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*STUDENT HANDBOOK*

[www.legacy1870.com](http://www.legacy1870.com)

*23-24 SY*

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## Contact Information

Legacy Academy of Excellence  
2283 Sunbury Road  
Columbus, Ohio 43219  
614.927.7420 (O)

Records Request: Please email all request to: LAE@legacy1870.com

Website: [www.legacy1870.com](http://www.legacy1870.com)

Front offices will be closed each day between 2:45-3:10pm as we prepare to close the day strong and dismiss students.

### School Hours:

- 7:30am-Doors Open
- 3:00pm- Dismissal
- 4:00pm-Office closed
- 3:30-6:00pm- After school programming

### Scheduling Meetings:

To schedule a meeting with a teacher or director please call the main office at the number listed above to schedule meetings with your child's teacher or a member of the leadership team. We will respond within 48 school hours. Requests for meetings with a member of the leadership team may include any member of the school's leadership team and it is not guaranteed that it will include the school director. Please note that teachers will only be available to meet before or after school only.

### Mission:

The mission of Legacy Academy of Excellence is to provide high quality education that prepares students in grades K-8 for college, career, and life by emphasizing S.T.E.A.M (Science, Technology, Engineering, Arts/Athletics, Mathematics) in a safe and empowering environment. Our foremost goal is to engage and advance students academically, prepare them vocationally, and empower them personally.

### Admission:

Admission is open to any school age child who, pursuant to state law, is entitled to attend school. In making admission decisions, Legacy Academy for Excellence (the school) shall not discriminate based on race, color, creed, sex, or disabling condition. Upon admission of any student with a disability, the school will comply with all federal and state laws regarding the education of students with disabilities. The school shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, or athletic ability. The school shall not offer attempt to give any monetary payment or in-kind gift to any student or student's family as an incentive for the student to enroll in the school.

**Policies:** If you have any questions regarding the policies outlined in the handbook, please email the office. Additional policies are available upon request, or you may visit our website [www.legacy1870.com](http://www.legacy1870.com).

**Curriculum:**

All curriculum is aligned with the Ohio Department of Education Academic Content Standards in English/Language Arts, Mathematics, Science, Social Studies, Fine Arts, Foreign Language, Physical Education, and Library/Media. Technology is aligned with the national standards. Teachers deliver the curriculum using research-based instructional practices. To meet student needs, the curriculum is differentiated.

**Child Find:**

Child Find is the process of identifying, locating and evaluating all children from age three to twenty-one who may have a disability and be in need of special education and related services, regardless of the severity of the disability. The district seeks to identify, through child find, all children in Legacy Academy of Excellence who are enrolled at the school, including those who are homeless or wards of the state who may need special education and related services.

A child with a disability is a child having a cognitive disability (e.g. mental retardation), hearing impairment (including deafness), visual impairment (including blindness), a speech or language impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities.

Parent, relatives, public and private agency employees, and concerned citizens are asked to help the school Legacy Academy of Excellence find any child who may have a disability and need special education and related services. If you are aware of a child who may have special education related services please contact Ms. Raypole, Special Education Coordinator at 614.927.7420.

**Attendance:**

- Doors Open at 7:30-8:20am for Breakfast and Dismissal is at 3:00pm
- Students are tardy at 9:00am (unless their bus arrives late)
- The Ohio Department of Education counts attendance in HOURS and not days. This means when a student leaves an hour early from school, they're absent for an hour. Our schools require a note from a family member for any absence due to illness to be excused.
- Our school require a note or certificate of a physician if the absence for illness lasts more than 2 days. Please email any notes to: lae@legacy1870.com

Regular attendance is required of all students. Students must complete a minimum of 920 hours of instruction annually. Because Ohio law requires that home and school make contact each day a student is absent, SCHOOL MUST BE NOTIFIED 30 MINUTES PRIOR TO SCHOOL STARTING ON THE DAY OF THE ABSENCE. If the parent, guardian, or other person having care of a student initiates a telephone call or other communication notifying the school or building administration of the student's excused or unexcused absence within one hundred twenty minutes after the beginning of the school day, the school is under no further obligation with respect to the requirement prescribed below.

Within one hundred twenty minutes after the beginning of each school day, the attendance officer, attendance officer's assistant for each individual school building, or other person the attendance officer

designates to take attendance for each school building shall make at least one attempt to contact, (in accordance with the law) the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school the student is required to attend as of the beginning of that school day.

An attempt to contact a student's parent, guardian, or other person having care of the student shall be made through our 'OneCall' platform. One call is the communications platform for broadcasting emergency alerts, sending routine notifications and communicating with staff.

#### **Automatic Withdrawal**

**A student who fails to participate in seventy two (72) consecutive hours of learning opportunities offered, unless the student's absence is excused will be automatically withdrawn . Otherwise, a Student/Parent/Legal Guardian may withdraw a student voluntarily by signing a Voluntary Withdrawal form. Student's withdrawal status will be reported to all legal entities as applicable.**

#### **Truancy:**

##### DEFINITION OF TRUANCY AND EXCESSIVE ABSENCES

- Absent 30 or more consecutive hours without a legitimate excuse;
- Absent 42 or more hours in one school month without a legitimate excuse;
- Absent 72 or more hours in one school year without a legitimate excuse, includes 'excessive absences':
- Absent 38 or more hours in one school month with or without a legitimate excuse;
- Absent 65 or more hours in one school year with or without a legitimate excuse.
- Absent 38 or more hours in one school month with a nonmedical excuse or without legitimate excuse
- Absent 65 or more hours in one school year with a nonmedical excuse or without a legitimate excuse

Ohio law requires that if a student is absent with or without legitimate excuse from school 38

or more hours in one school month, or 65 or more school hours in a school year, the following will occur. The school's attendance officer will notify the child's parent, guardian, or custodian

of the child's absences after the date of the absence that triggered the notice requirement. If a student's absences surpass the threshold for a habitual truant, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to a district absence intervention team, which will develop an intervention plan for that student. Every effort will be made to include a parent, guardian, or custodian as a member of the student's absence intervention team. Notice of the plan developed by the student's absence intervention team will be provided to the student's parent, guardian, or custodian. (See attached template)

Some examples of intervention strategies are as follows:

1. Identify barriers that are contributing to the absenteeism
2. Collaborate and connect families to community partners to provide resources
3. RESOURCES PROVIDED TO THE STUDENT AND FAMILY

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Alarm Clock / Phone Call | <input type="checkbox"/> Extracurricular Activities | <input type="checkbox"/> Tutoring          |
| <input type="checkbox"/> Parent Education Program | <input type="checkbox"/> Other academic resources   | <input type="checkbox"/> Mentor            |
| <input type="checkbox"/> School Counselor         | <input type="checkbox"/> IEP/504 consideration      | <input type="checkbox"/> IEP/504 review    |
| <input type="checkbox"/> Student Counseling       | <input type="checkbox"/> Parent Counseling          | <input type="checkbox"/> Family Counseling |
| <input type="checkbox"/> Food Pantry/Meals        | <input type="checkbox"/> Community Action           | <input type="checkbox"/> Employment        |

At no time, however, will students be expelled or suspended out of school due to excessive absences for truancy.

**Excused absences:**

Students are required to report absences when they are unable to attend school. Absences should be reported by contacting the attendance office. School must be notified 30 minutes prior to school starting on the day of the absence. Copies of doctor’s excuses or other reasonable excuses can be mailed or sent via email to LAE@legacy1870.com to the school office.

Absences will then be judged as excused or unexcused by administration. A written statement of the cause for absence from the student/parent/legal guardian must be submitted to the school within five school days or the absence will be considered unexcused. Absences due to the following will be excused:

- Personal physical illness
- Personal mental illness
- Serious illness or Death in the family
- Observance of religious holidays
- Quarantine of the home
- Court subpoena
- Recertification with Ohio Department of Job and Family Service
- College Visitation
- Transportation due to inclement weather
- Medical or Dental appointment
- An emergency or circumstances that in judgment of the school constitute a good and sufficient cause of absence.

**Make-up work for excused absences:**

Makeup work includes computers and in class assignments. Teachers will assist a student with makeup work for excused absences; however, it is the student's responsibility to initiate make up work with each teacher. Students have a number of days absent to make up their missed work. In the case of tests, quizzes, and labs special arrangements will be made to afford the student enough time to make up work in all of his/her classes. A written plan is required with more than five days of absence.

**Unexcused absences:**

Unexcused absences are when student/parent/legal guardian fails to submit a written statement of the cause for absence within five school days of the absence.

**Make-up work for unexcused absences:**

Assignments for which a grade was taken for that class or day of unexcused absence may be counted as a zero at the discretion of the teacher.

Students who are suspended from school will be provided the opportunity to complete any classroom assignments missed because of the suspension. Teachers will notify the student and parent/guardian about all missed assignments and will provide the due date for the completion of the assignment. The teacher will ensure the students receive at least partial credit for a completed assignment.

This policy shall prohibit the receipt of a failing grade on a completed assignment solely on account of the pupil's suspension.

**School Uniform:****All students must be in the proper uniform attire by the 10th day of school.**

Students should wear the following uniform:

**Shirt:**

1. Legacy Shirt:
  - Royal blue, light blue, Navy Blue, white or black polo (with the Legacy Logo)
  - Crew neck sweater
  - Upon enrollment, students will be provided with one uniform shirt.
  - Additional shirts may be purchased:
    - You may order your shirt online at [Legacy1870.com](http://Legacy1870.com) for \$9.00
    - or
    - You can bring your own shirts to have the school place the legacy logo on it for \$3.00
    - Shirts may be dropped off to the school during normal school hours.
2. Bottoms:
  - Navy, black or khaki pants (jeans are NOT permitted).
  - Navy, black or khaki shorts
  - Skirts may also be worn but must be at least knee length. And must have solid color shorts or tights worn under them.
  - Dresses may be worn with the Legacy Logo only

3. Shoes: Close-toed shoes (sandals, slide on shoes, or flip flops are NOT permitted).
4. Not Permitted: Students may NOT wear any of the following items to school:
  - Hoodies under uniform shirts
  - Bonnets
  - Hoodies
  - Do Rags
  - Sleep Scarves
  - Hats
  - Bandanas

Note: School will provide uniform pieces and notify families. If a student refuses to wear a uniform, they are picked up from school. Students will not be sent to class unless in uniform. If a family cannot pick up a student who is refusing to wear a provided uniform

they will be ISS for the day and OSS the following day. Additional instances in which students arrive out of uniform will result in additional consequences and loss of privileges.

**Arriving Out of Uniform:**

Students who arrive out of uniform will not be permitted to go to class or participate in school activities until they are in uniform.

**Acceptable Use of Technology**

Legacy Academy of Excellence will educate all students about appropriate online behavior, including how to interact with other individuals on social networking websites and in chat rooms, and about cyberbullying awareness and response. Violating this policy could result in loss of a student's online, Internet, and/or computing device privileges, or could result in other disciplinary actions based on the situation and circumstances. Students must respect technology rules on and off campus. Legacy Academy of Excellence students should not participate in any of the following activities when using the Internet, computers and Chromebooks:

- Sending or displaying offensive pictures, using obscene language, harassing, insulting, threatening or abusing other network users;
- Participating in activity that encourages the use of drugs, alcohol or tobacco, or that promotes any illegal activity;
- Posting, sending or displaying any personal identification information of anyone under 18;
- Using the Internet for financial gain;
- Damaging or disrupting equipment or software;
- Using others' passwords or accounts;
- Posting anonymous messages or messages with a false identity;
- Manipulating or deleting files, info, or data that does not belong to you;
- Downloading or printing files or messages that are profane, obscene, or that use language that offends others;
- Playing unauthorized games;
- Engaging in computer piracy, hacking, or any tampering with hardware or software;

- Using the Internet for any illegal activity, including violation of copyright or other laws;
- Participating in activities that allow a computer or network to become infected with a virus or other destructive influence.

### **Computer Monitoring:**

All Legacy Academy of Excellence computers are considered school property and they are monitored. Antbullying/Social Media and Consequences Harassment in ANY form (including online and through all forms of social media), which creates an intimidating, hostile, or demeaning environment for education, is not tolerated at Legacy Academy of Excellence. Students that bully each other online or through social media can face school consequences for any bullying, harassment, postings, AND/OR circulating posts/videos/content. Consequences will vary based on the context and content but can include up to suspension or expulsion from Legacy Academy of Excellence.

### **Bullying and Other Forms of Aggressive Behavior:**

The Governing Authority (Board) of Legacy Academy of Excellence is committed to providing a safe, positive, productive, and nurturing educational environment for all its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

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

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

B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device. Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the



legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of harassment, intimidation, or bullying should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. All reports are confidential and private. Students and families may also contact (800) 421-3481, National toll-free hotline.

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

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

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

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, or bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as harassment, intimidation, or bullying. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other

aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

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

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

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

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

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

## Complaints

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

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

Individuals who make informal complaints as provided above may request that their name be

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

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

#### Privacy/Confidentiality

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

#### Reporting Requirement

At least annually, the School Director shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or

bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

#### Immunity

A School District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

#### Notification

Notice of this policy will be annually circulated to and posted in conspicuous location in school building and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or

guardian.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

#### Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment, intimidation, or bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and harassment, intimidation, or bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

All students shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violation prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

The School Director shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

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

#### **Testing:**

Kindergarten Reading Assessment:

At the beginning of each school year, children in public and community school kindergarten programs are assessed using Ohio's Kindergarten Readiness Assessment Revised. This

assessment includes ways for teachers to measure a child’s readiness for engaging with instruction aligned to the kindergarten standards.

Ohio’s Early Learning and Development Standards (birth to kindergarten entry) are the basis for the Kindergarten Readiness Assessment Revised. The Kindergarten Readiness Assessment Revised is used to assess four areas of early learning:

- Social Foundations- including social and emotional development, and approaches toward learning
- Mathematics
- Language and Literacy
- Physical Well-being and Motor Development

Ohio’s State Tests in English Language Arts, Mathematics, Science and Social Studies (OST)

The school will following all mandated testing requirements. Students will be required to test in the calendar windows prescribed by the law annually. The school district chooses a consecutive series of school days to administer state tests within specified windows, or periods of time as outlined by the Ohio Department of Education.

Testing Requirements are as follows:

FALL TESTING

- Grade 3 English language arts

SPRING TESTING 2023

Test Dates:

- Grade 3-8 English language arts
- Mathematics, science and social studies

SUMMER TESTING 2023 (OPTIONAL)

Test Dates:

- Grade 3 English language arts
- Ohio English Language Proficiency Screener (OELPS)

Test Dates:

- August-June

Ohio English Language Proficiency Assessment (OELPA)

Test Dates:

- January-March

Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

Test Dates:

- February-April

### **Third Grade Reading Guarantee**

All students entering the third grade must demonstrate a certain level of competency in reading before advancing to the fourth grade. The reading skills assessment shall be completed by the thirtieth day of September for students in grades one to three, and by the twentieth day of instruction of the school year for students in kindergarten. Each district shall use the diagnostic assessment to

measure reading ability for the appropriate grade level adopted under section [3301.079](#) of the Revised Code, or a comparable tool approved by the department of education, to identify such students.

In accordance with State law, the Superintendent shall develop a program for the annual assessment of the reading skills of each student at the end of first, second, and third grade, and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of those students who are reading below grade level.

The District shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

### **Third Grade Reading Guarantee 2022-2023 Promotion Score**

State law requires the State Board of Education to annually increase the promotion score on Ohio's State Test for grade 3 English language arts until it reaches proficient for the 2024-2025 school year. Accordingly, the State Board voted to raise the promotion score for grade 3 English language arts to **685** for the 2022-2023 school year. Any student who scores 685 or higher on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the 2022-2023 school year.

In addition, the Ohio Department of Education has set the reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts test at **47** for the 2022-2023 school year. Any student who scores 47 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the 2022-2023 school year, even if the student scores below 685 on Ohio's State Test for grade 3 English language arts. **ORC 3313.608**

### **Definitions**

"On track" means any student who is reading at grade level based on previous end of year standards expectations by September 30th.

"Not on track" means any student who is not reading at grade level based on previous end of year standards expectations by September 30th.

### **Assessment of Reading Skills Program**

- A. Diagnostic assessments in reading, as approved by the Ohio Department of Education (ODE), shall be given by September 30th of each year for students in kindergarten through Grade 3, with the exception of students with significant cognitive disabilities or other disabilities as authorized by the ODE on a case-by-case basis. For kindergarten students, prior to July 1, 2014, the kindergarten readiness assessment shall be administered not earlier than four (4) weeks prior to the start of school and not later than September 30th. For kindergarten students, beginning July 1, 2014, the kindergarten readiness assessment shall be administered not earlier than the first day of the school year and not later than November 1st, except the language and readiness skills portion of the assessment shall be administered by September 30th. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually.

The District shall administer each applicable diagnostic assessment to any student who transfers into the District or into a new school within the District who did not take a diagnostic assessment at the previous school during the current school year, unless the student is excused from taking the assessment as provided for in the preceding paragraph. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer.

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The preceding documents and information shall be included in any reading improvement and monitoring plan(s) developed with respect to the student. The District shall also submit to the ODE the results of the diagnostic assessments administered pursuant to this section.

- B. Diagnostic assessment results shall be translated to ODE's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".
- C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:
  - 1. that the school has identified the student as having a substantial deficiency in reading;
  - 2. a description of current services provided to the student;
  - 3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
  - 4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion; and
  - 5. that the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language arts assessment, unless the student is exempt as delineated below.
- D. For each student identified to be "not on track", the District shall:
  - 1. provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan;

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

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

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

3. assign a teacher who has at least one (1) year of teaching experience and satisfies one (1) or more of the following criteria:
  - a. holds a reading endorsement and has attained a passing score on the corresponding assessment, as applicable;
  - b. has obtained a master's degree with a major in reading;
  - c. was rated "most effective" for reading instruction consecutively for the most recent two (2) years based on assessments of student growth measures developed by a vendor and that is on the list of State Board-approved student assessments;
  - d. was rated "above expected value added," in reading instruction, as determined by criteria established by the ODE, for the most recent consecutive two (2) years;
  - e. has earned a passing score on a State Board-approved rigorous test of principles of scientifically research-based reading instruction;
  - f. holds an educator license for teaching grades pre- kindergarten through three (pre-K-3) or four through nine (4- 9) issued on or after July 1, 2017.

For a student who enters third grade for the first time on or after July 1, 2013, the District may alternatively assign a teacher with less than one (1) year of teaching experience provided the teacher meets at least one (1) of the criteria (a-f) set forth above and the teacher is assigned a qualified teacher mentor. The student may receive reading intervention or remediation services from a duly licensed speech-language pathologist.

Additionally, a student who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned a teacher who holds an ODE-approved alternative credential or has successfully completed ODE-approved training that is based on principles of scientifically research-based reading instruction.

Finally, nothing in this Policy shall prevent a teacher, other than a student's classroom teacher (i.e., teacher of record), from providing the requisite reading intervention or remediation services to the student, so long as the assigned teacher has at least one (1) year of teaching experience, satisfies at least one (1) of the criteria (a-f) set forth above, and both the classroom teacher and the building Principal agree to the assignment. Such an assignment must be documented in the student's reading improvement and monitoring plan.



## Reading Improvement and Monitoring Plan

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

- A. identification of the student's specific reading deficiency;
- B. a description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
- C. opportunities for the student's parent/guardian to be involved in the instructional services;
- D. a process to monitor the implementation of the student's instructional services;
- E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress; and
- F. a statement that if the student does not attain at least the equivalent level of achievement pursuant to R.C. 3301.0710(A), the student may be retained in third grade.

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

## Reporting Requirements

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

## Promotion/Retention

For any student who enters third grade prior to July 1, 2013, and does not attain at least the equivalent level of achievement designated by R.C. 3301.0170(A)(3) on the third-grade reading achievement test, unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C), the District shall do one of the following:

- A. promote the student to fourth grade if the student's Principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade;
- B. promote the student to fourth grade, but provide the student with "intensive" intervention services in fourth grade;
- C. retain the student in the third grade.

For any student who does not attain by the end of the third grade at least a score in the range designated by statute in the reading test prescribed under R.C. 3301.0710(A)(2)(c), the District shall offer intensive remediation services during the summer following third grade.

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C) or one (1) of the following applies:

- A. the student is limited English proficient student who has been enrolled in United States schools for less than three (3) full school years and has had less than three (3) years of instruction in an English as a second language program; or
- B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student’s individualized education program (IEP) exempts the student from retention under State law; or
- C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or
- D. all of the following apply:
  - 1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
  - 2. The student has taken the third grade English language arts achievement assessment, as prescribed.
  - 3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.
  - 4. The student previously was retained in any of grades kindergarten to three.
- or
- E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low- performing readers.

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

**Intensive Remediation Services**

Remediation services for students on reading improvement and monitoring plans shall be research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student is retained by the Third Grade Reading Guarantee, the student must be provided intense remediation services until s/he is able to read at grade level. The remediation services must include intense interventions and consist of at least ninety (90) minutes of reading instruction daily.

The District shall provide the option for students to receive reading intervention services from one or more providers other than the District. Both the District and ODE have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

- A. small group instruction;
- B. reduced student-teacher ratios;
- C. more frequent progress monitoring;
- D. tutoring or mentoring;
- E. transition classes containing third and fourth grade students;
- F. summer reading camp; or
- G. extended school day, week, or year.

Intensive remediation services shall be targeted to the student's identified reading deficiency.

Nothing in this policy shall prevent the District from assigning a teacher to teach reading to any student who is an English language learner, and has been in the United States for three (3) years or less, or to a student who has an individualized education program ("IEP"), if that teacher holds an ODE-approved alternative credential or has successfully completed ODE-approved training that is based on principles of scientifically research-based reading instruction.

This policy shall be reviewed and updated periodically as necessary.

### **Promotion, Placement, and Retention**

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

Legacy Academy of Excellence advocates policies and programs that promote effective curriculum and instruction essential to improving student achievement.

Best practices are characterized by:

1. a clear academic focus with well-defined high standards, expectations, and a challenging curriculum;
2. B. a safe and orderly environment;
3. small class size in the early grades to maximize opportunities for flexibility in instruction and individual student attention;
4. a strong, comprehensive team of teachers, administrators, support staff, and parents;
5. instructional strategies in a variety of settings that maximize time focused on learning and academic achievement;
6. system-wide frequent monitoring of individual student performance based on benchmark assessments;
7. early interventions that provide immediate assistance to students;
8. staff development that supports all aspects of instruction; and
9. adequate resources from both the District and the community.

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

Such pattern should coincide with the system of grade levels established by this Governing Authority 's and the instructional objectives established for each.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee (Policy 2623.02).

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

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

Retention: In grades K-8, a student will be retained if s/he:

1. has been truant more than ten percent (10%) of the required attendance days; and
2. has failed two (2) or more required curriculum subjects, unless it is determined that the student is academically prepared to be promoted to the next grade level by the Director and the teacher(s) of the subjects failed.

### **Transportation Plan**

Daily Transportation: Students who qualify for transportation with Columbus City Schools must apply for transportation at <https://www.ccsch.us/site/Default.aspx?PageID=4818>. Students who live within two miles from school are classified as a WALKER and therefore will not qualify for transportation. The school administration will assist families with applying for transportation. Transportation privileges will be removed when a child fails to ride the bus for more than 10 consecutive days.

### **Bus Procedures**

- All drivers, Intervention Aides and Childcare Attendants will be required to wear masks while on a school bus.
- Families will be expected to conduct a Health Assessment of their children before leaving their homes for school. Parent must keep students home if they exhibit any of the following symptoms :
  - Cough/Trouble breathing
  - Temperature >100
  - Nausea/vomiting/diarrhea
  - Headache
  - Sore throat
  - Chills/Body shakes
  - Muscle Aches
  - New loss of taste of smell
  - Fatigue
  - Congestion or runny nose
  - Or if exposed to someone with a confirmed case of COVID-19

- COVID 19 (As applicable by Columbus City Schools)
  - Students will be required to wear masks while at bus stops and on school buses.
  - Students who do not wear masks will not be transported and the incident will be reported to their respective building administrators.
  - Social Distancing of six feet apart, when possible, will be implemented on all Columbus City School buses.
  - Children will practice social distancing of six feet apart at their bus stops.
  - Children will enter the bus through the regular entry door and be seated from the rear of the bus to the front. Children will exit the bus through the main door, from the front seat to the rear seat.
  - The bus will contain a bottle of hand sanitizer and a spray pump bottle containing disinfectant.
  - Children will be provided 1 “squirt” of hand sanitizer when boarding a bus.
  - Drivers will create and maintain a seating chart for students who ride their buses. This seating chart will be used when students board their buses.
  - Every bus will be disinfected by the bus driver after each run. Driver will spray disinfectant on common touch points (hand rails, seats, etc.)
  - Each bus will be disinfected at the Bus Compound after its morning and afternoon routes have been completed.

#### Student Bus Stop Release Information:

All students in grades Pre-K thru 2nd grade must be met at the bus stop each afternoon by a parent or guardian.

Parents or guardians can grant permission for transportation to release these students without a parent or guardian by completing a “ School Bus Drop-Off Permission Slip” which can be obtained by your student's bus driver.

#### Suspension Of Bus Riding/Transportation Privileges

Students on a bus or other authorized vehicles are under the authority of and directly responsible to the bus/vehicle driver. The driver has the authority to enforce the established regulations for bus/vehicle conduct. Disorderly conduct or refusal to submit to the authority of the driver will be sufficient reason for refusing transportation service to any student.

A student may be suspended from school bus/vehicle riding privileges for all or part of a school year for any violation of established regulations for bus conduct and/or for conduct occurring on the bus/vehicle in violation of the Student Code of Conduct/Student Discipline Code. Before a suspension from bus/vehicle riding privileges is imposed, the Superintendent or other designated school personnel will provide a student with notice of an intended suspension and an opportunity to appear before the Superintendent or other designated school personnel. Disciplinary suspension periods will be commensurate with the infraction(s) committed as determined by the Superintendent or designated school personnel.

Any additional guidelines regarding conduct on school buses/vehicles, as well as general information about the school transportation program will be made available to all parents and students and posted in a central location.

#### Homeless Students:

The School shall provide transportation services for all homeless children.

1. Prior to enrollment students indicate if they need transportation
2. Transportation is assigned on the first day of school
3. When homelessness occurs after enrollment students will work with their engagement coach on all new transportation request
4. Engagement coaches are responsible to work with the student, family engagement coordinator and community partners to ensure transportations is never a barrier that prevents the student from attending school
5. Since homelessness may occur across school, county or State boundary lines, coordination among multiple agencies may be necessary. The School will work with appropriate State and local agencies to address transportation issues that may not be resolved by the school. The School shall provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

#### Foster Care Students:

The School shall provide that transportation services for children in foster care consistent with the procedures developed by the School in collaboration with the State or local custodial agency. These requirements apply whether or not the LEA already provides transportation for children who are not in foster care.

In order for a student in foster care to remain in his/her school of origin, when in his/her best interest, transportation services shall be provided, arranged, and funded for the duration of the child's placement in foster care. The School's transportation services will provide that:

- A. Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with Section 475(4)(A) of the Social Security Act; and
- B. If there are additional costs incurred in providing transportation to the school of origin, the School shall provide such transportation if 1) the local custodial agency agrees to reimburse the School for the cost of such transportation; 2) the School agrees to pay for the cost; or 3) the School and the local custodial agency agree to share the cost. (ESEA 1112(c)(5) (B)).

The School will collaborate with the SEA, other LEAs, and custodial agencies to pursue possible funding sources and arrangements to deal with transportation costs.

#### Coordination of Service:

1. Prior to enrollment students indicate if they need transportation
2. Transportation is assigned on the first day of school
3. When Foster Care occurs after enrollment engagement coach will work LEA on all new transportation request
4. Engagement coaches are responsible to work with the student, family engagement coordinator and LEA to ensure transportation is never a barrier that prevents the student

from attending school

5. Since foster care placements may occur across school, county, or State boundary lines, coordination among multiple agencies may be necessary. The School will work with appropriate State and local agencies to address such placement and transportation issues that arise. The School shall provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

No Governing Authority policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children and youth in foster care.

#### GENERAL STATEMENT OF POLICY OF EXTRACURRICULAR TRANSPORTATION

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

#### Discipline

Conduct that occurs off the Legacy Academy of Excellence grounds and/or at non-school related activities may be the subject of discipline by the school administrator if the conduct has a relation to the school and has a direct effect on the general welfare of the school.

#### PROHIBITION FROM EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities, including interscholastic sports, is a privilege and not a right. Therefore, the Governing Authority authorizes the Superintendent, School Director, and other authorized personnel employed by the school to supervise or coach a student activity program, to prohibit a student from participating in any particular or all extra-curricular activities of the school for offenses or violations of the Student Code of Conduct/Student Discipline Code.

In addition, student athletes are further subject to the Athletic Code of Conduct and may be prohibited from participating in all or part of any interscholastic sport for violations therein.

#### **No Tobacco Use on District Property**

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

Smoking is defined by State law as inhaling, exhaling, burning, or carrying any lighted or heated tobacco product or plant product intended for inhalation in any manner or in any form. Smoking also includes the use of an electronic smoking device and vapor products. For the purpose of this policy, "tobacco

product” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

### **Tobacco Use Prohibited**

No volunteer or school visitor is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

### **Tobacco Advertisements and Promotions**

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

### **Providing Notice**

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District vehicles will display the international “No Smoking” insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

### **Enforcement**

Citizens failing to comply with this policy are educated as to State law and the Board’s policy on smoking. Persons refusing to extinguish smoking materials are directed to leave school property and may be fined by the Ohio Department of Health or its designees.

The following disciplinary actions may be taken against school visitors found in violation of this policy.

1st offense: verbal notification of the policy

Multiple offenses: removal from school property or, if off-campus, removal from school activity.

**ORC 3313.751 and Chapter 3974**

### **Student Discipline Policy**

A sound educational program can be carried out with good discipline. The building culture will be such that the teacher can teach and the student can learn. At Legacy Academy of Excellence we believe that students are responsible to make important choices about their own behavior and academics. We know



that children need guidance and experience to make wise choices. Students make mistakes, and we allow for that, encouraging them to LEARN from their mistakes.

At Legacy Academy of Excellence, we follow a progressive discipline plan to ensure the safety of all students. This means that discipline will be based on the severity and times the student has repeated the same offense. Communication between the teacher, parent, and administrator is vital, and every effort will be made to keep that process open. Parents are notified of behavior referrals through phone calls, emails and/or copy of referral form sent home for signature. This copy must be signed and returned to the office. However, per district policy, the principal and assistant have the responsibility to weigh all factors involved and use discretion to deliver the ultimate decision concerning a disciplinary situation. We also are aware that a firm, fair and consistent discipline plan helps support a positive learning environment.

The following behaviors will result in a referral and will be handled by administration:

#### **Medium Behavior Offenses**

- Obscene language, materials, gestures or behavior
- Attendance problems/ditching (on or off campus)
- Continually disrespect or defiant behavior
- Bullying (threatening, harassing, extorting)
- Excessive horseplay
- Throwing objects (e.g. rocks, sharp items, etc. that pose an extreme safety hazard)
- Deceitful behavior (false accusations, forgery, plagiarism, lying, cheating, etc. – restitution will be arranged)
- Unauthorized distribution/selling/buying of materials or information (school director's approval)
- Possession and or use of tobacco, cigarette lighters, matches, and look-a-likes
- Unauthorized calls: Dialing 911 from any school phone

#### **Major Behavior Offenses:**

- Fighting/Battery, regardless of who started the fight (employing hostile contact in which at least one party or both individuals have contributed to a situation by verbal action and/or bodily harm)
- Possession of drug paraphernalia
- Threatening to use a weapon, explosive, etc. to cause harm or vandalize.
- Knowingly making a false statement during an investigation or inquiry.
- Pulling the Fire Alarm

#### **Consequences may include:**

- Verbal warning from administration
- Behavior Contract
- Lunch detention, campus clean up
- Placement in Restorative Intervention Room RIR (in-school suspension)

While in RIR, the student will complete their regular assigned class work in a small supervised learning environment with an adult. Teachers are notified when a student is assigned to RIR and assignments and class work must be delivered to the room daily. Teachers will check on the student's progress. Also, they will reflect on ways to correct their behavior. If a student's behavior is such that they disrupt the

RIR or refuses to do their work, the parent will be contacted and the student's intervention will be completed at home.

- Suspension away from school
- Suspension awaiting district hearing

**Severe Behavior Offenses:**

- Bomb threats
- False alarms
- Vandalism
- Assault (physical or verbal)
- Gang-related activities (3 or more indicators – see below)
- Possession, use, being under the influence, sale or distribution of a controlled substance (this includes look-alike items)
- Weapon possession and/or use (includes but is not limited to a knife or gun)
- Theft/Stealing
- Arson

Please note: If the offense results in violation of the law, Columbus Police will be contacted and a report of the situation will be made at which time the student and/or parent(s) may be dealing with the local authorities as well as with the school. Students could be transported to the Juvenile Detention Center if the violation warrants that action.

Also note: A District hearing may result in a variety of outcomes. These could include:

- Placement in a different type of alternative educational setting
- Home instruction
- Expulsion

**CELL PHONE POLICY:**

Students are prohibited from having cell phones during classroom instructional time. All cellular devices will be collected upon arrival and will be returned to the student during dismissal.

1st offense: verbal notification of the policy

2nd offense: phone will be collected and turned into the office

3<sup>rd</sup> offense: phone will be collected and will be returned to a parent/guardian

**CONCERNING GANG-RELATED ACTIVITY**

The first two times a school staff member observes what he/she perceives to be gang-related activity, an administrator will contact that parent and make note of the concern. On the third perceived exhibition of gang-related activity, the administrator again will contact the parent. The administrator will use his/her discretion in determining the appropriate level of consequence. Blatant gang-related activity is considered a severe misbehavior and will not be tolerated.

Gang related activity can be intimidating to students, faculty, and staff and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school or personal property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or "colors". Since gang behavior, markers, and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and

their individual discretion based upon current circumstances in the community. Gang related indicators that will be considered include (but are not exclusive to):

- The student associates with admitted or known gang members or talks about the gang
- The student wears attire consistent with gang dress,
- The student displays gang logos, graffiti, and/or symbols on personal possessions
- The student displays gang hand signs or signals to others

## FIREARMS POSSESSION FOR STUDENTS

Please refer to the Gun Free School Act of 1994 for further details. ORC 2923.122,

Students found to be in possession of a firearm while at school or at any school-related event, or at any time when the Student Behavior Handbook is in force, shall be expelled from Legacy Academy of Excellence for a minimum of one calendar year. Students may not return from expulsion for firearms possession except at the beginning of a semester. The district shall use the definition of a firearm as defined in the federal criminal code.

### Emergency Removal

An Emergency Removal means a student has committed an offense that warrants their immediately removal from school premises. If a student needs to be removed through an emergency removal, the parent(s)/guardian(s) are required to have their student picked up immediately within one hour after being notified by school administration. If a parent(s)/guardian(s) cannot pick up their student up within one hour, the school reserves the right to house the student on the school premises until such time as the parent can have the student picked up, or have the student removed by proper legal authorities.

Once a student has been removed by emergency means, the student may not return to the school premises until directed by the school's School Director. The School Director also reserves the right to request a meeting with the student's parent(s)/guardian(s) before they may return to school. If a student who has been removed from school by emergency means returns to the school premises without the express written permission of the School Director, the school will consider the student as trespassing, and reserves the right to call the proper authorities and have the student removed from the premises.

### Suspension

A suspension means that a student has lost the right to attend school and school functions for a specific amount of days. Suspension always ranges from one (1) to ten (10) days. During suspensions, a student is not allowed on the school premises for any reason except by express written permission of the School Director. If a student who is currently serving suspension returns to the school premises without the express written permission of the School Director, the school will consider the student as trespassing, and reserves the right to call the proper authorities and have the student removed from the premises.

### Expulsion

An expulsion means that a student has lost the right to attend school and school functions for a specific amount of days. Expulsions always range from eleven (11) to one hundred and eighty (180) days. During an expulsion, a student is not allowed on the school premises for any reason except by express written permission of the School Director. If a student who is currently serving expulsion returns to the school premises without the express written permission of the School Director, the school will consider the

student as trespassing, and reserves the right to call the proper authorities and have the student removed from the premises.

#### Appeal of Suspension or Expulsion

A student or his or her parent(s), guardian(s), custodian(s) may appeal any suspension or expulsion by the Superintendent or President the Board of Trustees to the full Board of Trustees. The student or his or her parent guardian(s) or custodian(s), may be represented in all appeal proceedings and, shall granted a hearing before the Board of Trustees in order to be heard against the suspension or expulsion. At the request of the student, parent(s), guardian(s) or custodian(s), the hearing will be held in executive session, but the Board of Trustee: shall act upon the suspension or expulsion only at a public meeting. The Board of Trustees, by a majority vote of its full membership may affirm the order of suspension or expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order suspension or expulsion. There shall be a verbatim record of the hearing. The decision of the Board of Trustees may be appealed under Chapter 2506 of the Ohio Revised Code.

#### Missed Work:

Students who are suspended from school will be provided the opportunity to complete any classroom assignments missed because of the suspension. Teachers will notify the student and parent/guardian about all missed assignments and will provide the due date for the completion of the assignment. The teacher will ensure the students receive at least partial credit for a completed assignment.

This policy shall prohibit the receipt of a failing grade on a completed assignment solely on account of the pupil's suspension.

#### Notice and Hearing Provisions Not Required for Normal Discipline

The required notice and hearing provisions set forth above are not applicable to instances of removal from curricular or extracurricular activity for a period not exceeding one (1) school day.

#### Student Due Process Rights

The board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of administrative proceedings carried out by school authorities, does not mean that the procedures used by the courts in juvenile proceedings must be followed. The Ohio and Federal Rules of Evidence do not apply.

Students have clearly established means by which administrative due process is available for the protection of the individual's rights. Due process procedures are applied equally to all, and enforced in a manner which involves:

Adequate notice and opportunity to prepare a defense

An opportunity to be heard at a reasonable time and meaningful manner

The right to a speedy and impartial hearing on the merits of the case

#### Discipline policy for students with disabilities (IDEA)

The school will comply with the provisions of IDEA. An Administrator will follow the administrative guidelines below to ensure they are properly used when disciplining any student with a disability.

## Removals

The school may remove a student with a disability for up to ten (10) school days; and for additional removals of up to ten (10) school days, for separate acts of misconduct, as long as there are not a pattern of removals.

The school may request a hearing officer to remove a student for up to forty-five (45) days if keeping the student in his or her current placement is substantially likely to result in injury to the student or others. The school will assess a student's troubling behavior and develop positive behavioral interventions to address the behavior, and following the Federal guidelines for determining whether the behavior is a manifestation of the student's disability.

## Suspension/Expulsion

The school will not long-term suspend or expel a disabled student from school for behavior that is a manifestation of his or her disability.

## Continuation of services

The school will continue to provide services for students with disabilities who are suspended or expelled from the school, except that the school need not provide services during the first ten (10) school days in a school year that the student is removed. After the first ten days, for any suspension that is for less than ten school days, the school will provide services to the extent determined necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of his or her IEP. In cases involving removal for ten days or less, school personnel, in consultation with the child's special education teacher, decides what services are to be provided.

During any long term removal for behavior that is not a manifestation of a student's disability, the school will provide services to the extent determined necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals his or her IEP. The student's IEP team makes the service determination.

## Behavioral assessment and behavioral interventions

Meetings of a student's IEP team to develop a behavioral assessment plan or, if the student has one, to review the student's behavioral intervention plan are only required when the student has first been removed from his or her current placement for more than ten (10) school days in a school year, and when beginning a suspension that constitutes a change in placement. If additional suspensions occur, the IEP team members review the student's behavioral intervention plan and its implementation to determine if modifications to the plan are needed, and only meet if one or more team members believe that modifications are necessary.

## Manifestation determination; change of placement

The school will follow the Federal guidelines for determining whether the behavior is a manifestation of the student's disability. A change of placement will occur if a student is removed for more than ten consecutive school days or is subjected to a series of removals that constitute a pattern because they add up to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the closeness of the removals to one another.