



# IMAGINE COLUMBUS PRIMARY ACADEMY

2023-2024

STUDENT AND PARENT HANDBOOK

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## 2023-2024 Testing Dates

Activity	Date	Time
KRA Testing	TBD	8:30-2:30
STAR Testing	TBD	8:30-2:30
iReady Diagnostic	TBD	8:30-2:30
State Testing ELA gr 3	10/16/23-11/3/23	8:30-2:30
STAR Testing	TBD	8:30-2:30
iReady Diagnostic	TBD	8:30-2:30
STAR Testing	TBD	8:30-2:30
State Testing	3/25/24-5/10/24	8:30-2:30
STAR Testing	TBD	8:30-2:30
iReady Diagnostic	TBD	8:30-2:30



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### **Imagine Columbus Primary Academy School Mission**



**Vision Statement:** Students will achieve transformational growth in academics, cultural awareness, character education and problem-solving skills, empowering them to be productive global citizens.

**Mission Statement:** Imagine Columbus Primary Academy staff recognizes the needs of each learner by setting high expectations, using measurable outcomes and a growth mindset to achieve goals. Students have access to an inquiry-based, culturally relevant education that requires active participation in their learning while embracing diverse perspectives. These opportunities set the foundation for success in a global society. **Students today, Scholars tomorrow!**

### **Shared Values**

Shared values help guide our work as educators in the Imagine Schools family. These values are **Justice, Integrity and Fun.**

**Justice.** Justice means to each person what he or she deserves and to each person what is appropriate.

Since each student, employee, parent, and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness or equality, but that everyone is treated uniquely and appropriately. This value drives our approach to individualized education. There are no “standardized” students.

**Integrity.** Integrity means wholeness, or how things fit together. In the school setting, it means that we must balance the teaching and modeling of character development and academic achievement.

Integrity drives us to live the same values outside the school as we do inside. Of course, it also means living up to our commitments to students, parents, and the local community. Integrity requires freedom mixed with responsibility and accountability.

**Fun.** Imagine Schools strives to create the most fun and successful schools possible.

The fun value requires extraordinary decentralization of decision-making, which empowers teachers, staff, and students to create a joy-filled school. Imagine Schools believes that each person was born to use his mind, heart, and skills to take actions, make decisions, and be held responsible for the results. Creating an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the results is key to having an effective and enjoyable school that strives to meet the needs of its unique community and student body.



## Measures of Excellence

A highly effective school results from a rigorous academic program in a culture of trust and high expectations, led by a visionary instructional leadership team and implemented by talented, dedicated teachers. At Imagine Schools we monitor and evaluate our school performance based on Measures of Excellence:

### **Academic Growth**

Academic Growth defines our strong belief that students' progress toward proficiency and beyond is the most accurate indicator both of a student's and a school's academic strength. It is imperative that every Imagine student develops the skills and habits for successful learning. Imagine educators, students, parents, and board members support and adhere to the Imagine Schools Academic Excellence Framework, which specifies increased rigor, focus, effectiveness, and accountability. This Framework includes an expectation that every student will reach or exceed grade level proficiency within three or fewer years while attending an Imagine School. Imagine educators design their instruction to empower each student to make significant academic progress that is both measured and celebrated.

### **Character Development**

Character Development begins with Imagine teachers and staff teaching, modeling and integrating virtues into every aspect of the school curriculum and culture. Students learn to set academic and personal goals. They grow in their ability to successfully meet their goals as they practice integrity and diligence, while taking responsibility for their studies. Our focus on character helps students attain the virtuous habits needed to live fruitful, honorable lives.

### **Parent Choice**

Parent Choice is a key indicator of Imagine Schools' performance. Parents choose an Imagine school because the school provides the academic quality, character development, and nurturing environment they want for their children. Imagine Schools' educators provide a positive learning environment by working closely with parents and guardians to fulfill a collaborative responsibility for the academic and personal growth of their children.

### **Economic Sustainability**

Economic Sustainability means stewarding public funds to optimize our students' educational outcomes. Imagine educators ensure, to the best of their ability, that our schools operate within their means and that all resources are used to benefit students' education. Meeting our commitments to academic excellence, character development, and parent choice contributes to fully enrolled and economically sustainable schools.

### **School Development**

School Development refers to Imagine Schools' operational strength—improving each school and enhancing our ability to serve students with a rigorous, relevant education. We operate our schools with integrity, accountability, and a passion for academic excellence. Our schools



provide safe, ethical, joyful cultures of learning where adults and students alike can thrive and grow.

### Character Program

At Imagine Columbus Primary Academy, we believe that character education is just as important as academics, which is why we devote 15 minutes of every day to specifically teach our chosen character trait of the month throughout the school year. In addition to the daily character curriculum, students participate in one Community Circle event per month where the character trait of the month is celebrated and students can show what they have learned, receive certificates and celebrate with their family members and friends. We encourage family members to attend our Community Circle events and will send home information and School Robo calls in advance of the actual event.

We will spend our year focusing on the six pillars of character (described below) and our Shared Values of Integrity, Justice and Fun.

#### Trustworthiness

Build trust and credibility with *integrity* (consistency between beliefs, words and actions), *honesty* (truthfulness, sincerity and candor), *promise-keeping*, and *loyalty* (fidelity to family, friends, and country).

#### Respect

Honor the worth and dignity of all individuals. Treat others the way you would want to be treated. Act courteously, civilly, peacefully, and nonviolently. Be tolerant and accepting of differences. Avoid rude, offensive, and abusive words and actions.

#### Responsibility

Be accountable for your words, actions, and attitudes. Exercise self-control. Strive for excellence and self-improvement. Plan. Set a good example for others. Be self-reliant, prudent, proactive, persistent, and hard-working.

#### Fairness

Be consistent, open, and treat all people equitably. Consider all sides and make decisions on the facts without favoritism or prejudice. Play by the rules, avoid careless accusations, and don't take undue advantage of others. Pursue justice and condemn injustice.

#### Caring

Be kind, compassionate, empathetic, charitable, forgiving, and grateful.



## **Citizenship**

Obey laws in good faith. Do your share to improve the well-being of fellow citizens and the community. Protect the environment, volunteer, and participate in the processes of democracy by staying informed and voting.

## **Admission Policy**

Imagine Columbus Primary Academy will not charge tuition. All students of the school must be residents of the state of Ohio. Admission is open to students on a statewide basis.

Applications are accepted for student admission. However, if on the deadline date for a lottery drawing the number of applicants per grade level exceeds the number of seats, a lottery drawing will be held for those grade levels. The lottery drawing places children in order for possible enrollment into the school. Priority for enrollment shall be given to returning students and students who reside in the Columbus City School District. Priority may also be given to siblings of existing students and students who are the children of full-time School staff, provided that the total number of students receiving this preference is less than five percent (5%) of the School's total enrollment. If other spaces become available after the lottery, students will be accepted off a prioritized wait list based on the results of the lottery drawing. If there is no waitlist students will be accepted on a first come first serve basis.

## **Process and Criteria**

The School will not discriminate in the admission of students to the school on the basis of race, creed, color, national origin, sex disability, intellectual or athletic ability, measures of achievement or aptitude, or any other basis prohibited by law. For admission the following will be required: (1) a completed and registration form, (2) a copy of the child's birth certificate, (3) current immunization record, (4) parent identification, and (5) proof of residency. Except in circumstances required by law, partial applications or applications with missing documents will not be accepted.

Federal law requires that we enroll a homeless student immediately, regardless of any missing documentation. Similarly, state law requires us to admit students in foster care without a birth certificate for up to 90 days before the child must be reported as a possible missing child.

Imagine Columbus Primary school may request the above referenced documents at any time in order to confirm a child's residency. Please understand that your cooperation is necessary.



August TBD	Building staff report
August 21-22	Professional Development
August 23	First day of school for students
September 4	Labor Day: No School
September 20	Professional Development: No School
October 20	Professional Development: No School
October 24	End of Q1 (42 days)
October 25	Records Day: No School for Students
November 7	Professional Development-No School
November 6-10	Parent-Teacher Conferences
November 20-24	Fall Break
December 21-Jan 3	Winter Break
January 4	Professional Development-No School
January 12	End of Q2 (40 days)
January 15	Martin Luther King Jr. Day
January 16	Records Day-No School for Students
February 7	Professional Development: No School
February 19	No School
March 6	Professional Development: No School
March 15	End of Q3 (40 days)
March 20	Records Day: No School for Students
March 29-April 5	Spring Break
April 24	Professional Development- No School
May 8	Professional Development- No School
May 27	Memorial Day: No School
May 31	Last Day of School for Students (44 days)
June 3	Records Day

**Dates are subject to change**  
(Calendar not yet board approved)

Days in Session: 166 Days  
Instructional Hours: 1079 Hours

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### **School Hours**

The school's instructional day begins promptly at 7:50 am. Official office hours during the school year are 7:00 AM to 3:30 PM. Breakfast is served from 7:35-8:05am. No student is to be dropped off at school prior to 7:35 AM.

There is no supervision for students who are dropped off prior to 7:35 am and the building remains locked until 7:35am. With this in mind, please ensure that you are adhering to proper drop off times as well as pick up times. Failure to pick your student up on time or early morning drop offs will result in a letter being sent home and further action taken if it continues, up to reporting to CPS and/ removal from the program and/or school.

### **Drop-Off Times and Procedures**

7:35am for ALL students

### **Pick-up Times and Procedures**

<b>2:45pm</b>	<b>Bus/Car riders dismissed</b>
<b>2:50pm</b>	<b>All other students dismissed</b>

Students will depart the campus with the homeroom teacher and be dismissed once they exit through the front doors.

**NOTE: To facilitate a smooth pick up, please refrain from conducting conversations with the teachers. If you wish to conference with a teacher, please schedule an appointment to discuss the matter in a professional and private environment.**

### **Early Dismissal**

If it is necessary for a student to be dismissed from school before the end of the day, the parent must report to the office to request the dismissal of their child. Only adults who are listed on the school's records as being authorized will be allowed to take students from the school. Each child must be signed out by the parent/guardian/authorized individual.

**There will be no exceptions to this rule. If the person you send to pick up your child is not listed on your paperwork as an authorized individual, the child will remain on school grounds. If someone who is listed and authorized is not at the school in a timely manner to pick up the child, the police will be notified. If you have provided us with a telephone authorization code, you are able to call in and add an authorized pickup person once your code is verified.**



### **Attendance Procedures**

Achievement and attendance are highly related. Each student should attend school daily. Rules and regulations regarding excessive absenteeism and tardiness shall be enforced.

Students are expected to be in school, on time, every day. Absences may be excused or unexcused.

Absences for the following reasons will be excused:

- Personal physical illness (The principal may require a doctor's note).
- Personal mental illness such that the student will not benefit from instruction (The principal may require a doctor's/mental health professional's note).
- Illness in the family (At the discretion of the Principal, a written statement from a doctor and an explanation as to why the child's absence was necessary).
- Quarantine of the home (The absence of a child from school under this condition is limited to the length of quarantine as fixed by the proper health officials).
- Death of a relative (The absence will be excused for no more than eighteen (18) hours unless the Principal determines that a longer absence is reasonably necessary).
- Medical or dental appointment (The principal may require a written statement of a physician or dentist confirming the appointment).
- Necessary work at home in a family business or on a family farm (after proof of necessary absence is provided to the Principal).
- Observance of religious holidays.
- Absence due to a student being homeless. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
- Instruction at home from a person qualified to teach the branches of education in which instruction is required (after adequate certification of home instruction has been provided to the Principal or his/her designee).
- Emergency or set of circumstances that, in the judgment of the Principal constitutes good and sufficient cause of absence from school

Parents must notify the school on the day a student is absent unless written notice of the absence has been submitted to the school in advance. Lacking parental notification of an absence, the Registrar will notify the parent of the student's absence by telephone or written notice on the same day the student is absent.

If a student is dismissed early for a doctor's appointment or for another valid reason, the student must bring a note signed by his/her parent. The parent must meet the child in the school office before the child will be excused.

Students sent home due to illness or medical necessity may be required to produce a doctor's note before being readmitted to school. If a required medical excuse is not provided, the student may



be denied readmission until the proper documentation is provided. Absences under these circumstances may be unexcused.

### **After-School Activities and/or School Events/Field Trips**

If a student is absent from school or does not report to school prior to 11:00 am, he/she is not allowed to participate in after-school activities and/or school events held on or off campus for that day. Students arriving by 11:00am will be allowed to participate so long as they present a Doctor's note/ some form of an excused absence. We believe in our academics and want students to understand the importance of being a scholar first. It sends the wrong message to our students if they miss important instructional time, but we allow them to participate in the fun activities and events scheduled at the end of the day.

### **Tardy Policy**

Being late to school is a disruption to the learning environment for both the teacher and the students. It also puts the student who is tardy at a disadvantage in that they do not receive the maximum benefit of all the instruction that goes on in the classroom. This being the case, the following procedure has been established with the sole intent of ensuring students' have every opportunity to succeed through consistent attendance within the classroom during the school year.

#### ***Tardiness Guidelines***

- Students will be considered tardy when they are not in class at the time the bell rings. A Student is tardy at 7:50 am
- **If your child is late to school, a parent or supervising adult "MUST" walk the student into the school office and sign a tardy log, identifying date, time, student name, grade, teacher and reason for tardiness. An admittance slip will be given to your child and he/she will be sent to class.**

### **Consequences of Repeated Tardiness**

1<sup>st</sup> Tardy Offence- After the first ten days of school, students who are tardy three times during the school week will receive a warning letter notifying student and parent that if the offence is repeated, further action will be taken.

### **State Testing and Compulsory Attendance Law**

Imagine Columbus Primary Academy is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law.



Students who have been excused from the compulsory attendance laws for the purpose of home education as defined by the Ohio Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.

### **Attendance Law, Truancy and Tardiness**

Early dismissals during the last 15-20 minutes of the day are very disruptive and should be avoided. Students must be signed out by 1:30 pm otherwise they will not be released until regular dismissal begins at 2:45pm.

Chronic tardiness or unexcused absences may result in contact to the student's parent, student discipline or the implementation of an Absence Intervention Plan.

- **Chronic tardiness** means being late for school or picked up early more than twice in a week or more than five times in a grading period.
- A student is **Excessively Absent** from school if the student is absence with or without excuse for thirty-eight (38) or more hours in one (1) school month of sixty-five (65) or more hours in one (1) school year.
- A **habitual truant**: The new definition is: a. Absent 30 or more consecutive hours without a legitimate excuse; b. Absent 42 or more hours in one school month without a legitimate excuse; or c. Absent 72 or more hours in one school year without a legitimate excuse.
- **Truancy and Retention**

Ohio law requires schools to prohibit the promotion of a student to the next grade level if the student has been absent without excuse for more than ten percent (10%) (17.6 days) of the required school days and has failed two or more subjects, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted. Imagine Columbus Primary Academy may retain a student that has been absent without excuse for more than eighteen (18) days.

### **Mandatory Withdrawal**

Ohio law requires the withdrawal of any student who, without legitimate excuse, fails to participate in 105 consecutive hours of learning opportunities during any academic year.



## **Academics**

### **Academic Integrity**

It is very important that parents and students understand the expectations for academic honesty. All student work should be the work of that student. Copying or plagiarism is unacceptable. Individual teacher rules regarding the practice of academic integrity as it relates to class work, tests, and homework must be followed. Parent and peer support are encouraged but the final product should be the students own. This ensures that a student's success is based on honesty and will allow each child to receive instruction at the appropriate level. Imagine Columbus Primary Academy takes this policy seriously because it is our responsibility to teach our students the importance and value of Integrity. If a student chooses dishonesty over academic integrity, a dishonesty contract will be sent home, along with an office referral. Additional violation of the policy may result in further actions consistent with the Code of Conduct. As Imagine educators, we will practice justice when determining the appropriate consequence.

The following opportunities will be provided for the continuous development of the concept of academic integrity.

- Teacher will provide an initial introduction to the policy and facilitate activities that educate the students on the concept.
- Teachers will design in-depth inquiries that require hands on analysis and exploration.
- Teachers will model academic honesty alongside Imagines' shared values.
- Teachers will promote and recognize the use of resources in ethical ways, including the recognition of the work of others.

### **Curriculum**

The curriculum of Imagine Columbus Primary Academy is standards-based aligned to the Common Core Standards. To assist in teaching these standards, Imagine Columbus Primary Academy employs research-based programs, including but not limited to, Journeys, My Math, Foundations, Heggerty, I-Ready and the like.

Teachers submit unit plans and have weekly teacher-based-team-meetings to ensure that each student is being taught at his or her level and instructional decisions are being based on mastery of standards. Should student performance exceed or fall below expectations, adjustments are made in teaching techniques or placement of the child. The School employs curriculum and data specialists to collect and analyze student data and to train, evaluate, and manage teachers and report to the School leadership team on student progress.



### **Monitoring Academic Progress**

For students in grades K through 7, academic progress will be formally communicated to parents in the form of interim reports and report cards.

### **Third Grade Guarantee**

Ohio law requires the School to annually assess the reading skills of each student in kindergarten by November 30, and in first, second and third grades by September 30th of each year to determine whether they are reading at grade level (“on-track”) or not reading at grade level (“off-track”). If a student is identified as being off-track the School will notify the parent or guardian and the School will immediately provide intervention services to improve the students reading performance. In addition, the School will develop a Reading Improvement and Monitoring Plan. With limited exceptions, students who do not attain an appropriate level of reading competency by the end of **third grade** must be retained (“Third Grade Reading Guarantee”). For information concerning midyear promotion and a copy of the complete Promotion and Retention Policy, contact the Registrar.

### **Standardized Testing**

Students attending Imagine Columbus Primary Academy are assessed four times during the year utilizing the Renaissance STAR Reading, Early Literacy and math assessments. The assessment given in August is used as baseline data to determine where each student is academically and according to standards at the beginning of the year. Subsequent assessments will be given in November (2023), February (2024) and the final assessment given in June (2024).

### **School Supplies**

Teachers will provide a list of school supplies that are needed at school. During the school year, you may be asked to provide other items that will help with learning. Copies of grade level supply lists are available at the front office and on the School’s website and app.

### **Promotion and Retention Policy**

In general, students who have mastered the curriculum areas will be promoted to the next grade level at the end of each school year. However, retention may be recommended for one or more of the following reasons:

- Non-mastery of the curriculum and standards
- Attendance patterns: tardies, absences, etc.



- Social and emotional development and the student's ability to effectively interact with other students in his or her grade level
- Any other factors thought to be appropriate by the Principal, teachers, and professional staff. The School will not utilize a student's failure to obtain a specified score on any statewide achievement tests as a factor in any decision to deny a student's promotion to a higher grade level, except that the School may use a student's failure to attain a score in at least the "basic" range as a factor in deciding to deny a student promotion to the next grade level. This applies to the following tests: third and fourth grade English Language Arts and math state achievement tests, the fifth and sixth grade English Language Arts, science and math state achievement tests. Furthermore, the school may choose not to promote a student to the next grade level who does not take a required statewide achievement test or make-up test, and who is not exempt from the requirement to take such tests.

The recommendation to retain a student will be addressed by the teacher, parent, and the School leadership team. The final decision will be made by the School in the best interest of the student.

### **Dress Code**

Imagine Columbus Primary Academy enforces a school dress code policy. We believe that appropriate clothing supports a positive learning environment. The school dress code will be for all students:

- Tops/Sweater: **solid color** Polo/collared shirts. No stripes, logos, emblems or designs
- Bottoms: Khaki/Tan or Blue or Black uniform pants or shorts/skirts/dresses/skorts (pass knee length) with a belt
- Shoes: Tennis Shoes (sneakers), boots or uniform dress shoes

### **Girls Only**

- Skirts **MUST** pass the knees; Nail Polish: Single Color; Earrings: Modest Size (1 inch from earlobe)

**Absolutely No Sagging Pants, T-Shirts, Jeans, Sweats, Large Jewelry or Open Toed Shoes (Flip-Flops, Sandals, Wedged Heels)**

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### **Top Reasons Why Your Child Should Wear Uniforms:**

- Increase students' self-esteem because they do not have to participate in the "school fashion show." Dressing alike helps students learn that what really counts is on the inside.
- Decrease the influence of gangs and gang violence. Uniforms make it more difficult to sneak in weapons, and easier to ban gang colors or symbols.
- Improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment.
- Promote a sense of teamwork and increase school spirit.
- Mask the income difference between families. All children dress the same, whether rich or poor.
- Improve behavior and increase school attendance. Some students skip school to avoid embarrassment about their clothing.
- Save families time and money. Many parents report that three uniforms cost about the same as one pair of designer jeans. Even some students admit that wearing the same colors everyday makes it easier to shop for new clothes.
- Help administrators quickly identify outsiders who could be a danger to students.

Be sure to check the weather, if possible, before sending your child to School. If it is wet outside, send your child with an umbrella or raincoat. If it is cold or snowy, your child should wear a jacket, hat, gloves, and boots (optional). Remember, recess is outdoors if it is dry and the temperature is not below 32° degrees Fahrenheit, including the wind chill.

### **Dress Code Violations**

Students should carry an extra set of uniform clothes with them every day to School. Parents may also write their student's name on the clothing tags and request the extra set be kept with the classroom teacher. Students who do not arrive at school in uniform will be asked to wear their extra uniform set. If a student is not in uniform and does not have an extra set of uniform clothes available, the parent will be contacted and asked to bring uniform clothing to the School as soon as possible. Frequent offenders will serve appropriate School consequences consistent with the Code of Conduct.

***It is the responsibility of both parents and student to ensure compliance with the dress code. A student who is out of compliance with the dress code will receive a dress code violation. We recognize that there is an adjustment period and students and parents need some time to ensure they have the required uniform clothing. When a student receives a dress code violation, he/she will automatically be assigned a consequence. Three violations within one week will warrant additional consequences. A student in kindergarten or 1<sup>st</sup> grade is strongly encouraged to leave a change of clothing, labeled in the classroom. The administration will have the final say on all uniform violations.***





## **Personal Items**

The School does not accept responsibility for a student's lost, stolen, or destroyed personal items. Students are discouraged from bringing belongings to School that are not related to education (i.e., basketballs, footballs, etc.). More specifically, electronic games, toys, music players/mp3 players, cell phones, pagers, fidgets/fidget spinners and/or boom boxes are not permitted unless written permission has been granted by the teacher.

Students who bring personal items to School and demonstrate that it is disrupting their or other's learning environments may have it confiscated by a teacher until the end of the school day. A parent or guardian may be asked to pick up the item, as it will not necessarily be released back to the student.

## **Parent Responsibilities**

### **Parent Conferences**

Parent/Teacher conferences are scheduled two times a year to facilitate open communication between parents and teachers regarding students' progress. Refer to the school calendar for specific dates. Student Success Plans will be set up at the fall conference and monitored on the student's' progress throughout the year.

### **Parent Volunteers**

Parent participation at the school is always encouraged! Teachers and Imagine Columbus Primary Academy staff welcome parents or family members who have the time or resources to volunteer at the School. If you are interested in volunteering, please contact the front office manager to schedule a volunteer training and to receive required information on the mandatory FBI/BCI check that must be completed prior to being a volunteer on our campus

## **Code of Conduct**

The Student Code of Conduct contains regulations governing the conduct of students. All students are expected to conform to the Student Code of Conduct at School, on the School premises, at School activities or functions whether on or off the school premises and on transportation to and from School, if paid for or provided by the school and are subject to the school's disciplinary process when they fail to do so. Student may also be subject to the school's disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School staff or their property.



Students, parents, and staff are expected to acquaint themselves with this handbook and building procedures and the Student Code of Conduct. Every staff member of Imagine Columbus Primary Academy is required to enforce this Student Code of Conduct.

### **Philosophy of Student Conduct and Discipline**

Developing a student's self-discipline is a legitimate and constructive goal of education. Parents, communities, and the Schools play key roles in shaping student conduct and ensuring good discipline. An essential element of effective discipline is regular parent communication through telephone calls, conferences, written notes, and School visits.

Schools must be places where effective learning can occur. Schools must maintain standards of conduct and discipline because students and School personnel have a right to a safe and orderly learning environment. Therefore, students are prohibited from engaging in behaviors endangering the safety of others or interfering with the School program.

### **Rights and Responsibilities of Students and Parents**

Students and parents have rights that Imagine Columbus Primary Academy must observe with the understanding that individual rights accompany responsibilities. The individual rights of students will be weighed against the safety and welfare of most students in the school. Above all, Imagine Columbus Primary Academy will maintain discipline to support and enable the conduct of a quality and safe educational program.

### **Student and Parent Rights**

1. **Right to Due Process of Law:** Before a student is suspended or expelled, students and parents have the right to be informed about alleged misbehavior and provided with an opportunity to respond to such a charge. Removal, suspension, expulsion, and appeal procedures are available at the School upon request.
2. **Right to Private Property of Students:** A student's right concerning searches of personal property will be balanced by the responsibility of the School to protect the safety and welfare of all students. School equipment including furniture, computers, and related accessories are the property of the School. They are on temporary loan to students and are subject to examination by School personnel.



## **Student Responsibilities**

Students have certain responsibilities, both as citizens and as members of the School community. These responsibilities must be met at all School functions whether the student is in the School building, traveling to or from School via transportation provided by the School system, or whenever representing Imagine Columbus Primary Academy.

1. **Active Participation:** Students have the responsibility to actively engage in the serious business of learning. Students will attend school regularly and be on time. They will remain in class until excused, pay attention to instructions, complete assignments to the best of their ability, and make every effort to achieve mastery of the lessons.
2. **Obedience to Laws and Rules:** The laws of society and School rules have been created to guarantee everyone's rights and safety. Students will assume personal responsibility for obedience to these laws and rules.
3. **Responsible Exercise of Free Speech and Expression:** Students will express opinions in a manner that is not offensive, illegal, obscene, or inconsistent with the educational goals of the School. The rights of others will be respected, and there can be no interference with the orderly educational process.
4. **Avoidance of Illegal or Dangerous Items:** Students will not bring materials, substances, or objects prohibited by law or School policy to School or School activities.

## **Parent Responsibilities**

Parents have the responsibility to:

1. Support School officials in their efforts to develop and maintain a well-disciplined School.
2. Teach their child socially acceptable standards of behavior.
3. Teach their child to have respect for law, authority, and the rights and property of others.
4. Teach their child to be accountable for his/her own actions and help the child to grow and develop into a self-disciplined citizen.
5. Share the responsibility for student conduct with the School.
6. Maintain an active involvement in the student's schoolwork and activities.
7. Require prompt and regular student attendance at School.
8. Attend parent conferences.

## **Student Expectations**

1. Students will follow all rules outlined in this Student and Parent Handbook.
2. Students will cooperate with parents in their efforts to ensure regular daily attendance.
3. Students will respect all that are involved in the educational process. This includes all staff, other students, and parents.



4. Students will take grade cards, interim reports, notes, letters, and all other important information home to parents.
5. Students will complete all academic assignments.
6. Students will learn appropriate skills to deal with conflict situations to avoid disrespectful and harmful behaviors.
7. Students will develop and maintain a positive attitude toward education. They are to demonstrate the skills that will enable them to be successful, self-motivated students. These skills may include good study habits, appropriate communication with peers and authority, good citizenship qualities, and test taking skills.

### **Parent Expectations**

1. Parents will be responsible for knowing the expectations as outlined in the Student and Parent Handbook and will send students to School well-equipped, well-rested, in good health, and with a positive attitude.
2. Parents will ensure that students arrive at School on-time every school day and inform School personnel when a student is absent.
3. Parents will provide the School with updated information to enable School staff to communicate quickly and effectively in the event of an emergency. This information includes the names, addresses, and telephone numbers of those individuals who should be contacted in case of any emergency.
4. Parents will make a special effort to communicate with teachers at least once each grading period in order to monitor student progress on a regular basis.
5. Parents will provide a designated study time and place for students to complete academic assignments in the home.
6. Parents will attend scheduled parent conferences and support other school-related activities.
7. Parents will meet their child's teacher at the beginning of each year.

### **Staff Expectations**

1. Staff will be responsible for the distribution, explanation, and enforcement of the rules and regulations as outlined in the Student and Parent Handbook.
2. Staff will be responsible for the frequent monitoring of student progress, attendance, and behavior through a variety of ways.
3. Staff will model acceptable behavior that exemplifies the high expectations held for students and parents.
4. Staff will be responsible for keeping lines of communication open between the home and School, which includes meeting with parents and parent phone calls.
5. Staff will provide leadership embodying the principles of conflict resolution in the building



and in class.

6. Staff will provide a healthful environment conducive to learning and focus on academic achievement.
7. Staff will use a positive behavior management system to prevent and manage discipline in the classroom.

## **INFRACTIONS AND LIKELY DISCIPLINARY ACTION**

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
Academic Misconduct	Plagiarizing, cheating, copying another's work or internet materials, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3-4 disciplinary action and 1-year discretionary expulsion.	Level 3-4 disciplinary action and 1-year discretionary expulsion.	Level 4 disciplinary action and 1-year discretionary expulsion.
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 3-4 disciplinary action and 1-year discretionary expulsion.	Level 3-4 disciplinary action and 1-year discretionary expulsion.	Level 4 disciplinary action and 1-year discretionary expulsion.

Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.
Dress Code Violations	See Dress Code	Change into school provided uniform for the day and return it at the end of the school day. Excessive dress		



		code violations may result in additional consequences (Levels 2-3)		
Electronic and Other Communication Devices	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.
Electronic and Other Communication Devices	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1-year mandatory expulsion.	1-year mandatory expulsion.	1-year mandatory expulsion.
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1-year discretionary expulsion.
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1-year discretionary expulsion.
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student. See also Gang Policy.	Levels 1-3	Level 2-4	Level 3-4



Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern and may result in appropriate disciplinary measures.	Level 1	Level 1-2	Level 2 -3
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	Level 1-2 disciplinary action.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Intimidation/ Menacing/ Bullying/Cyber- Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone and pager text messages, blogs, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.
Knife	Bringing a knife to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1- year discretionary expulsion.
	Possessing a knife at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1- year discretionary expulsion.	Level 4 disciplinary action and 1- year discretionary expulsion.



Lying	Intentionally giving untrue communication.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarities	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students. See also Fighting Policy.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Minor Safety	Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: <ul style="list-style-type: none"> <li>Talking during safety drills</li> <li>Running, pushing, yelling, or other inappropriate behaviors</li> <li>Any inappropriate playground behaviors</li> <li>Minor insubordination to adults</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.
Major Safety	Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to <ul style="list-style-type: none"> <li>Leaving the school building or grounds without permission</li> <li>Other acts which could harm the student or others</li> </ul>	Level 2-4	Level 2-4	Level 2-4
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event. See also Drugs and Alcohol.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.





Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Use of Tobacco on School Premises.	Level 1-2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 2- 4 disciplinary action.
School Property	Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to: <ul style="list-style-type: none"> <li>Defacing textbooks, library books, and other school materials</li> <li>Destruction or improper use of school computers, printers, or other technology</li> <li>Defacing/destruction of school property including desks, walls, lockers, etc.</li> <li>Failure to respect the property of other students, teachers, school personnel, etc.</li> <li>Gum chewing on school property</li> <li>Improper use of restrooms and/or supplies</li> <li>Stealing</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Tardiness	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.



Toys or Play Objects	<p>School is a place of learning. Distractions cause students to be inattentive. Therefore, students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to:</p> <ul style="list-style-type: none"> <li>Bringing toys or distracting objects to school</li> <li>Creating toys or distracting objects at school</li> </ul>	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

### Classification and Consequences Specific to Imagine Columbus Primary Academy

The appropriate personnel will determine the classification of the behavior based upon the level of severity of the behavioral infraction. Each infraction is classified on the specific facts involved. Consequences may include:

- Verbal warning
- Refocus: Time-out from class or activity and student will communicate why he/she was asked to refocus.
- Logical Consequence: Consequence designed to address the infraction.
- Loss of Privileges: Loss of recess time, assemblies, field trips, etc.
- Restitution: Repairing damage done by compensation of time, work, effort, money, etc.
- Buddy Classroom: Spend time in another teacher's classroom to complete work/write behavior plan.
- Rule Reminder: A communication form sent to parent from teacher/staff member.
- In School Suspension: A period spent within a classroom away from the class community.
- Reverse Suspension: In place of OSS, a parent may be requested to come attend school for the day and shadow their student in hopes of improving behavior and to keep the student in school.
- Out-of-school Suspension: A period spent in which the student may not attend school.
- Expulsion: The student will not be allowed to be enrolled at Imagine Schools.

**\*\*If a student is sent to ISS for a 3rd time in any given week, the student immediately goes to a level 3 violation and can be suspended per the suspension guidelines. \*\***

**Involving Teachers**

Informal talk  
Discipline conference with student  
Time out  
Restriction of privileges  
In School Suspension  
Critical Thinking Center  
Buddy Room

**Involving Administrators**

Denial of bus-riding privileges  
Restitution (liability)  
Alternative learning classroom/environment  
Out of School Suspension  
Expulsion  
Reverse Suspension

When the Principal is off campus and/or not available, the Assistant Principal, Dean of Students and other authorized administrative individuals will assess discipline issues, document the issues, provide appropriate consequences and notify the Principal of all incidents.

**All teachers will document student behavior via a referral form.**

**Discipline Levels**

Inappropriate behaviors at Imagine Columbus Primary Academy fall into 3 levels of offenses. Each level is addressed either by the classroom teacher/witnessing adult or the school administration.

**Level 1 Offenses**

Handled by the teacher/witnessing adult through their own discipline procedure.

<b>Level 1 Behaviors</b>	<b>Level 1 Consequences</b>
Inappropriate Language Physical Contact Defiance Disruption Property Misuse Homework Cafeteria Behavior Playground/Recess Behavior Dress Code Not Following Directions Talking to another student in ISS Wandering Mocking	Verbal Reminder Loss of privilege Conference with Student Contact Parent Individualized Instruction Critical Thinking Center Other

**Level 2 Offenses**

Handled by the teacher/witnessing adult with documentation of behavior and act. Level 2 behaviors can receive the highest consequence of In School Suspension and the teacher will notify parents.

<b>Level 2 Behaviors</b>	<b>Level 2 Consequences</b>
Back talking/arguing Taunting Refusing to do work Repeats of level 1 behaviors Throwing Objects Cheating/Lying Horse Playing Excessive Tardies Hitting	Critical Thinking Center (Partner Classroom) In School Suspension In School Suspension (Partner Classroom) Parent Contact

**In School Suspension Expectations**

As a school, we believe in partnering with parents and want to do our best to ensure that students remain in class learning for the entire day. With this in mind, we have decided to have an “in-school suspension (ISS) implemented in each classroom. Every teacher will have an isolated area for students that are assigned ISS. Listed below are the expectations during ISS. If a student is unsuccessful in meeting the below expectations, he/she will automatically be moved to level 3 and could receive an out of school suspension (OSS) by the administrator.

**Expectations**

- When a student is assigned ISS, he/she should come to school in their proper uniform bottoms, shirts and shoes.
- The student will sit in an isolated area but is expected to fully participate in the learning of the classroom and to complete all assigned work.
- The student will only have interactions with the teacher and is not to speak to any other students. The student should only be communicating with an adult. Our classrooms are communities that embrace our Shared Values of Justice, Integrity & Fun. Students need to know that it is a privilege to be a part of these communities so they must earn their way back into the community the following day or the specified amount of time.
- Students in ISS will remain in isolation during lunch and will not receive a recess on the day they serve ISS.

**Level 3 Offenses**

Handled by the administration. A paper trail is created with a discipline form by the teacher/and or staff member, describing the incident that occurred that earned a level 3 offense. Parent contact will be made by an administrator.



**\*\*In an emergency, the student may be brought straight to the front office. If the teacher is unable to bring the student, the office will be contacted, and an administrator or liaison will come to the classroom and remove the student\*\***

Level 3 Behaviors	Level 3 Consequences
Abusive Language Fighting/Physical Aggression Bullying Ethnic Slurs Overt Defiance Harassment/Bullying Direct and Willful Disobedience of School Rules/Expectations Repeats of Level 1 & 2 Behaviors Stealing Threatening Bodily Harm Use of Profanity: Direct & Intentional Pulling Fire Alarm Excessive Truancy Defacing/Damaging School Property	Out of School Suspension Other: (Admin Decision)
<b>Zero Tolerance</b>	
Drugs Weapons Dangerous Instruments Leaving school without permission Assault with intent to fight with another student	

**\*\*Level 3 offenses can result in a multi-day suspension beginning in increments of 1 day, 3 days, 5 days and finally 10 days. Once a student is suspended for 10 days, they will be awaiting Board decision of possible expulsion. \*\***

**\*\*Zero tolerance behaviors will result in a mandatory 10-day suspension, pending Board decision of possible expulsion. \*\***

### **Fighting at School**

Fighting is never permitted! When a fight occurs, all involved students shall be suspended from school.



Sometimes students tell us “My parents told me if someone calls me a name, (hits me first, etc.) it is O.K. to fight”. That may be appropriate in situations where children are left on their own and must fight or defend themselves from serious harm. However, this is never the case at school. There are always adults present to help settle disputes between students. If a child feels threatened to the point that he/she must defend him or herself, the child should immediately report it to a teacher or an adult supervisor. Otherwise, the child takes the risk of being suspended from school.

**\*\*Once a child receives an Out-of-school suspension (OSS) and a parent/guardian is contacted, an authorized individual must pick the student up within a 1-hour timeframe. After an hour, additional steps will be taken to ensure the student is picked up. \*\***

### **TRANSPORTATION DISCIPLINE**

Bus suspensions (for bus riding privileges only, but not for suspension from School) may be imposed for any period of time as set forth in the School’s Code of Conduct. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to appear before the Principal before a suspension is imposed.

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be held within seventy-two (72) hours of the removal. Immediate removal is authorized when the Student’s presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School’s Code of Conduct. If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding code of conduct of the home school districts from which Students are being transported, in a central location in each School building, and make them available to Students or Parents upon request.

Suspensions or immediate removal from bus riding privileges of disabled students shall be accomplished in accordance with the laws governing suspension and expulsion of disabled students.

### **Individuals with Disabilities Education Improvement Act of 2004**

The Code of Conduct applies to all students enrolled in the School; however, students with disabilities will be treated in accordance with the provisions of the Individuals with Disabilities Education Improvement Act of 2004 and Ohio law. This does not necessarily preclude exclusion from School or School bus/vehicles as a result of a crisis, an emergency, or as provided by law.

For more information on the rights of students with disabilities, please contact the Department



of Educational Services and Resources, or refer to the publication, *A Guide to Parent Rights in Special Education* available at [www.education.ohio.gov](http://www.education.ohio.gov) or from the School upon request.

### **Banned Items & Searches**

To protect the safety of all students, the administration reserves the right to search any student's person, School property, or personal property (e.g. purses, backpacks, gym bags, pockets) when there is reasonable suspicion that evidence will be obtained indicating the student's violation of the law or School rules..

The search of a student's person or intimate personal belongings shall be conducted by the Principal or his or her designee. This person should be of the student's gender and conduct the search in the presence of another staff member of the same gender. However, no strip searches may be conducted by School personnel.

### **Restitution**

Parents of students responsible for defacing or damaging school property will be required to pay the cost of restoring or repairing the property.

### **Removal from School**

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures with notice and procedures to follow the removal.

The student may not attend or participate in any School sponsored functions without permission from the Principal during an emergency removal.

### **Out of School Suspension**

Out-of-school suspension is removal of a student from school for a period of one (1) to ten (10) days. While students are suspended from school, they may be afforded the opportunity to receive some or all their homework assignments. During suspension, students are not permitted to participate in extracurricular activities, be on any School property, or in any school buses. Appeal procedures are available at the front office upon request and are included in the notice of suspension.

The Principal must give written notice of the intention to suspend and the reason for the proposed suspension to the student. The student shall be given the right to appear at an informal hearing



before the Principal to challenge the reasons for the intended suspension or otherwise explain. The written notice of suspension shall be sent or given within one (1) calendar day to the parent. The notice shall contain the reasons for the suspension and the right of the student to appeal to the Board of Directors appeal hearing designee.

If the parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the Principal within fourteen (14) school days of the written notice of suspension. The Principal shall immediately forward this written appeal to the Board of Director's appeal hearing designee.

If the Principal or his/her designee determines that a student's behavior on a school vehicle violates school rules, the Principal may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

### **EXPULSION**

Expulsion is removal of a student from school for a period of eleven (11) to eighty (80) school days and in some instances, one (1) year. Students expelled from the School are not permitted to participate in extracurricular activities, be on any School property, or in any School buses. Expulsions may extend into the following school year.

The Superintendent shall provide the student and the parent written notice of the intent to expel. The written notice shall include reasons for the intended expulsion. The student and the parent shall have an opportunity to appear on request before the Superintendent to challenge the expulsion or to otherwise explain the actions that led to the intended expulsion. The written notice shall state the time and place to appear, which shall not be less than three (3) days or later than five (5) days after the notice of intent to expel is given. The Superintendent may grant an extension of time at the request of the parent or student. If granted, the Superintendent must notify all parties of the new time and place. The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision. A parent has the right to appeal the expulsion, which must be submitted in writing to the Superintendent within fourteen (14) school days of the written notice of expulsion. The Superintendent shall immediately forward this written appeal to the Board of Director's Appeal hearing designee.

An expelled student will be provided with a date for re-entry and the date for the re-entry conference. The expelled student and parent of the student are expected to be present in the re-entry conference.

### **WEAPONS – EXPULSION**

Imagine Columbus Primary Academy adheres to the Gun-Free School Act (GFSA) and state law. A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used or leased by the School, school extra-curricular or school related events). A student may be expelled for a period not to exceed one year for: 1) bringing a





firearm to an inner-scholastic competition, an extra-curricular competition, and extra-curricular event, or any other school program or activity that is located at a school or on school property; 2) bringing a knife to the school, onto school property, or to an inner-scholastic competition, an extra-curricular event or any other program or activity sponsored by the school or which the school is a participant; 3) possessing a firearm or knife at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto School Property by another person; 4) committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property; or 5) making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.

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

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

Parents must emphasize to the student(s) the seriousness of making a bomb threat or possessing a firearm or knife, or on school grounds, other property or to an activity under its jurisdiction.

### **Anti-Harassment, Intimidation and Bullying Policy**

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

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

"Harassment, intimidation, or bullying" means either of the following: (1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once and the behavior both causes mental or physical harm



to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or (2) violence within a dating relationship. The definition of “harassment, intimidation, or bullying” also includes the above described acts which are electronically generated, stored or transmitted, sometimes called “cyberbullying.”

The School reserves the right to discipline students’ off campus behavior which substantially disrupts the School’s educational process or mission or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School’s mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student’s or Staff member’s security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

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

All school personnel, volunteers, and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See Form for Reporting Incidents of Harassment Intimidation and Bullying). Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. All School personnel, volunteers, and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.



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

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

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

#### 1. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim’s communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

#### 2. Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board



of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying, and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

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

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

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

### **NON-DISCRIMINATION POLICY**

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding non-discrimination policies:

Jennifer Keller: Regional Director

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: “No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance....”

The Principal or his/her designee shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

A specific procedure for grievances related to Title IX issues is set forth as the “Title IX Grievance Procedure.”

The Principal or his/her designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure (Policy 228) that provides for the prompt and equitable resolution of disputes.



## **Positive Behavioral Interventions and Supports, Seclusion, and Restraint**

This policy governs the use of positive behavioral methods and emergency safety interventions including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

### **I. Definitions**

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement that is not (A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

De-escalation techniques: are strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening behavior before a crisis occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process that is used to describe the function or purpose that is served by a student's behavior. Understanding the function that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

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

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

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



Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary, physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from student's possession; (C) to calm or comfort; (D) to assist a student in completing a task if the student does not resist the contact; or (E) to prevent an impulsive behavior that threatens the student's immediate safety.

Positive Behavior Interventions and Supports: (A) a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students, and (B) that encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminishes reoccurrences of challenging behaviors, and teaches appropriate behavior to students.

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

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

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

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

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus driver or other School staff who interact directly with students.

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

## **II. Creation of Positive Behavioral Intervention and Supports (PBIS)**

The School shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement.

The School shall train staff to: (A) identify conditions such as where, under what conditions, with whom, and why specific inappropriate behavior may occur; and (B) conduct preventive assessments which include: (1) a review of existing data; (2) interviews with parents, family members, and students; and (3) examination of previous and existing behavioral intervention plans.





Based on the assessment data, the School shall develop and implement preventative behavioral interventions that (A) modify the environmental factors that escalate the inappropriate behavior; (B) support the attainment of appropriate behavior; and (C) use verbal de-escalation to defuse potentially violent dangerous behavior.

### **III. Prohibited Practices**

The following are prohibited under all circumstances, including emergency safety situations:

- A. Prone restraint;
- B. Corporal punishment;
- C. Child endangerment as defined in R.C. 2919.22;
- D. Seclusion or restraint of preschool students (if any);
- E. Deprivation of basic needs;
- F. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following:
  - i. Any method that can cause loss of consciousness or harm to the neck or restricting respiration in any way;
  - ii. Pinning down with knees to torso, head and/or neck;
  - iii. Using pressure points, pain compliance and joint manipulation techniques;
  - iv. Dragging or lifting of a student's hair or ear or by any type of mechanical restraint;
  - v. Using students or untrained staff to assist with the hold or restraint;
  - vi. Securing a student to another student or to a fixed object; or
  - vii. Using any other technique used to unnecessarily cause pain.
- G. Any physical restraint that impacts the student's primary mode of communication;
- H. Mechanical or chemical restraints;
- I. Aversive behavioral interventions; or
- J. Seclusion of students in a locked room.

### **IV. Restraint**

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective intervention is possible, and, when performed by trained staff, except in the case of an unavoidable emergency situation. The physical restraint must not obstruct the student's ability to breathe.

Staff must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;



- B. Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use verbal strategies and research-based de-escalation techniques to help the student regain control;
- D. The least amount of force necessary should be used;
- E. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- F. 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
- G. Complete all required reports and document staff observations of the students.

## **V. Seclusion**

Seclusion shall only be used if: it is a last resort for the student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention.

The room or area used for seclusion cannot be locked, and must provide for adequate space, lighting, ventilation, clear visibility, and the safety of students.

Seclusion shall not be used as: a substitute for an education program, less restrictive alternatives, inadequate staffing, staff training in positive behavior supports and crisis prevention and intervention; a form of discipline or punishment; a means to coerce, retaliate; or in a manner that endangers the students.

Staff must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- B. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use verbal strategies and research-based de-escalation techniques to help the student regain control as quickly as possible;
- D. Remove the student when the immediate risk of physical harm to self or others has dissipated;
- E. Conduct a de-briefing including involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. Complete all required reports and document the observation of the student.





## **VI. Functional Behavioral Assessment**

If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment (FBA) to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA should be followed by a behavioral intervention plan (BIP) that incorporates appropriate positive behavioral interventions. The use of an FBA or a BIP does not necessarily mean the student is a special education student but may be used for non-disabled as well as differently-abled or special education students.

## **VII. Training and Professional Development**

The School shall train all staff working with students annually on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. The School shall have a plan on training staff working with students, as necessary, to implement PBIS on a system-wide basis. The School shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques and that their training is kept current.

## **VIII. Required Data and Reporting**

Staff must document each use of seclusion or restraint and report it to the building administration and the parent immediately. A written report of the incident must be created, given to the parent within twenty-four (24) hours of the incident, and placed in the student's file. This report is subject to the Family Educational Rights and Privacy Act.

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

The School shall make this policy available to parents annually and shall post this policy on its website.

## **IX. Monitoring and Complaint Procedures**

The School shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The Principal or his/her designee must investigate every complaint and respond to the parent in writing within thirty (30) days of filing the complaint.

Parent(s) may choose to file a complaint with the Ohio Department of Education, Office of Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

## **Police and Child Protective Services**

Allegations of criminal misconduct by parents, students, visitors, or School personnel will be reported to law enforcement. All instances of suspected child abuse or neglect will be



immediately reported to Child Protective Services (CPS). The School may also investigate for the purpose of determining whether there has been a violation of the School's policy or procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.

### **Child Find Policy**

The School must establish and implement procedures to identify, locate and evaluate children who need special education programs and services because of the child's disability. This notice is to help find these children, help parents and describe the parent's rights with regard to confidentiality of information that will be obtained during this process

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the School and a copy in his or her native language will be provided.

#### **Identification Activity**

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing within the School's geographic boundaries, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education can be made available. The types of disabilities that, if found, cause a child to need services are a cognitive disability (mental retardation), a hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, by reason thereof, the disabled child needs special education and related services.

The School is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior. Input from parents/guardians is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents/guardians give permission for their child to be evaluated.

#### **Confidentiality**



If after screening a disability is identified, upon parent/guardian permission the child will be evaluated. A written record of the results is called an education record, which is directly related to the child and is maintained by the School. These records are considered personally identifiable to the child.

The School will gather information regarding the child's physical, mental, emotional and health functioning through testing and assessment, observation of the child, as well as through review of any records made available to the School through the child's physician or other providers of services.

The School protects the confidentiality of personally identifiable information. The School will inform the parent/ guardian when this information is no longer needed to provide educational services to the child and will destroy the information at the request of the parent/guardian.

The parent/guardian of the child has a few rights regarding the confidentiality of the child's records. The parent/guardian has the right to inspect and review any education records related to the child that are collected, maintained, or used by the School. The School will comply with a request to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (IEP meeting), and before a hearing should there be a disagreement about how to educate the child who needs special education. In no case, may the school take more than 45 days to furnish the opportunity to inspect and review the child's records.

The parent/guardian has the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent exercising the right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, the School will provide a list of the types and the location of education records collected, maintained, or used by the agency.

The parent/guardian has the right to request amendments on their child's education records that they believe are inaccurate or misleading or violate the privacy or other rights of the child. The School will decide whether to amend the records within a reasonable time of receipt of the request. If the School refuses to amend the records, the parent/guardian will be notified of the refusal and right to a hearing.

Parent/guardian consent is required before personally identifiable information contained in a child's education records is disclosed to anyone other than officials of the School collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the School, upon request, discloses records without consent, to officials of another School in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent/guardian regarding confidentiality of personally identifiable information is transferred to the student.



Complaints alleging failures of the School regarding confidentiality of personally identifiable information may be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

The School will be providing ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact the School.

### **PARENT'S RIGHT TO KNOW**

Under federal law, the School must notify parents of their right to request certain information about their child's education. We are happy to provide this information to you, and we will do so in a timely manner.

At any time, you may request information about state or school policies or procedures regarding student participation in any required assessment. This information will include the right to opt out of the assessment, if such a right applies.

In addition, you may ask:

- Whether the teacher met State qualification requirements for the grade level and subject in which he/she teach,
- Whether the teacher is teaching under an emergency or provisional certificate through which the State requirements were waived, and
- Whether the teacher is teaching in the field of discipline of his/her certification.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all our teachers and paraprofessionals are qualified.

If you have any questions about your child's assignment to a teacher or paraprofessional or about required assessments, please contact me at any time.



### **The Family Education Rights and Privacy Act of 1974 (FERPA)**

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:



**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Academy, SW  
Washington, DC 20202-5901**

5. The school intends to forward any and all education records to another school or postsecondary institution at which the students seeks or intends to enroll, upon the condition that the student's parents be notified of the transfer, receive a copy if so desired, and have an opportunity for a hearing to challenge the content of the record.

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education records. Under FERPA, most information about our students cannot be made public without the consent of parents/guardians. However, if the School designates information as directory information, FERPA allows the release of student directory information unless the student's parent(s)/guardian(s) inform the School in writing not to release such information.

**OFFICIAL DESIGNATION**

The School must choose one of the following options and mark appropriate lines with an "X". This School:

  X   HAS NOT designated any information as directory information.  
HAS designated the following marked information as directory information ("X" applicable information below):  
Student's name  
Student's address  
Student's telephone number  
Student's date and place of birth  
Student's major field of study  
Student's participation in officially recognized activities or sports  
The weight and height of members of athletic teams  
Dates of attendance  
Awards received  
Date of graduation

Officially designated directory information can also be disclosed to outside organizations unless parent(s)/guardian(s) have advised the School that they do not want their student's information disclosed without their prior approval.

If you do NOT want the School to disclose directory information from your child's education records without your consent, you must notify us in writing by within ten (10) days of your receipt of this notice.

**Student Surveys**



For purposes of this section, the term “eligible students” shall include any Student who is at least eighteen (18) years of age or an emancipated minor

The School shall notify Parents and eligible students at least annually of the potential administration of any School-approved third-party surveys and parents and eligible students shall have the right to inspect any such survey upon a reasonable request. A Student shall not be required to submit to a survey, analysis, or evaluation without the prior written consent of the Student’s Parent or an eligible student that reveals any of the following information:

1. political affiliations or beliefs of the Student or the Student’s Parent;
2. mental or psychological problems of the Student or the Student’s family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the Student or the Student’s Parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

The School shall provide notice to Parents and eligible students annually of the specific or approximate dates of any such survey being administered and shall not administer any survey relating to any of the above listed information to any student for which written consent has not been received from the Student’s Parent or the Student, if an eligible student.

Additionally, the School shall provide notice to Parents and eligible students at least annually of the specific or approximate dates of the administration of any survey to collect, disclose, or use any student personal information for the purpose of marketing or selling the information. Parents and eligible students shall have the right to inspect the survey or other documents to be used in the collection of any such personal student information and shall have the right to opt their Student out of participation in such activity.

The preceding paragraph does not apply, however, to the collection, disclosure, or use of personal student information for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, Students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.





4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for School-related or education-related activities.
6. Student recognition programs.

### **Media Release Consent Form**

The School's students will be participating in many activities and will be getting attention from sources interested in public community schools and our progress. Please sign this Media Release authorizing this School to publish your child's photo and/or name for the limited uses for public relations and media purposes. The School will not release photos resulting from disciplinary actions.

### **Technology and Internet Acceptable Use**

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

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

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

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

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy; trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; or using other users' email addresses and passwords.





1. Using profanity, obscenity, or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; or transmitting any material in violation of federal or state law.
2. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her instructors immediately.
3. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
4. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
5. Damaging Technology devices, computers, computer systems, or computer networks (for example, by the creation, introduction, or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
6. Using the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and include, but are not limited to, the following:
  - a. any activity that requires an exchange of money and/or credit card numbers;
  - b. any activity that requires entry into an area of service for which the School will be charged a fee;
  - c. any purchase or sale of any kind; or
  - d. any use for product advertisement or political lobbying.
7. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

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

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is



violating School policy or the law. Violations of School policy, the Student Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

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

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

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



# Imagine Columbus Primary Academy

## Formal Acknowledgement of 2023-2024 Student and Parent Handbook

We, the undersigned, have read the 2023-2024 Student and Parent Handbook. We acknowledge that we have received a copy of the handbook and know that it includes important information regarding student and parent policies and expectations.

We understand that all students will be held accountable for their behavior. We understand that parents are the school's greatest partners in their student's education and will work together to achieve the greatest success for each student.

Parent and Student acknowledgement of:

Dress Code/Dress Code Violations Initial: \_\_\_\_\_

Code of Conduct Initial: \_\_\_\_\_

Health Requirements, Services,  
and Medication Initial: \_\_\_\_\_

Transportation Initial: \_\_\_\_\_

FERPA Initial: \_\_\_\_\_

Academic Integrity Policy Initial: \_\_\_\_\_

Media Release Initial: \_\_\_\_\_

Technology and Internet Acceptable Use Initial: \_\_\_\_\_

Wellness Policy Initial: \_\_\_\_\_

Positive Behavior Intervention and Supports Policy Initial: \_\_\_\_\_

Student name: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent name: \_\_\_\_\_

Signature: \_\_\_\_\_