acts of harassment, intimidation, and bullying (including acts committed through the use of a cellular telephone, computer, page, personal communication device, or other electronic communication device) of any student on school property, on a school bus, at school sponsored events, or transportation to and from school. Harassment, intimidation, and bullying is classified as either (1) violence within a dating relationship or (2) any intentional written, verbal, electronic, or physical act or threat that a student has exhibited toward another particular student or

staff member more than once and the behavior, in addition to being sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for other students or staff member, has one or more of the following effects:

- Physically or mentally harming a student or staff member
- Damaging student or staff member property
- Placing a student or staff member in reasonable fear of harm
- Placing a student or a staff member in reasonable fear of damage to his/her property

All school employees, volunteers, and students are required to immediately report prohibited incidents of which they are aware to the principal. A report of harassment, intimidation, or bullying should be done in written form, providing as much information as possible. The report may be done anonymously. If the principal is not available, school employees, volunteers, and students should inform the grade level dean or teacher so they can ensure the principal is made aware of the issue. The principal is then responsible for determining whether an alleged incident constitutes a violation. In so doing, the principal will conduct a prompt, thorough, and complete investigation of the reported incident and prepare a report documenting the prohibited incident. Parents of any student involved in a prohibited incident will be notified and subject to federal and state law requirements, will be granted access to any written reports pertaining to the incident. Disciplinary procedures under this Student Code of Conduct, including but not limited to suspension, will be followed for any act of harassment, intimidation, or bullying. Those procedures will include protecting any victim from additional harassment, intimidation, or bullying, and from retaliation following a report. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. The school will follow any applicable federal or state reporting requirements and report incidents to the school board as appropriate.

Discipline of Off Campus Behavior

The school reserves the right to discipline students' off campus behavior, including behavior during transportation to and from school or school trips, which substantially disrupts the school's educational process or mission or threatens the safety or well-being of a student or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

- Whether the behavior created material and substantial disruption to the educational process or school's mission due to the stress on the individual
- Whether a nexus to on-campus activities exists
- Whether the behavior creates a substantial interference with a student's or staff member's security or right to educate and receive education
- Whether the behavior invades the privacy of others
- Whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards

Public School Bus Discipline

If the principal or a bus transportation provider determines that a student's behavior on a public school bus violates school rules, he/she may suspend the student from school bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Bus transportation providers reserve the right to deny bus transportation to any student who is unable to comply with their rules.

In partnership with bus transportation providers, the school will honor their bus referral process in addition to applying the school's Student Code of Conduct.

Level 1: Upon receipt of the first bus referral, the principal or principal's designee will address the student's behavior with both the student and parent. A letter will be sent to the parent regarding the incident and future consequences.

Level 2: Upon receipt of the second bus referral, the principal or principal's designee will address the student's behavior with both the student and parent. The student will be suspended from transportation services for three days. During these three days, parents will have to provide alternative transportation to get their child to and from school.

Level 3: Upon receipt of the third bus referral, the principal or principal's designee will address the student's behavior with both the student and parent. The student will be suspended from transportation services for five days. During these five days, parents will have to provide alternative transportation to get their child to and from school.

Level 4: Upon receipt of the fourth bus referral, the principal or principal's designee will address the student's behavior with both the student and parent. The student will be suspended from transportation services for ten days. During these ten days, parents will have to provide alternative transportation to get their child to and from school.

Level 5: Upon receipt of the fifth bus referral, the principal or principal's designee will recommend to the bus transportation provider that the student be denied transportation for a period of time.

Level 6: Upon receipt of the sixth bus referral, the principal or principal's designee will recommend to the bus transportation provider that the student be denied transportation for the remainder of the school year.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspensions

The Principal or designee may suspend a student.

1. Prior to the imposition of the suspension, a written *Notice of Intended Suspension from School* will be given to the student, or if the student poses an immediate danger or threat to the educational environment, the principal or designee shall issue a ***Notice of Emergency Removal and Intent to Suspend from School***, which contains the following:
 - a. The reasons for the intended suspension; and
 - b. Notification of an informal hearing.
2. The student must be allowed an informal hearing as soon as practicable before the Principal or designee to challenge the reasons for the intended suspension or otherwise explain his actions. In the event of an emergency removal, an informal hearing must be held as soon as practicable after the removal, but within three (3) school days after the initial removal is ordered. The student is not entitled to call witnesses at this informal hearing.
3. Within one (1) school day after the suspension is imposed, the Principal or designee shall provide written *Notice of Suspension from School* and *Notice of Rights Re: Suspensions from School* notification to the parent of the student and the treasurer of the Board of the suspension. The notice must contain the following:

- a. The reasons for the suspension;
- b. Notification of the right to appeal to Board’s designee;
- c. The right to representation at all appeals;
- d. The right to a hearing before the Board’s designee.

Suspensions imposed during the last ten days of the school year may not be carried over into the following school year.

B. Expulsion

Only the Principal may expel a student.

1. Prior to the imposition of the expulsion a *Notice of Intended Expulsion from School* shall be provide to the student and the student’s parent, or if the student poses an immediate danger or threat to the educational environment, the principal or designee shall issue a ***Notice of Emergency Removal and Intent to Expel from School***. The notice must include the following:
 - a. The reasons for the intended expulsion; and
 - b. The time and place for a hearing, which must be not less than three (3) nor more than five (5) school days after giving the notice, unless the period is extended by the Principal at the request of the student, the parent or representative. In the event of an emergency removal, an informal hearing must be held as soon as practicable after the removal, but within three (3) school days after the initial removal is ordered. The parent must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice. The student shall have the right to challenge the reasons for the expulsion or otherwise explain his/her actions.
2. Within one (1) school day after the expulsion is imposed, the Principal shall provide a written *Notice of Expulsions from School* and *Notice of Rights Re: Expulsion from School* to the parent of the student and the treasurer of the Board of the expulsion. The notice must include the following:
 - a. The length of expulsion (20 school days or less/21 school days or more)
 - b. The reasons for the expulsion;
 - b. Notification of the right to appeal to the Board;
 - c. The right to representation at all appeals;
 - d. The right to an appeal hearing before the Board;
 - e. The right to request that the hearing be held in executive session upon appeal;
 - f. When the Principal expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with the above Notices, a *Notice of Assistance Programs Re: Expulsion from School (for 21 school days or more)*, which contains information about services or programs offered by public and private agencies that work toward improving those aspects of the

student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

The school is not required to continue educational services in an alternative setting for expelled students.

The principal is required to follow through on expellable offenses even if the student in question withdraws from the school prior to the hearing or the Principal's decision.

The principal may apply any remaining part or all of the period of expulsion into the following year.

C. Appeals before the Board of Directors

An expulsion may be appealed to the Board of Directors at the request of the student's parent. At the appeal, the student may be represented by counsel, present witnesses, cross-examine witnesses, give testimony under oath and to have a verbatim record of the appeal proceedings provided by the Board of Directors.

The student has the right to request a closed hearing. The Board, after hearing all testimony shall deliberate in closed session and issue its formal action in open session.

The school's final decision is made by the Board of Directors.

Definition of Terms

Behavior Referral Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Behavior Support Plan (BSP) is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parents, student, and staff member.

Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a student. It is signed by the parents, student, and staff member.

In-School Suspension Plan refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Emergency Removals In the event that, in the opinion of the school administration (or teacher for curricular activities), a student's presence at the school creates a health risk, presents a danger to

other persons or property, or seriously disrupts the functions of the school, the student may be removed from the premises without formal suspension or expulsion procedures, with notice and procedures to follow the removal in accordance with R.C. §3313.66.

Expulsion is defined as the involuntary removal of a student for more than ten (10) school days. Expulsion may be imposed for up to eighty (80) school days, or the number of school days remaining in the semester, whatever is greater, or in certain cases one (1) year.

Parental Partnership: Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through newsletters, telephone calls, and individual and group meetings.

Secure School Website

National Heritage Academies is committed to student achievement and parental involvement. NHA maintains a secure website containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging-in through the Parent Login link on the homepage. Administrators and teachers update this site daily to record student records, analyze data, and communicate important information.

NHA recognizes the value of informed and involved parents in the learning process. The website provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer on the Internet and review their child's admissions information, attendance, and grades. Using the website, parents can also e-mail staff members, review important publications, check calendars, and subscribe to automated e-mail updates about their child. Questions related to the website should be directed to info@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed once per year. Parents are expected to complete one survey for each child enrolled at the school.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face to face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning, afternoon, and in each middle school class period, including non-classroom based learning opportunities.

Arrival

Students should arrive at school between 7:45 a.m. and 8:00 a.m. After exiting their vehicle, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them upon entering the building. Prompt arrival is essential; late arrivals make an orderly opening ceremony difficult.

Dismissal

School dismisses at 3:05 p.m. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:30 p.m. Parents coming inside to pick up their children must wait in the hallway outside the school office and not proceed to the classroom. Parents must wait for the children to proceed to the carpool waiting area at 3:15 p.m. Students who ride the bus are escorted to their buses by a teacher.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

The tardy is considered unexcused unless communication is provided by the parent the day of the tardy and the tardy is excused under the reasons below. This communication should be documented for record-keeping purposes. The communication should contain the following information:

- Student's name
- Date of tardy
- Reason for tardy

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside of school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require parent note)

Abuse of excused tardies may be addressed by the principal and could result in disciplinary action taken under the Student Code of Conduct in the sole discretion of the principal.

Unexcused Tardies:

Unexcused Tardies	Progressive Consequences
3	Early Intervention
6	Parent Notification (Email or Note)

9	Parent Contact (Phone or Meeting)
12	Completion of Attendance Corrective Action Plan (ACAP)
16	Appropriate Consequence based on ACAP
20	Appropriate Consequence
24	Possible Expulsion/Withdrawal*

*The school cannot expel a student solely on the basis of attendance.

Absences

All absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours.

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student’s name
- Date of absence
- Reason for absence

The Principal or Principal’s designee reserves the right to verify such statements and to investigate the cause of each individual absence.

If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Out-of-state travel (up to a maximum of 24 hours) to participate in a school approved enrichment or extracurricular activity
- Authorized absence (approved by the principal)

Abuse of excused absences may be investigated by the principal and could result in a referral to the Prosecutor’s Office and/or Social Services or other disciplinary action. Parents will be notified of excessive absences, whether excused or unexcused, after a student misses 38 hours in a month or 65 hours in a year. A letter of potential withdrawal and referral to Juvenile Court with possible referral to Social Services may be sent after 30 consecutive hours, 42 hours in a month, or 72 hours in a year of unexcused absences.

Absences:

Total Absences*	Unexcused Absences*	Progressive Consequences
Yearly: 18+	Yearly: 18+	Early Intervention
Yearly: 36+	Yearly: 36+	Parent Notification (Email or Note)

Yearly: 54+	Yearly: 54+	Parent Contact (Phone or Meeting)
Monthly: 38+ Yearly: 65+	Monthly: 42+ Yearly: 72+ Consecutively: 30+	Completion of Attendance Corrective Action Plan (ACAP) and formation of Absence Intervention Team**
Yearly: 78+	Yearly: 84+	Appropriate Consequence Based on ACAP
Yearly: 90+	Yearly: 96+	Appropriate Consequence Based on ACAP
Consecutively: 105+	Consecutively: 105+	Automatic Withdrawal

*Figures listed are in school hours

**Absence Intervention Team (for Unexcused Absences only):

1. School must assign the student to and Absence Intervention Team within seven (7) days or the triggering absence.
2. Team must consist of two (2) school representatives, one (1) of the two (2) school representatives must know the student, and a parent/guardian of the student.
3. Within 14 days of assignment of a team, the team must develop an Attendance Corrective Action Plan (ACAP).
4. Within seven (7) days of the plan’s development, the school must make three meaningful attempts to secure participation of the parent and investigate whether a failure to participate warrants a report to child protective services.

If the student refuses to participate or fails to make satisfactory progress on absence intervention plan, the attendance officer must file a complaint in the juvenile court no later than 61 days after plan implementation.

Note: Any student who accumulates consecutive days equal to 105 hours of unexcused absences will be automatically withdrawn.

Truancy

A student is habitually truant if unexcused absences occur thirty (30) or more consecutive school hours, forty-two (42) or more school hours in one (1) month, or seventy-two (72) or more school hours in one (1) school year. If the student is habitually truant, the Board authorizes the principal to take appropriate intervention steps, which will include a truancy intervention plan and counseling for the student who is habitually truant. The intervention steps may also include the assignment of the matter to an Absence Intervention Team, made up of at least two school representatives and the parent(s) of the child (unless the parents fail to respond to the notices provided). The steps taken shall include the development and implementation of an intervention plan, which if successful shall prevent the school from having to notify the Juvenile Court. However, should a student refuse to comply with the intervention plan or fail to make progress, the school’s attendance office must file a complaint with the Juvenile Court. .

The principal may act as the school’s attendance officer or delegate that duty. The school’s attendance officer shall investigate possible school attendance violations, and he/she is authorized under Ohio law to serve warrants, to enter places where children of compulsory school age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

The principal is authorized to refer the truancy to mediation or to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who

does not complete the program is to be reported to law enforcement authorities for neglect of parent education.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Illness during the School Day

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for 24 hours before returning to school.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available in the office.

Absences and Tardies Due to Bus Transportation Issues

If your child's home district transportation hours differ from Pathway's regular school hours, it is the parent's responsibility to ensure that their child arrives to school on time. Students who are absent due to transportation issues will be marked unexcused.

Students arriving late due to bus delays caused by inclement weather will receive an excused tardy.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions and competitions. Implementing a simple, flexible, cost-effective dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Personal Hygiene

The personal grooming of students should be in accord with the standards set by the uniform dress code. Students should be clean and neat when at school. Children and Family Services will be informed when students show signs of neglect or abuse or habitually have lice or show signs of lice activity.

Uniform

All Tops:

- Grades K-8: Shirts, sweaters, etc. must be solid navy blue. "Be Nice" t-shirts are also permitted.
- Grades 6-8: In addition to the above, a bright green polo purchased only through Image Builders is permitted. Please contact the Image Builders toll-free customer service hotline at (855) 654-6243. A customer service representative will be available from 8:00 a.m. to 5:00 p.m., Monday through Friday - Eastern Standard Time or go to the school website for more information.
- Undershirts must be white or navy.
- Shirts must have collars (mock turtlenecks, long or short-sleeved are permitted).
- Exposed midriffs are prohibited.

All Bottoms - All Grades:

- Khaki-style pants, shorts, skirts, skorts, jumpers are permitted. Form fitting jeggings are not permitted.
- Color must be light tan/khaki
- All bottoms must be no more than 3 inches above the knee.
- Pants should not be worn below the waist or a belt may be required.

All Clothing:

- Solid in color. Emblems larger than a quarter are not permitted.
- Excessively baggy clothing is prohibited.
- Leggings and tights that are visible under skirts must be navy blue or white.
- Hats and hoods may not be worn while inside.

Shoes:

- Casual dress or athletic shoes are to be worn at school.
- Fashion boots that extend up the calf are not permitted. Snow boots may be worn to and from school but must be changed at school.
- Shoes must be fully laced and strapped.
- Athletic shoes are required for gym class.
- Shoes with wheels and flip flops are prohibited.
- Shoes must stay on feet (e.g. sandals must have straps).
- Dress shoes may not have heels higher than 1 inch.

Hair and Personal Appearance:

- Hairstyles must be conservative and out of the eyes. Hair must be of natural tones. Extreme hairstyles (e.g. spikes, mohawks, streaked hair) are not permitted.
- Excessively large or oversized hair accessories or novelty headbands such as cat ears are not permitted.
- Wearing, carrying, or displaying gang paraphernalia, names, signs, or symbols are prohibited.
- Any tattoo (temporary or permanent) may not be visible.

- Only ears may be pierced. Earrings must be of reasonable size and number. Hoops, dangling earrings, and gauges that enlarge the pierced opening are not permitted.
- Make-up and artificial nails are not permitted.
Administration reserves the right to address student appearance if deemed inappropriate or distracting.

Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The Title I Parent and Family Engagement Policy, included below, was jointly developed with, and agreed on, by parents and family members of Title I participating children. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds (ESSA) Act of 2015 (P.L. 114-95).

Parents and family members of students are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs, for it is through mutual understanding and close cooperation between the school and home that a student’s academic success improves. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental engagement will be met and sets the school’s expectations and objectives for meaningful parent and family involvement and engagement.

ESSA Section	Ways in Which School Staff Accomplish these Activities
<p>1116 (c) (1) The school shall convene an Annual Title I Parent and Family Meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, to explain requirements of Title I, and their right to be involved.</p>	<p>Early in the school year, parents and family members are invited to an annual Title I Parent and Family Meeting to meet the staff, learn more about Title I programs, ask questions, and give suggestions. The following information is part of the meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I requirements <input type="checkbox"/> The right for parents and family members to be involved and to provide input on the Title I program, the Title I Parent and Family Engagement Policy, the School-Parent Compact/Commitment to Excellence Contract, and the Homeless Dispute Resolution process <input type="checkbox"/> How progress is measured and how they receive feedback about their child’s progress. <p>Parents and family members who are unable to make this meeting are invited to schedule a meeting with school staff to go over the information at a time that is convenient for them.</p>
<p>1116 (c) (2) The school shall offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parental involvement.</p>	<p>Meetings are offered at times convenient for parents and family members and if needed, transportation, child care, and home visits can be arranged. Teachers, deans and principal also available by email, voicemail, and appointment.</p>

<p>1116 (c) (3) The school shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school’s parent and family engagement policy and joint development of the schoolwide program plan.</p>	<p>Parents and family members are involved in the planning, review, and improvement of the school’s parent and family engagement policy, and the joint development of the school improvement plan, Parent and Family Engagement Plan, and Title I Program. At least annually, the school, parents and family members convene to evaluate the school improvement plan, Parent and Family Engagement Plan, and Title I Program. This assessment includes metrics so the school can evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. This assessment initiative helps the school identify barriers to greater parent and family participation. The school uses the findings of this assessment initiative to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy. Further, these metrics may be used as a measure in the performance evaluations of the school, principals, and staff. Examples of metrics include, but are not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responses to, and the results of, the annual Parent Satisfaction Survey <input type="checkbox"/> Increase or decrease in the number of parents and family members involved in school activities <input type="checkbox"/> Percent of signed School-Parent Compacts/Commitment to Excellence Contracts <input type="checkbox"/> Attendance at parent-teacher conferences <input type="checkbox"/> Workshops and learning experiences offered for parents and family members
<p>1116 (c) (4) (A) The school shall provide parents of Title I children timely information on Title I programs.</p>	<p>In order to build meaningful, consistent, and effective communication between the home and the school, parents and family members of Title I children are provided timely information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Fall Title I Parent and Family Meeting <input type="checkbox"/> Annual Spring Parent and Family SIP Meeting <input type="checkbox"/> The Parent and Student Handbook <input type="checkbox"/> Regular school and classroom newsletters <input type="checkbox"/> The annual school calendar <input type="checkbox"/> Special event and reminder notices <input type="checkbox"/> Report cards <input type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Parent and Family Nights <input type="checkbox"/> School assemblies/ceremonies (parents invited) <input type="checkbox"/> The School-Parent Compact/Commitment to Excellence Contract
<p>1116 (c) (4) (B) The school shall provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels of challenging State academic standards students are expected to meet.</p>	<p>Parents of Title I children are provided a description and explanation about the school’s curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents of Title I children in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results. This is accomplished by scheduling regular parent and family meetings throughout the school year.</p>

<p>1116 (c) (4) (C) The school shall provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to their child’s education, and to respond to any suggestions as soon as practicably possible.</p>	<p>Parents and family members have opportunities to share suggestions, participate in decision making on issues relating to their child’s education, and respond to any suggestions as soon as possible in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Fall Title I Parent and Family Meeting <input type="checkbox"/> Annual Spring Parent and Family SIP Meeting <input type="checkbox"/> Parent and Family Learning Events <input type="checkbox"/> Meetings with the principal as needed and or upon request
<p>1116 (c) (5) The school shall ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the local education agency.</p>	<p>At least one parent representative participates on the School Improvement Planning Committee and is included in the school’s comprehensive needs assessment process. Parents and family members have the opportunity to attend the annual Spring Parent and Family SIP Meeting and submit comments about the school improvement plan and goals via a survey or directly to school administration. Any comments from parents on the plan are submitted to the local education agency by the school in conjunction with submission of the school’s improvement plan.</p>
<p>1116 (d) (1) The school shall jointly develop, with parents, a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. This compact must describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and the ways in which each parent will be responsible for supporting their children’s learning, volunteering in their child’s classroom, and participating in decisions relating to the education of their children and positive use of extra-curricular time.</p>	<p>The School-Parent Compact/Commitment to Excellence Contract was developed with input from parents and family members. This contract describes how the parents, school staff, and students share the responsibility for improving student achievement. It is given to all parents prior to school opening and is presented to parents and family members annually for further development. Parent and family member input is collected through parent and family meetings and surveys.</p>
<p>1116 (d) (2) (A) The school-parent compact must address the importance of communication between teachers and parents on an ongoing basis through elementary parent/teacher conferences, at least annually, during which the compact will be discussed with parents as it relates to the individual child’s achievement.</p>	<p>The School-Parent Compact/Commitment to Excellence Contract is shared annually at parent-teacher conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child’s learning at home and school.</p>

<p>1116 (d) (2) (B) The school-parent compact must provide for frequent reports to parents on their child’s progress.</p>	<p>Student progress is reported to parents in several different ways at a variety of times throughout the school year including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit assessment results sent home with students <input type="checkbox"/> NWEA results given to parents during Parent-Teacher Conferences <input type="checkbox"/> State test results given to parents annually <input type="checkbox"/> Report cards <input type="checkbox"/> myNHA is a tool parents can use at home to access student progress
<p>1116 (d) (2) (C) The school-parent compact must afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child’s class, and observation of classroom activities.</p>	<p>Parents of all children including those receiving Title I services are encouraged to visit the school for volunteer training and information, participate in and/or observe their child’s classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school encourages parents and family members to offer their ideas and suggestions to the school staff.</p>
<p>1116 (d) (2) (D) The school-parent compact must ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language family members can understand.</p>	<p>Private meetings with parents are held to explain information as needed. Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff for interpretation <input type="checkbox"/> Offering translators during parent meetings <input type="checkbox"/> Translation of documents
<p>1116 (e)(1) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children.</p>	<p>The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of 1116 (e)(1), and how to monitor a child’s progress and work with educators to improve the achievement of their children.</p>
<p>1116 (e) (2) The school shall provide materials and training to help parents work with their children at home to improve their children’s achievement.</p>	<p>The school provides materials and training to help parents and family members develop and use at-home skills that support their children’s academic achievement and social development. Parents and family members are given techniques and strategies that they may use to improve their children’s academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted during a Parent and Family Night. Some of these activities may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math games <input type="checkbox"/> Reading skills games <input type="checkbox"/> Kindergarten orientation <input type="checkbox"/> Writing skills <input type="checkbox"/> District standards and assessments <input type="checkbox"/> Community resources <input type="checkbox"/> Helping with homework

<p>1116 (e) (3) The school shall educate staff, with the assistance of parents, in the value and utility of parents’ contributions. Staff shall receive guidance in ways to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and to build relationships between the parents and the school.</p>	<p>The school educates principals, teachers, student services personnel, and other staff, with the assistance of parents, regarding the value and utility of parental contribution, ways to reach out to, communicate with, and work with parents as equal partners, ways to implement and coordinate parent and family programs, and ways to build ties between parents and family members and the school.</p>
<p>1116 (e) (4) The school shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children.</p>	<p>The school coordinates and integrates, to a feasible and appropriate extent, 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 other Federal, State, and local programs, including public preschool programs to encourage parents and family members to fully participate in the education of their children.</p>
<p>1116 (e) (5) The school shall ensure information related to school and parent programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language parents can understand.</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff for interpretation <input type="checkbox"/> Offering translators during parent meetings <input type="checkbox"/> Translation of documents <input type="checkbox"/> Private meetings with parents to explain information as needed
<p>1116 (e) (14) The school shall provide other reasonable support for parental involvement activities as parents may request.</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Room with community resources listed and computer access <input type="checkbox"/> Parent and Family Learning Events based on parent survey results <input type="checkbox"/> Voice of Parent results used for decision making regarding school safety and student behaviors <input type="checkbox"/> Translation of documents
<p>1116 (f) The school shall provide full opportunities for the informed participation of parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p>Staff provide opportunities for full parent and family participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents and families of migratory children <input type="checkbox"/> School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them <input type="checkbox"/> Hearing Assistance <input type="checkbox"/> Wheel chair accessible campus

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers are required to complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site may obtain a Volunteer Authorization and Release form in the school office.
2. All visitors and volunteers must be processed through the electronic visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Moral Focus Philosophy.
5. The distribution of literature, without prior approval from the classroom teacher or the principal, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited. As an alternative, the Student Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required at all times.
10. Smoking, tobacco, and alcohol use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.
2. Volunteers should follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the activity. "Side trips" are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.

6. Volunteers should behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

General School Procedures

Transportation

Because the school does not own a fleet of buses, parents are expected to provide the means for their children to get to and from school.

Students Who Ride the Bus

Students will be escorted to their buses by a teacher. If a student is not to ride the bus home, the student must have a note from the parent. The student must present this note to the homeroom teacher in the morning. If a note is not presented to the homeroom teacher, the student will be placed on the bus.

Drivers and Carpools

Many parents form carpools. A list of parents interested in carpooling may be available in the school office.

With so many parents driving to school, significant traffic congestion can occur on a daily basis. Parents are asked to be patient and to plan on some delays, particularly during inclement weather.

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. If it is necessary for a student to ride a bicycle to school, he/she must park and lock the bicycle in the school's bike rack before school begins and leave it untouched until school is dismissed. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet.

Walkers

Students who walk to and from school should go directly home following dismissal. Failing to do so may cause undue worry for parents and staff members.

Meals

For grades K-5, the school schedule allows for at least a 30-minute lunch period. Grades 6-8 have a 30-minute lunch period. A nutritious lunch, including milk, may be purchased at school, or students may bring sack lunches from home. Breakfast is also offered prior to the start of school. Breakfast is no longer served after 8:00 a.m.

Parents should complete a Free/Reduced Application available from the school office. Students not qualifying for subsidized meals must prepay. Lack of prepayment will result in discontinued meal service. Parents are encouraged to pay for meals using the free online secure service at www.mypaymentsplus.com. The account can be set up using the student's ID number, and payments can be made with either a credit card or check. At www.mypaymentsplus.com, parents can make payments, view their balance, and monitor purchased meals. Any remaining balance upon a student withdrawing from school will be refunded upon request.

Snacks

A snack period may be offered at the discretion of the teacher. Students must bring their own snacks from home as they are not provided by the school. During the snack time, students must be in their seats. They may talk quietly with those sitting near them. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, pop/soda, and sweets are not acceptable.

Recess

Students typically need and want a time during the day to engage in self-directed activity. Recess is provided for a breath of fresh air, a moment of solitude, a private conversation, or a game. As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area.

Holiday Celebrations

Halloween

Halloween is not celebrated. Consequently, costumes are not worn to school.

Christmas/Winter Holiday

Classes may have a small party at the end of the last day before the Christmas/winter holiday.

St. Valentine's Day

Students in grades K-4 are encouraged to celebrate by making homemade valentines for their classmates. A class list will be supplied by the teacher for parents' convenience. Students bringing valentines must give a valentine to each of their classmates. Students in grades 5-8 make special valentines at school that are shared with veterans, senior citizens, hospitalized children, or members of the armed services.

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Lost and Found

The lost and found is located in the Parent Room and the gym. Unclaimed items are donated to charity at the end of the school year.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers and electronic devices during the instructional day at school or school-related events. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Emergency School Procedures

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolMessenger calling system.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch

Students remain in school, and the staff takes safety precautions. Students are released to parents or other designated adults upon request.

Tornado Warning

All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents or other designated adults upon request.

Emergency Drills

Emergency drills are held throughout the year. Safe areas inside and outside the building are designated for each classroom.

Tobacco Use

The school is a non-smoking facility. Any form of smoking and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through a service called Payliance. If a check is returned, Payliance contacts the person who wrote the check to collect the check's face value plus a collection fee. If he/she cannot be contacted or fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

Medical Information

To maintain a healthy learning environment, students are offered certain health services and are required to provide evidence of required immunizations.

Health Screenings

Prior to November 1 children enrolled for the first time in either kindergarten or first grade shall be screened for disorders in hearing, vision, speech and communication, for general health or medical problems, and for developmental disorders. This screening, or any of its elements, may be provided directly by the school, by contract with another service provider, or be required to be obtained by the parent of the student. If the school determines screening is to be obtained by the parent, it will provide a list of providers with information about screening services available in the community to those who cannot afford them. A parent may reject the requested screenings by signing a written statement to the effect that no screenings are desired. If the results of any health screening reveal the possibility of special learning needs, the school is required to conduct further assessment in accordance with Ohio's education laws.

Our students receive special health services through the Health Department or contracted service provider. These services include vision screening for students in grades K, 1, 3, 5, 7 and hearing screening for students in K, 1, 3, and 5.

Immunization Requirements

No student shall be permitted to remain in school for more than fourteen (14) days unless the student presents written evidence he/she has been immunized by a method of immunization approved by the Department of Health or is in the process of being immunized. Parents may request in writing a medical or religious exemption from immunization requirements. The minimum complete immunizations are:

Vaccines	Immunizations For School Attendance
DTaP/DT Tdap/Td Diphtheria Tetanus Pertussis	<p><u>Grade K</u> Four (4) or more of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required.</p> <p><u>Grades 1-12</u> Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up.</p> <p><u>Grades 7-12</u> One (1) dose of Tdap vaccine must be administered prior to entry.</p>
Polio	<p><u>Grades K-8</u> Three (3) or more doses of IPV. The final dose must be administered on or after the 4th birthday, regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p> <p><u>Grades 9-12</u> Three (3) or more doses of IPV or OPV. If third dose of either series was received prior to the 4th birthday, a fourth (4) dose is required. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p>
MMR	<p><u>Grades K-12</u> Two (2) doses of MMR. Dose 1 must be administered on or after the 1st birthday. The second dose must be administered at least 28 days after dose 1.</p>
Hepatitis B	<p><u>Grades K-12</u> Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose) must not be administered before age 24 weeks.</p>
Varicella (Chicken Pox)	<p><u>Grades K-8</u> Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the 1st birthday. The second dose should be administered at least three (3) months after dose one (1); However, if the second dose is administered at least 28 days after the first dose, it is considered valid.</p> <p><u>Grades 9-12</u> One (1) dose of varicella vaccine must be administered on or after the 1st birthday.</p>
MCV4 Meningococcal	<p><u>Grade 7-9</u> One (1) dose of meningococcal (serogroup A,C,W and Y) vaccine must be administered prior to entry.</p> <p><u>Grade 12</u></p>

	Two (2) doses of meningococcal (serogroup A,C,W and Y) vaccine must be administered prior to entry.
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Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed or over-the-counter, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

Though we encourage a physician’s written permission in all cases, a physician signature is required under the following conditions:

- All prescribed medications
- Any possession or use of an inhaler or epinephrine injector
- Any self-possession or self-administration of any medication

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must include the dosage and frequency of administration. Over-the-counter medication must be in the original package and have the student’s name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed, so the individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student’s withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying his/her child on a field trip, the parent will be required to administer the child’s medication.

Meningococcal Disease

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person’s nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability.

There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease.

Parents should talk with their child’s health care provider or local health department about meningococcal disease.

Head Lice

Once your child has been treated for head lice, he/she may return to school with a note identifying the treatment used.

Notifications

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
 1. School administrators, teachers, support staff, NHA personnel and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
 3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
 4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
 5. Appropriate parties in connection with financial aid to a student
 6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
 7. Accrediting organizations to carry out accrediting functions
 8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
 9. Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW
 Washington, D.C. 20202-5920

Right to Know under Federal Law

Parents of students have the right to know the professional qualifications of the school's classroom teachers and the school must give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
 1. Political affiliations or beliefs of the student or student's parent
 2. Mental or psychological problems of the student or the student's family
 3. Sexual behavior or attitudes
 4. Anti-social, demeaning, illegal, or self-incriminating behavior
 5. Critical appraisals of others with whom respondents have close familial relationships
 6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
 7. Religious affiliations, beliefs, or practices of the student or parent
 8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
 1. Any other protected information survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a school to its students
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW
 Washington, D.C. 20202-5920

Boy Scouts of America

The school does not discriminate against any group officially affiliated with either the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of the Boy Scouts of America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Title IX

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The school, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on sex, sexual orientation, gender, gender identity and expression, or pregnancy in employment or any educational program or activity it operates.

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the Title IX Coordinator of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Title IX Coordinator with the assistance of NHA legal counsel as necessary and appropriate.

Unsafe School Choice Option

A student attending a persistently dangerous school or a student who is a victim of a violent criminal offense on school property has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice

to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records. Your school will provide additional information regarding this.

Lead Poisoning Prevention

Exposures to lead in doses much smaller than previously thought represent a definable risk to children's health and their ability to learn. The school will attempt to control the use and maintenance of lead-bearing building products and avoid the use of any educational or maintenance procedures or products which may create lead exposures. Information regarding risks from lead and other heavy metals is available in the school office upon request.

State-Prescribed Testing and Compulsory Attendance Law

The school is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.

Pathway School of Discovery 2018-19 School Year

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

July 16-19 - NHA Leadership Summit

July 20 - NHA New Principal Training

6th, 8th-10th Staff PD; 7th Regional PD
13th First Day of School

September						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3rd Labor Day

14th Staff PD

17th Progress Reports

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

1st-5th Count Week

10th Dean Series: Year 2

19th End of 1st Quarter; Staff PD

22nd Regional PD

24th & 25th PT Conferences

November						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16th Staff PD

19th-23rd Thanksgiving Break

26th School Resumes; Progress Reports

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

6th Dean Series: Year 1

24th-January 4th Winter Break

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

1st New Year's Day

7th School Resumes; 10th End of 2nd Qtr; 11th Staff PD

14th Report Cards

21st MLK Jr. Day

February						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

14th Staff PD

18th President's Day; 19th Progress Reports; 20th-21st PT Conf.

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

19th-20th Principals Mtg;

21st End of 3rd Quarter; 22nd Staff PD

25th-29th Spring Break

April						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st School Resumes

19th Good Friday

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

6th Progress Reports

27th Memorial Day; 31st Last Day School; End 4th Qtr

June						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3rd-4th Teacher Work Days

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

4th of July

- Students Do Not Report/ Staff Report All Day
- Students Report Half Day/ Staff Report All Day
- Students/ Staff Do Not Report

Board Approved: 4/18/18

Last Update: 3/29/2018
 180 School Days
 7:55am - 3:05pm School Hours
 7:55am - 12:00pm (half)
 1157 Instructional Hours

COMMITMENT TO EXCELLENCE CONTRACT

Pathway School of Discovery and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2018-2019.

School Responsibilities: Pathway School of Discovery will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: employing HQ teaching staff and providing intervention support to the most academically at-risk students at the school.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held at least twice per year, with adequate advance notice to parents of conference scheduling.
- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: the distribution of progress reports and report cards on a regular basis along with updates given during parent teacher conferences and informal meetings with parents and teachers.**
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent teacher conferences, via regular email and phone communication with parents and also during more informal consultations on an as-needed basis.
- **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be posted in the hallways of the school and communication will also be sent out via the school newsletters.**

Parent/Guardian Responsibilities: We, as parents, will support our children’s learning in the following ways:

- I understand that my child is enrolled in this school so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child’s attendance, homework completion, and read school correspondence.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, or other school advisory or policy groups.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student’s Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school, because I want to achieve. I will put forth my best effort every single day.
- I agree with my school’s expectations, standards, and requirements, because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.

- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature Student Printed Name Date

Student Signature Student Printed Name Date

Student Signature Student Printed Name Date

Student Signature Student Printed Name Date

Teacher’s Commitment: *I fully commit to this school in the following ways:*

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature Teacher Printed Name Date