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*STUDENT HANDBOOK*

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

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<b>Contact Information</b>
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Legacy Academy of Excellence Mansfield

215 N. Trimble

Mansfield, Ohio 44906

419.359.4432 (O)

614.569.3655 (F)

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 3:00-3:30 pm as we prepare to close the day strong and dismiss students.

**School Hours:**

- 7:30am-Doors Open
- 3:30pm- Dismissal
- 4:00pm-Office closed
- 3:30-5:30pm- 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 7:30-8:30am for Breakfast and Dismissal is at 3:00pm
- Students are tardy at 9:30am (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 30th day of school.

School Uniform: 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.

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
- Bonnets
- Hoodies
- DuRags
- Sleep Scarves
- Hats
- Bandanas

### **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.

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.

### ***How to order uniform shirts:***

Shirts may be ordered online at [Legacy1870.com](http://Legacy1870.com) for \$10.00.

## **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. Antibullying/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 semiannually, 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 website, if the District has a website, to the extent permitted by section 3319.321 of the Revised Code and the Family Educational Rights and Privacy Act of 1974, 88 Stat. 571, 20 U.S.C 1232g, as amended.

Legacy Academy of Excellence recognizes that it is the legal obligation of school employees to report situations of suspected child abuse and neglect. This obligation includes teacher substitute personnel who are in daily contact with school-age children, they are often able to identify abused children and refer them to school authorities.

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.

Section 2151.421, Ohio Revised Code, dealing with the reporting of child abuse and neglect requires:

- All school employees having reason to believe that a child under eighteen years of age has suffered any wound, injury, or neglect shall immediately report such information.
- A written report should follow as soon as possible to the appropriate reporting agency for the county.
- Any school employee making such a report shall be immune from civil or criminal liability.

## 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:**

The school will follow 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**

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

#### **Ohio English Language Proficiency Screener (OELPS)**

- August-June

#### **Ohio English Language Proficiency Assessment (OELPA)**

- January-March

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

- February-April

### **Reading Diagnostics and Assessment**

Public school districts and community schools must administer the Kindergarten Readiness Assessment-Revised (KRA-R) to all first-time kindergarten students. The KRA-R Language and Literacy domain may be used to meet the requirement of a reading diagnostic for the Third Grade Reading Guarantee. The Language and Literacy domain cut score for on-track in reading is 263 (scaled score) and above. If a student scores 262 or lower on the Language and Literacy domain, the child is not on-track for reading on grade level. The cut score refers to the Language and Literacy sub score only, not the overall score.

Ohio's Early Learning and Development Standards (birth to kindergarten entry) are the basis for the Kindergarten Readiness Assessment Revised.

Each year, districts and schools must administer the reading diagnostic by Sept. 30 for grades 1 through 3 and during the first 20 days of instruction for kindergarten students. Legacy Academy of Excellence will administer a reading diagnostic from the State Approved List.

For additional information please visit: [Third Grade Reading Guarantee Guidance \(ohio.gov\)](https://www.ohio.gov/wps/oc/reports-statistics/education/assessment/reading/3rd-grade-reading-guarantee-guidance)

### **Promotion to Fourth Grade**

A third-grade student who attains the promotion score on the grade 3 Ohio's State Test for English language arts is eligible for promotion at the end of the school year. The student can achieve this score in the fall, spring, or summer administration of the grade 3 English language arts test. Also, students who qualify for the exemptions outlined in the Exemption to Retention section are eligible for promotion at the end of the school year.

As mandated by state law, the promotion of a student to fourth grade who has attained the promotion score or is exempt from having to attain the promotion score must also comply with the district's promotion and retention policy. Districts and schools must retain a student that has been truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas unless the school principal and teacher agree that the student is academically prepared for promotion.

#### **Promotion Score for the 2023-2024 School Year**

The promotion score for grade 3 English language arts was 690 for the 2023-2024 school year. Any student who scored 690 or higher on the English language arts scaled score was eligible for promotion to fourth grade at the end of the 2023-2024 school year.

In addition, the reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts was 48 for the 2023-2024 school year. Any student who scored 48 or higher on the reading subscore was eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scored below 690 on Ohio's State Test for grade 3 English language arts.

#### **Promotion Score for the 2024-2025 School Year and Beyond:**

Beginning in the 2024-2025 school year and each year thereafter, any student who scores proficient (700 or higher) on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the school year.

In addition, the reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts is 50 for the 2024-2025 school year and beyond. Any student who

scores 50 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the school year, even if the student scores below 700 on Ohio’s State Test for grade 3 English language arts.

School Year	Scaled Score for Promotion to Grade 4	Subscore for Promotion to Grade 4	Proficient Score
2023 – 2024	690	48	700
2024 – 2025 and beyond	700	50	

Under Ohio law, a RIMP must now continue throughout the student’s K-12 academic career until the student is reading proficiently for their current grade level (a score of 700 or higher on Ohio’s State Test for English language arts).

**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.

### **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**

Students who qualify for transportation with Mansfield City Schools must apply for transportation with Legacy Academy of Excellence Mansfield. 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.

## Van Driver Policy

The Ohio school driver training program for vehicles other than school buses, as developed by the Pre-service Driver Training Program of the Ohio Department of Education and Workforce (DEW), is required by Ohio law and must be completed prior to transporting students.

No one shall be employed as a driver of an authorized school motor vehicle who has not received a certificate from the school administrator or contractor certifying that such person has

a minimum of two years driving experience and is qualified physically and otherwise for such a position. Each driver must have an annual T-8 physical examination which conforms to the state highway patrol rules, ascertaining the driver's physical fitness for such employment as set forth in Ohio Revised Code (ORC) 3327.10. All individuals who transport students to and/or from school or school related activities must review all pupil transportation guidelines in Ohio Administrative Code (OAC) Chapter 3301-83. (Follow the link for complete code rules.)

### **Pupil management and safety:**

- (1) Pupils shall arrive at the bus stop before the bus is scheduled to arrive.
  - a. To ensure that all riders are picked up in a timely manner the van driver may call the parent/guardian to ensure the rider will attend school. The driver reserve the right to skip the student for pickup after a non-response occurs two times.
  - b. Van riders must be ready when the driver arrives at their home for pickup. The driver will only wait five minutes and is subject to leave after the five-minute grace period has been reached.
  - c. At times we realize that your student might need to get on or off at a different stop or have a friend go home with them. Should this be the situation, a request must me made 24 hours prior to. Request may also be denied based on overcrowded vehicle.
- (2) Pupils must wait in a location clear of traffic and away from the bus/van stops.
- (3) Behavior at the school bus stop must not threaten the life, limb or property of any individual.
- (4) Pupils must go directly to an available or assigned seat so the bus/van may safely resume motion.
- (5) Pupils must remain seated keeping aisles and exits clear.
- (6) Pupils must observe classroom conduct, or the bus conduct established by administrators and transportation personnel and obey the driver promptly and respectfully.

(7) Pupils must not use profane language.

(8) Pupils must refrain from eating and drinking on the bus except as required for medical reasons or as permitted by the school district for non-routine trips during which the pupils on the bus shall be supervised by a chaperone(s) as described in rule [3301-83-16](#) of the Administrative Code, a school administrator or school personnel.

(9) Pupils must not use nicotine products on the bus.

(10) Pupils must not have alcohol or drugs in their possession on the bus except for prescription medication required for a student.

(11) Pupils must not throw or pass objects on, from or into the bus.

(12) Pupils may carry on the bus only objects that can be held in their laps. Any objects that cannot be held must comply with the requirements set forth in paragraph (H) of rule [3301-83-20](#) of the Administrative Code.

(13) Pupils must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise. The Driver is not responsible for any items left in the vehicle.

(14) Pupils must not put head or arms out of the bus windows.

(15) Guidelines will be formulated for the use and storage of equipment and other means of assistance required by preschool and special needs children.

(16) Drivers and bus aides must have access to appropriate information about the child to the degree that such information might affect safe transportation and medical well-being. This information must be readily accessible in the transportation office. All such information is strictly confidential.

#### Student Bus Stop Release Information

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.

### **Citations for Misbehavior**

Parents will receive a written notification that their child has violated a bus rule. The Transportation Department will not be responsible for write-ups not given to the parent by the student.

The driver will fill out a Citation for Citation Violation and give it to the student. It will tell what the child has done and will include one of the following:

1st Violation - Written notification to the parents that there has been a problem.

No punishment will be given unless there has been a major infraction violation, such as fighting, giving a false name or no name at all, horseplay, smoking, and/or vandalizing the bus, which will result in a 5-day suspension from riding privileges. This does not excuse the student from school attendance.

2nd Violation - As above, except that the student may be suspended from any bus for 1-day.

3rd Violation - As above, except that the students shall be suspended from any bus for 3-days.

4th Violation - As above except that the student shall be suspended from any bus for 5-days.

5th Violation - As above, except that the student shall be suspended from any bus for 6-10 days.

When a student has reached the maximum suspension from the bus, the principal and or transportation supervisor will determine rider-ship.

Immediate removal of a pupil from transportation is authorized. A pupil immediately removed from transportation must be given notice as soon as practicable of a hearing which must be held within seventy-two hours of the removal. The notice shall also include the reason for removal. Immediate removal is authorized when the pupil's presence poses a danger to persons or property or a threat to the safe operation of the school bus. Length of time removed from ridership shall be in accordance with policies of the school bus owner.

Parents must sign the citation and the students must return it to the driver before the student is permitted to return on the bus.

We urge parents to talk to their children and help them understand how very important it is that the bus be orderly, for themselves and the safety of others. The driver needs to give his full attention to driving the bus and should not be distracted by unruly and misbehaving children.

### **Students who may be feeling ill, bus Stop Procedures during COVID or other outbreaks**

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 systems:
  - 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
- 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 Mansfield 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.
- Parents conduct a health assessment before students leave the house. Parent must keep students home if they exhibit any of the following systems
  - Cough/Trouble breathing
  - Temperature >100
  - Nausea/vomiting/diarrhea
  - Headache
  - Sore throat

- Chills/Body shakes
  - Muscle Aches
  - New loss of taste or smell
  - Fatigue
  - Congestion or runny nose
  - Or if exposed to someone with a confirmed case of COVID-19
- Students must wear masks and practice social distancing of six feet apart.
  - Students must sanitize their hands when boarding bus.
  - Student will board the bus at the front door and walk to the back of the bus to start seating.
  - Students may not change or move between seats.
  - Students will unload at the school starting with the front seat to the last.
  - Boarding the bus at the school in the PM, students stand in a designated place of safety observing social distancing recommendations of six feet apart.
  - Students loading buses in the PM should load from the front door and start with the last seat, assuming routing is in reverse order from the AM. Ex: first student off the bus should sit in the first seat, last student off of the route should be seated in the last seat on the bus. Students should be lined up in order of route drop off when boarding so as not to pass each other.
  - Drivers should designate the place of safety for students to stand when unloading at home stop.
  - Students needs to continue practicing social distancing of six feet apart at designated place of safety when unloading at home stop.

#### 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. (ESEA1112(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

### School Climate, Culture, PBIS & Discipline Practices

The school shall make every effort to prevent the need for the use of Restraint and/or Seclusion. Restraint and/or Seclusion shall not be used, except when there is an immediate risk of physical harm to the students or others and shall only occur in a manner that complies with this policy and protects the safety of all children and adults at the school. Every use of Restraint and/or Seclusion shall be documented and reported.

#### **Positive Behavior Intervention and Supports:**

To greatly reduce, or in most cases eliminate, the need to use Restraint and/or Seclusion, the School shall implement an evidence-based system of Positive Behavioral Intervention and Supports (PBIS System). The PBIS System shall encompass a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors. The PBIS System applies to all students, staff and settings.

#### **The PBIS System shall include:**

- Trained school staff to identify conditions such where, under what conditions, with whom and why specific inappropriate behavior may occur;
- Preventative assessments, which should include: a review of existing data, interviews with parents; family members; and students, examination of previous, and existing behavioral intervention plans;
- Using the above data, the School shall develop and implement preventative behavioral interventions and teach appropriate behavior.
- A system that will support students' efforts to manage their own behavior, implement instructing techniques in how to self-manage behavior and decrease the development of new problem behaviors, decrease the development of new problem behaviors, prevent worsening of existing problem behavior, redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors; and family involvement.

The Tier process for behavioral interventions and strategies are listed below:

- Tier 1 interventions consist of General Core Instructions:
  - .Arrange the room to facilitate instruction.
  - Explicitly teach and reinforce schoolwide rules/expectations.
  - Provide procedures and routines to facilitate smooth transitions and maximize instructional time.
  - Use evidence-based instructional methods

- Establish a positive classroom climate
- Tier 2 interventions often consist of Targeted Instructions:
  - Focus on more intensive strategies to respond to existing problem behaviors
  - Respond to existing behaviors within the classroom with low-intensity strategies, including active supervision, proximity, pacing, praise, opportunities to respond, and instructive feedback. Examples include behavior contracts, self-monitoring, small-group instruction in social/behavior skills, and check-in/check-out.
- Tier 3 interventions consist of Intensive Interventions:
  - Support intensive interventions that require more extensive monitoring and are reserved for students with complex, long-term, resistant behavioral, or academic issues.
  - Offer interventions including mental health counseling, one-to-one tutoring, wraparound services (e.g., school, family, community), and functional behavioral assessment-based interventions.

The Tier process for social-emotional supports and interventions and strategies are listed below:

- Tier 1 interventions consist of Universal Supports:
  - Social-emotional learning (SEL) curriculum integrated into daily instruction to promote skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
  - School-wide positive behavior interventions and supports (PBIS) to establish a positive school climate, reinforce positive behaviors, and prevent behavior issues before they occur.
  - Regular check-ins, morning meetings, or class circles to build a sense of community, address student concerns, and foster positive relationships among peers and with adults.
- Tier 2 interventions consist of Targeted Supports:
  - Small group social skills training or counseling sessions for students who may benefit from additional support in areas such as conflict resolution, anger management, or emotional regulation.
  - Check-in/check-out systems where students receive personalized support and feedback from a designated staff member to monitor and reinforce positive behaviors and progress.
  - Peer mentoring or buddy programs to provide social support and guidance for students experiencing social-emotional challenges.
- Tier 3 interventions consist of Intensive Supports:
  - Individualized counseling or therapy sessions for students with significant social-emotional needs, trauma history, or mental health concerns.

- Functional behavior assessments (FBA) and behavior intervention plans (BIP) developed for students with persistent behavioral challenges to address underlying issues and develop targeted strategies.
- Wraparound services involving collaboration with external mental health professionals, community agencies, and families to provide comprehensive support for students with complex social-emotional needs.

All teachers will use Class DOJO as part of their behavior management system to help students monitor their behavior. Class DOJO is a computer-based program that allows teachers to reward students for appropriate behavior. It also allows teachers to communicate behaviors that are inappropriate and need to be addressed. Parents can receive up to the minute information on their child’s behavior throughout the day and can communicate to teachers about the behaviors. Class DOJO individualized opportunities for students to achieve their very best. Students receive points for positive and negative behavior. Each student will have a goal of 90% daily, weekly, and quarterly to show they are following the schoolwide ABC’s. As part of our PBIS policy, students will be allowed to participate in a celebration to reward their progress of good behavior. Students will be rewarded each nine weeks based off the following percentages:

- 95-100% PBIS Celebration and selection from school store
- 90-94% PBIS Celebration
- 60-89% Extra Recess
- 50-59% Extra Computer time

Every four weeks, students with exceptional behavior of 95% or higher will receive an additional reward to continue to encourage their behavior.

**Restraint**

The only type of restraint permitted is Physical Restraint, and any use of Physical Restraint must comply with this Policy.

Physical Restraint is defined as the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical Restraint does not include—and this Policy does not apply to—brief, but necessary physical contact used to break up a fight, to knock a weapon away, to calm or comfort, to assist a student in completing a task where the student does not resist the contact, or to prevent an impulsive behavior threatening the student’s behavior.

**Physical Restraint may only be used:**

- when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, but in no circumstances may not be used for punishment or discipline or as a substitute for other less restrictive means of assisting a

student in regaining control;

- in a manner that is age and developmentally appropriate;
- by Student Personnel who are trained in safe restraint techniques, except in the case of unavoidable emergency situations when trained personnel are not immediately available;
- and
- by Student Personnel in accordance with Ohio law

*Procedure for using Physical Restraint.* If Student Personnel use Physical Restraint, Student Personnel must:

- be appropriately-trained to protect the care, welfare, dignity, and safety of the student;
- continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
- remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- complete all required reports and document staff's observations of the student.

*Prohibited forms of restraint.* The School prohibits the following forms of restraint under all circumstances, including emergency safety situations:

- "Prone Restraint" or a physical or mechanical restraint while the student is in the face down position.
- physical restraints that obstruct the airway of a student.
- physical restraints that interfere with a student's primary mode of communication.
- any restraint that unduly risks serious harm or needless pain to the student. This includes intentionally, knowingly, or recklessly using any of the following techniques:
  - uses any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
  - pins down with knees to torso, head and/or neck;
  - includes using pressure points, pain compliance, and joint manipulation techniques;
  - drags or lifts of the student by the hair or ear;
  - uses other students or untrained staff to assist with the hold or restraint; or
  - secures a student to another student or to a fixed object.
- restraint of preschool children in violation of paragraph (D) of rule 3301-37-10 of the Administrative code.
- "Mechanical Restraint" or any method that restricts a student's freedom of movement, physical activity, or normal use of the body, using an appliance or device manufactured

for this purpose. This does not mean devices used for the specific and approved therapeutic or safety purpose for which such device were designed including: restraints for medical immobilization, adaptive devices or mechanical supports to allow for greater freedom of mobility, and vehicle safety restraints when used as intended during the transport of a student.

- “Chemical Restraint” or any drug or medication used to control a student’s behavior or restrict freedom of movement. This does not include drugs or medications prescribed by a qualified health professional for standard treatment of the student’s medical or psychiatric condition. This also does not include drugs or medications administered as prescribed the qualified health professional acting under the scope of Ohio law.

### Seclusion

Student Personnel may only use seclusion in accordance with this Policy.

Seclusion is defined as the involuntary isolation of a student in a room, enclosure or space from which the student is prohibited from leaving by physical restraint, closed door, or other physical barrier. Seclusion is a last resort, safety intervention that provides an opportunity for the student to regain self-control.

Seclusion may be used only:

- if a student’s behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
- as a last resort to provide an opportunity for the student to regain control of his or her actions; and
- in a room or area that is (1) not locked and (2) provides for adequate space, lighting, ventilation, clear visibility, and the student’s safety.

Seclusion shall not be used:

- for the convenience of staff;
- as a substitute for an educational program;
- as a form of discipline/punishment;
- as a substitute for less restrictive alternatives, inadequate staff, staff training in positive behavior supports and crisis prevention or intervention; or
- as a means to coerce, retaliate, or in a manner that endangers a student.

*Procedure for using Seclusion.* If Student Personnel use seclusion, Student Personnel must:

- continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- use verbal strategies and research based de-escalation techniques in an effort to help the

student regain control;

- remove the student from seclusion when the immediate risk of physical harm to self or others has dissipated;
- conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- complete all required reports and document staff's observations of the student.

### Additional Prohibited Practices

The School prohibits the following practices under any circumstances:

- *corporal punishment*;
- *child endangerment, as defined in R.C. 2919.22*;
- *deprivation of basic needs*; and
- *Aversive Behavioral Interventions*. Aversive Behavioral Intervention is defined as any interventions that are intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors. This is defined to include applications of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes.

### Reporting Restraint and/or Seclusion

Each use of Restraint and/or Seclusion shall be documented in writing and reported immediately to the building administration and the parent(s).

Additionally, the use of Restraint and/or Seclusion shall be documented in a written report. A copy of the written report shall be made available to the parent or guardian within twenty-four (24) hours of the use of Restraint and/or Seclusion. The School shall maintain a copy of the report in the student's file. These reports are educational records subject to the Family Educational Right to Privacy Act (FERPA). Pursuant to FERPA, the School is prohibited from releasing any personally identifiable information to anyone other than the parent.

The School shall report information concerning its use of restraint and seclusion annually to the Ohio Department of Education.

### Repeated Dangerous Behavior

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment to identify the student's

needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

### School District Monitoring and Complaint Procedures

**Monitoring Procedure.** To ensure this Policy is implemented, the School shall establish a monitoring procedure.

**Complaint Procedure.** The School shall also adopt a complaint procedure. The Complaint procedure shall be developed as follows:

- A parent may present written complaints to the Head Administrator to initiate a complaint investigation by the School regarding an incident of restraint and/or seclusion
- The School will respond to the Complaint within thirty days of the complaint's filing.

### Availability of IDEA Complaint Process for Students with Disabilities

The Parent of a student with disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children (the "Office"), in accordance with the complaint procedures available concerning students disabilities. Complaints alleging injuries to a student with a disability or the use of restraints and/or seclusion shall not be deemed insufficient on the face if they are framed within the context of IDEA, including:

- a pattern of challenging behaviors that are related to the student's disability;
- whether the student has had or should have a functional behavioral assessment (FBA) or a positive behavior support plan (PBSP);
- whether the FBA and the PBSP are appropriate
- whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and
- whether staff has been sufficiently trained in de-escalation and restraint techniques.

### Professional Development

The district shall train its staff in accordance with this Policy. For the purpose of satisfying the professional development requirements of this rule, the district may accept any professional development or continuing education provided in accordance with the ORC.

The following are requirements for professional development to be received by student personnel to implement positive behavior intervention and supports on a system-wide basis:

(1) Occurs at least every three years;

(2) Provided by a building or district positive behavior intervention and supports leadership team or an appropriate state, regional, or national source in collaboration with the building or district positive behavior intervention and supports leadership team;

(3) The trained positive behavior intervention and supports leadership team will provide professional development to the school or district in accordance with a district developed positive behavior intervention and supports training plan. It is the district's responsibility to retain records of completion of the professional development; and

(4) The professional development under this rule will include the following topics:

- a) An overview of positive behavior intervention and supports;
- b) The process for teaching behavioral expectations;
- c) Data collection;
- d) Implementation of positive behavior intervention and supports with fidelity;
- e) Consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors; and
- f) Consistency in discipline and discipline referrals.

Training and professional development for the use of crisis management and de-escalation techniques which includes the use of restraint and seclusion.

(1) A school district shall ensure that an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion. The minimum training requirements are as follows:

- (a) Proactive measures to prevent the use of seclusion or restraint;
- (b) Crisis management;
- (c) Documentation and communication about the restraint or seclusion with appropriate parties;
- (d) The safe use of restraint and seclusion;
- (e) Instruction and accommodation for age and body size diversity;
- (f) Directions for monitoring signs of distress during and following physical control;
- (g) Debriefing practices and procedures;
- (h) Face-to-face training;
  
- (i) Allow for a simulated experience of administering and receiving physical restraint; and
- (j) Ensure that participants will demonstrate proficiency in items described in paragraphs (H)(1)(a) to (H)(1)(i) of this rule.

(2) The school district shall maintain written or electronic documentation that includes the following:

- (a) The name, position, and building assignment of each person who has completed training;
  - (b) The name, position, and credentials of each person who has provided the training;
  - (c) When the training was completed; and
  - (d) What protocols, techniques, and materials were included in training.
- (3) As part of the training under this rule, student personnel are to be trained to perform the following functions:
- (a) Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
  - (b) Use preventative assessments that include at least the following:
    - (i) A review of existing data;
    - (ii) Input from parents, family members, and students; and
    - (iii) Examination of previous and existing behavior intervention plans.

#### Policy Dissemination:

This policy shall be made available on the website and made available to parents annually.

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 Mansfield, 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 Mansfield, 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, the 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

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Board of Education of Legacy Academy of Excellence has determined the use of cell phones by students during school hours should be limited.

The objective of this policy is to strengthen Legacy Academy of Excellence’s focus on learning, in alignment with our mission to ignite students’ passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

### **Why is this important?**

Research shows that student use of cell phones and other electronic devices in schools has negative effects on student performance and mental health. Cell phones distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cell phone use has led to higher levels of depression, anxiety, and other mental health disorders in children.

### **Applicability**

This policy applies to the use of cell phones and other electronic devices (IPADS and watches) by students while on school property during school hours.

### **Use of cellphones and other electronic devices**

Students are prohibited from using cell phones and other electronic devices (not provided by the school) at all times.

**Exception**

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

A student may use a cell phone to monitor or address a health concern.

**Storage**

All cellular and electronic devices will be collected upon arrival and will be returned to the student during dismissal.

**Discipline**

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

1st offense: verbal notification of the policy

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

3<sup>rd</sup> offense: phone/device will be collected and stored in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class period and will only be returned to a parent/guardian

4<sup>th</sup> offense: phone/device will be collected and stored in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class period and will only be returned to a parent/guardian. A conference with the student’s parent or guardian will be held to discuss the policy and expectations

5<sup>th</sup> offense: phone/device will be collected and stored in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class period and student will be assigned Lunch Detention

6<sup>th</sup> offense: phone/device will be collected and stored in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class period and student will be assigned Saturday School

## 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 explosion 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 explosion 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.

#### **PARENTAL INVOLVEMENT/FOSTER CARE**

The Governing Authority of Legacy Academy of Excellence recognizes and values parents and families as children's first teachers and play the key role in the decision making process as it impacts their student(s) education. The Board believes that student learning is more likely to occur when there is a collaborative partnership between the school and the student's parents, foster caregivers and/or guardians. Such a partnership between the home and school results in higher academic achievement, improved student behavior, and reduces absenteeism.

Our first priority is to create a welcoming, open door policy that is family-friendly, supportive, informative, instructional, and nonjudgmental. The school will represent a safe space for families to gather, socialize and engage with each other families through the hosting of family nights, back-to-school events and holiday celebrations.

In accordance with statute and the State Board of Education Parent and Family Involvement Policy, use of the term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

In cultivating partnerships with families and communities, the Board is committed to the following:

**A. Relationships with Families**

1. establishing school environments that are welcoming, supportive, and student-centered
2. providing professional development for school staff that supports partnerships between families and schools
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers
4. providing coordination, technical support and any assistance needed to plan and/or implement family involved activities

**B. Effective Communication**

1. providing information to families to support the proper health, safety, and well-being of their children
2. providing information to families about school policies, procedures, programs, and activities

3. promoting regular and open communication between school personnel and students' family members
4. communicating with families in a format and language that is understandable
5. providing information and involving families in monitoring student progress
6. providing families with timely and meaningful information regarding Ohio's academic standards, state and local assessments, and pertinent legal provisions
7. preparing families to be involved in meaningful discussions and meetings with school staff

**C. Volunteer Opportunities:**

This policy serves to notify every School volunteer who has regular unsupervised access to students that the School must be conduct a background check or request a set of fingerprints. The school will cover the cost associated with the background check.

If the criminal background reveals that the volunteer has been convicted of or plead guilty to any offense described in section 109.572 of the Ohio Revised Code, the School will not permit the volunteer to have unsupervised access to students unless the following are satisfied:

- A written notice is sent out to the parent or guardian of each student enrolled in the School, stating the name of the volunteer and indicating that the volunteer has been convicted of or plead guilty to one or more of the prohibited offenses; and
- The notice is sent out to each parent either when the School starts providing services to the student or when the School decides to accept the volunteer despite the volunteer's previous offense, whichever comes later.
- All volunteers must be approved by the School Director, volunteers are assigned to area of need

**How to Sign up?**

- Complete Volunteer Request Form and submit to School Director
- Complete Background Check

- School Director will notify volunteer of background results, assigned area and staff contact

The School Director has the authority and sole discretion to prohibit any individual from entering School property if the Head Administrator has reason to believe that such individual's presence would be detrimental to the effective operation of the School.

Any individual who disrupts the educational environment, acts in a disorderly manner, damages School property, or violates the law or these Policies may be requested to leave School property, and the local law enforcement agency may be contacted if necessary.

**Approved Volunteers:**

- All volunteers must immediately sign-in on the visitor log
- Work in assigned area
- Contact staff contact when unable to report for volunteer hours
- Report all concerns to staff contact

**Terms:**

- Staff contact: School employee assigned to lead volunteers, outline scope of volunteer services, stay in contact with volunteer
- Volunteer: Not employed by the staff, may or may not be a parent of the school

**D. Learning at Home**

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school
2. working with families to establish learning goals and help their children accomplish these goals
3. helping families to provide a school and home environment that encourages learning and extends learning at home

**E. Involving Families in Decision Making and Advocacy**

1. involving families as partners in the process of school review and continuous improvement planning

2. involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families

**F. Collaborating with the Community**

1. building constructive partnerships and connecting families with community-based programs and other community resources
2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development

The following communication method shall be in place and will provide the opportunity for parents and foster caregivers to be actively involved in their children's or foster children's education: Not Limited to

- General school meetings
- Newsletter
- Student/Parent Teacher Conference
- School Website
- Social Media
- School Events
- Onecall System
- Direct Mail

**CHILDREN AND YOUTH IN FOSTER CARE**

Governing Authority recognizes the importance of educational stability for children and youth in foster care. Further, the Governing Authority recognizes these children and youth as a vulnerable subgroup of students in need of safeguards and supports in order to facilitate a successful transition through elementary and secondary education and into college and/or careers. To that end, the School will collaborate with the Ohio Department of Education (ODE), other schools and school s, and the appropriate custodial agencies (child welfare agencies and/or local Title IV-E courts) to provide educational stability for children and youth in foster care.

**Definitions**

Children, who meet the Federal definition of "in foster care", including those children who are awaiting foster care placement, will be provided a free appropriate public education (FAPE) in the same manner as all other students of the Academy for Urban Scholars (School). To that end, students in foster care will not be stigmatized or segregated on the basis of their status. The School shall establish safeguards that protect foster care students from discrimination on the basis of their foster care status or other of the recognized Protected Classes. The School shall regularly review and revise its policies, including school discipline policies that may impact students in foster care.

Consistent with the Fostering Connections Act, "foster care" means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the custodial agency has placement and care responsibility. This includes, but is not limited to, placements in:

- A. foster family homes
- B. foster homes of relatives;
- C. group homes;
- D. emergency shelters;
- E. residential facilities;
- F. child care institutions; and
- G. preadoptive homes.

A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption,

or whether there is Federal matching of any payments that are made. (45 C.F.R. 1355.20 (a)).

### **School Stability**

The School shall remove barriers to the enrollment and retention of children and youth in foster care in schools in the School. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation, in order to prevent educational discontinuity. Within twenty-four (24) hours of a student's enrollment in school, the School shall contact the school last attended by the student and request that it send all appropriate records and documentation concerning the student.

The School shall meet the Title I requirements for educational stability for children and youth in foster care, including those awaiting foster care placement. The School shall identify which students are in foster care and shall collaborate with State and tribal custodial agencies to provide educational stability for these children and youth. School staff will work closely with custodial agency personnel to develop and implement processes and procedures that include these enrollment safeguards:

- A. a child/youth in foster care shall remain in his/her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- B. if it is not in the child's best interest to stay in his/her school of origin, the child shall be immediately enrolled in the determined new school even if the child is unable to produce records normally required for enrollment; and
- C. the new (enrolling) school shall immediately contact the school of origin to obtain relevant academic and other records, including the student's Individualized Education Program (IEP) if applicable. (ESEA Section 1111(g)(1)(E)(i)-(iii)).

### **School of Origin**

The school of origin is the school in which a student is enrolled at the time of placement in foster care. If a student's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change. A student in foster care shall remain in his/her school of origin, if it is determined to be in the student's best interest, for the duration of the student's placement in foster care.

When a student exits foster care, the School will continue to prioritize the student's educational stability in determining placement, supports, and services deemed to be in the child's best interests.

### **Best Interest Determination**

In making the best interest determination, the School will follow the guidelines established by ODE and the State or tribal custodial agencies. The School shall utilize the prescribed process in conjunction with local custodial agencies in making best interest determinations, and shall make such determination within five (5) school days of the child's placement in foster care or change in child's living arrangement. Once a determination is made the School shall provide the decision in writing to all relevant parties, in collaboration with the appropriate custodial agency. When making decisions regarding educational placement of students with disabilities under IDEA and Section 504, the School shall provide all required special educational and related services and supports provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

## **Dispute Resolution**

If there is a dispute regarding whether the educational placement of a child in foster care is in the best interest of that child, the dispute resolution process established by the Ohio Department of Education (ODE) shall be used.

The School's representatives shall collaborate fully in this process, considering relevant information regarding academic programming and related service needs of the child, and advocating for what the School believes is in the best interest of the child.

To the extent feasible and appropriate, the child will remain in his/her school of origin while disputes are being resolved in order to minimize disruption and reduce the possible number of moves between schools. (ESEA Section 1111(g)(1)(E)(i)).

Since the custodial agency holds ultimate legal responsibility for making the best interest determination for the foster child in their care, if the dispute cannot be resolved the dispute, the custodial agency will make the final determination. Such final determination will be made within five (5) school days of the child's placement in foster care or change in the child's living arrangement.

All notifications and reports regarding foster care placement, changes in school enrollment, transportation services, and changes in the child's living arrangements shall be provided to the affected parties, in writing, in accordance with the forms, procedures, and requirements of the ODE and the State or tribal custodial agencies.

## **Local Point of Contact**

The Superintendent shall designate and make public a local point of contact that will perform the duties as assigned by the Superintendent. The point of contact shall serve as a liaison to coordinate with child protection agencies, lead the development of a process for making the best determination for a student, facilitate the transfer of records, and oversee the enrollment and regular school attendance of students in foster care.

## **Records**

The School shall provide privacy protections for children and families and shall facilitate appropriate data-sharing pertaining to children in foster care between custodial and educational agencies, in accordance with the Family Educational Rights and Privacy Act (FERPA) and Policy 8330 – Student Records.

## **Services to Children and Youth in Foster Care**

Foster care children and their families shall be provided equal access to the educational services for which they are eligible comparable to other students in the School including:

- A. educational services for which the student in foster care meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- B. programs in career and technical education;
- C. programs for gifted and talented students;
- D. school nutrition programs; and
- E. before - and after-school programs.

### **Transportation Services**

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.

#### Foster Care Liaison Contact

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Office Hours: 9:00am-Noon