

ACPA STUDENT HANDBOOK

2022-2023

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WE'RE IN THIS TOGETHER

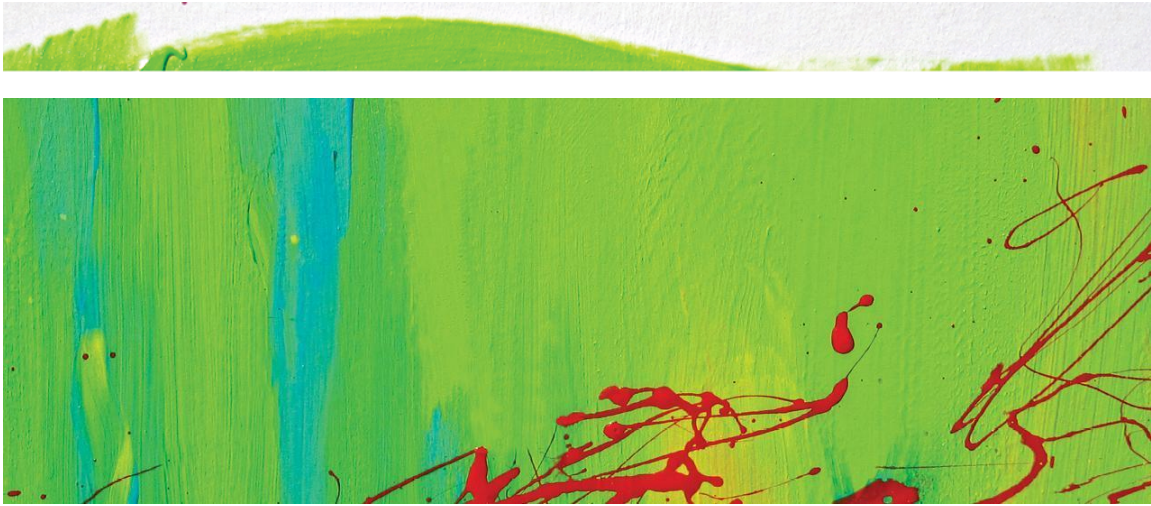
To the caregivers and students of ACPA,

Welcome to our ACPA Community. We are excited to welcome you to the 2022-2023 school year. This handbook is a guide for how the climate, culture, and your student's education will intersect. This handbook contains information about how we operate and pathways your student can take to maximize their success.

Our goal is to foster relationships with all community members to help our students as they develop into the best versions of themselves. The policies, procedures, values, and habits included in this handbook provide the framework and expectations to which our ACPA community is expected to adhere.

Let's get started!





OUR STAFF

ACPA STUDENT HANDBOOK 2022-2023

Administration

Executive Director/Superintendent | Anthony Gatto gatto@artcollegeprep.org

High School Principal | Aaron Wagner wagner@artcollegeprep.org

Middle School Principal | Sarah Bostelman bostelman@artcollegeprep.org

Assistant Principal | Catherine McMillin mcmillin@artcollegeprep.org

Dean of Students

Dean of Students Demetrius Pate pate@artcollegeprep.org

Student Support Jalen Hopkins hopkins@artcollegeprep.org

Enrollment

Enrollment Director Asya Mosley amosley@artcollegeprep.org

Administrative Support Staff

Middle School Administrative Assistant | Emily Collins collins@artcollegeprep.org

High School Administrative Assistant | Sarah Silver silver@artcollegeprep.org

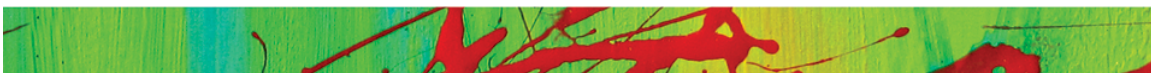
Counseling

School Counselor Lead | Tara Zimmer zimmer@artcollegeprep.org

Middle School Counseling | Adam Todoran todoran@artcollegeprep.org

High School Counseling | Eric Gerlach gerlach@artcollegeprep.org

High School Counseling | Carley Roe roe@artcollegeprep.org





School Social Worker

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Nurse

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Communications, Marketing & Events

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Arts Department

High School Dance | Dallas Karr karr@artcollegeprep.org

Middle & High School Music | Noah Demland demland@artcollegeprep.org

High School Music | Theo Jackson jackson@artcollegeprep.org

High School Theater | Alex Dodge dodge@artcollegeprep.org

High School Visual Arts | Melanie Holm holm@artcollegeprep.org

High School Visual Arts | Brooke Hunter-Lombardi lombardi@artcollegeprep.org

Middle School Visual Arts | Jillian Harris harris@artcollegeprep.org

Middle School Performing Arts | Marrett Laney laney@artcollegeprep.org

MIDDLE SCHOOL STAFF

English Department

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Mathematics Department

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Science Department

Jenna Blackburn | jenna.blackburn@artcollegeprep.org

Social Studies Department

David Jones | jones@artcollegeprep.org





OUR STAFF CONTINUED...

ACPA STUDENT HANDBOOK 2022-2023

HIGH SCHOOL STAFF

English Department

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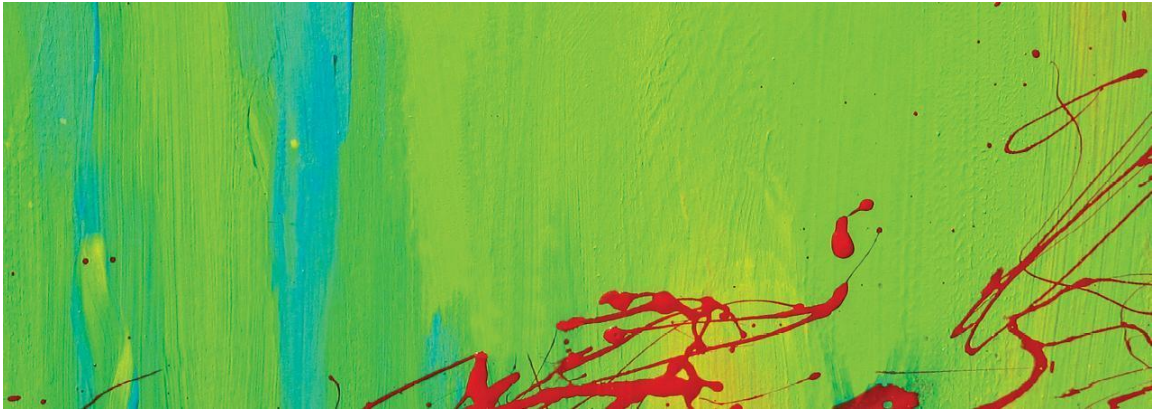
Social Studies Department

Landon Hedrick | hedrick@artcollegeprep.org
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Instructional Support/Building substitutes

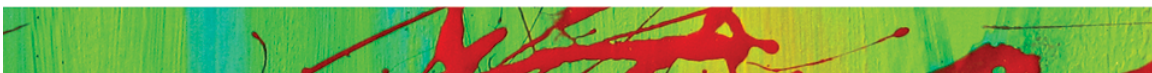
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SCHOOL CLIMATE AND CULTURE

ACPA STUDENT HANDBOOK 2022-2023





ACPA COMMUNITY VALUES

Kindness · Respect For Diversity · Honesty · Problem Solving
Communication · Participation · Awareness

KINDNESS

This is our number one expectation at ACPA. Be Kind. Treat each other with kindness. It is the basic concept of almost every religion and moral code known to humankind. Being kind to each other makes for a safe and positive environment, and we feel that it is a basic behavior by which we should all conduct ourselves.

RESPECT FOR DIVERSITY

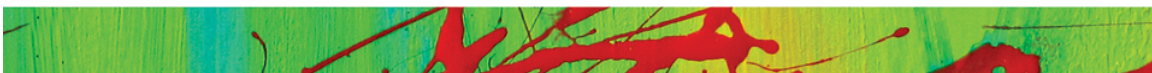
Diversity in the school community is at the core of ACPA's mission and vision. As such, all members of ACPA's community must treat each other with respect. Our differences – including gender, gender expression, ethnicity, sexual orientation, disability, class, religion, country of origin, and culture – make ACPA a unique place and offer us opportunities to learn from each other.

HONESTY

Honesty shows moral character, and it shows that you take responsibility for your actions, which is highly valued at ACPA. Honesty allows us to address the heart of the matter. When students are honest about what they've done, the positive nature of honesty usually outweighs the negative nature of the infraction. There's just some magic in truth and honesty and openness -Frank Ocean

PROBLEM SOLVING

Problem-solving can be applied to all facets of life at ACPA-academics, the arts, creativity, interpersonal relationships, etc. There are key steps to problem-solving. First we must identify the problem. Next, we can brainstorm several solutions to decide which method we would like to use. Finally, we can evaluate our choices and reflect on the outcome. Our expectation is that students are willing and able to try to resolve conflict in a mature, thoughtful, nonviolent, and non-argumentative fashion, with the help of ACPA staff if needed. Students who are able to thoughtfully solve their problems tend to be successful at ACPA.





ACPA COMMUNITY VALUES

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COMMUNICATION

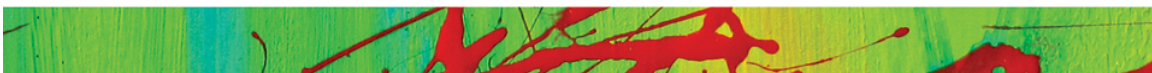
Effective communication involves active listening and engaged parties. We can better understand each other, express our wants and needs, and resolve conflict when we communicate effectively. This includes verbal, nonverbal, and written communication. ACPA students are expected to use the ACPA values to communicate with their peers, teachers, administrators, and other members of the ACPA community.

PARTICIPATION

Get involved in something. Audition for a performance, use your voice in class, volunteer, and attend arts events! There are various opportunities for you at ACPA. Those who are engaged in activities have more opportunities to meet new people, avoid unnecessary drama, and succeed academically and in the arts. Participation allows you to contribute your talents and interests to make the ACPA community a better place.

AWARENESS

ACPA believes practicing awareness is an important element of personal, academic, and creative growth. There is value in knowing what is going on around you, recognizing opportunities for growth, and learning from others. Being aware helps us to understand and appreciate those that are different from us.





ACPA HABITS

Collaborative · Courageous · Creative · Curious · Persistent · Reflective
Responsible · Timely

COLLABORATIVE

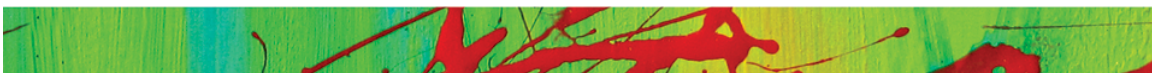
Teamwork, cooperation, alliance, participation, and combination. No matter how you say it, it breaks down to this; working together with a partner or group of people to generate a common idea, solve a problem, or create. Amy Poehler explains being collaborative as an integral part of our daily lives. She says; “As you navigate through the rest of your life, be open to collaboration. Other people and other people's ideas are often better than your own. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life.”

At ACPA, being collaborative is an important part of our daily lives. We will strive to collaborate in and out of our classrooms and beyond. An ACPA student looks forward to sharing ideas, thoughts, and feelings without hesitation or fear of rejection. We will create an environment that allows collaboration to be a pillar to our learning and teaching. ACPA will consistently encourage and inspire our students and staff to collaborate everyday!

COURAGEOUS

“Courage is a heart word. The root of the word courage is cor - the Latin word for heart. In one of its earliest forms, the word courage meant, ‘To speak one's mind by telling all one's heart’.” – Brené Brown

When we play it small, acting too “cool” to show our true selves, it’s like binding up our hearts. Instead, students at ACPA are encouraged to be brave – not tough and not unflinching, but vulnerable. Our students, through the expression of their gifts, are encouraged to show their hearts, to show their whole selves. To do this, ACPA supports its students in building the capacity to be vulnerable by creating a safe space in which they are encouraged to find their own sense of purpose and contribution – their “why”. Lastly, courage does not come without risk. At ACPA we embrace these opportunities to learn through success and failure, leveraging the growth mindset to persevere through our failed experiments and be courageous to rise again.





CREATIVE

Creativity is the skill of developing original ideas, methods, or objects that go beyond traditional ways of thinking and acting. About this skill Mary Lou Cook, famous artist and peace activist, wrote, “Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.” A creative person considers the world around them, generates ideas, and forms something new from their ideas. For example, when someone encounters a problem, they demonstrate creativity by thinking through alternative solutions and putting them into practice. Students can brainstorm alternative options for solving a problem or communicating a message, and then apply their new ideas, even if they make a mistake. Creativity can be displayed by sharing ideas during class discussions, making original products (such as an art piece or a performance), working with a team to design a project, etc. At ACPA students will demonstrate creativity in all learning environments by generating new ideas and putting them into practice.

CURIOUS

The world is amazing. When we go into the world, we are surrounded by things we don’t yet know or understand. Being curious about the world means that we are excited about learning new things and not intimidated by the unknown. ACPA believes that learning is fun and rewarding, and that the world offers new learning experiences. ACPA students will be open to learning new things, and eager to share their new knowledge with others. As the last man to walk on the moon Gene Cernan once said “Curiosity is the essence of human existence. 'Who are we? Where are we? Where do we come from? Where are we going?'... I don't know...But I want to find out.”

PERSISTENT

Learning new things is hard work. As we learn, we build new connections in our brains. Sometimes the effort itself is the most valuable part of the learning process. When we make a mistake, and work through it, we build new and stronger connections. Mistakes can be scary, but everyone makes mistakes. Learners with persistence use their mistakes to improve and refine their ideas.

As a learner we will understand that mistakes are expected. We will accept feedback as an opportunity to improve, and we will remember that when something is difficult, the best response is to give even more effort. We will remember that every mistake and every setback is a chance to learn. We will keep adapting and changing our ideas until we find the ideas that work. We will never be satisfied with almost understanding something; we will persist until we achieve a complete understanding.





REFLECTIVE

Reflection is more than a present-day evaluation of an end result or product, a glance into a mirror, or recollection of events. Reflection is an honest, vulnerable exploration of oneself, including, but not limited to one's perspective, inquiry, actions, impact, and experience, resulting in future insight. The practice of reflection does not lead to perfection without mistakes, but to a growth mindset that promotes learning and development of critical thinking skills. According to philosopher and educational reform advocate, John Dewey, "We do not learn from experience, we learn from reflecting on experience."

Reflection will be used to begin, end, and continuously fuel students' creative processes across all subjects. Students will use reflection during their journey both individually and collaboratively, as a part of shared learning. The information gained from reflection will be used in personal and group goal-setting or decision-making. To be characterized as reflective, students will embody the ACPA values, habits, and culture, demonstrating to others what the school is all about.

RESPONSIBLE

Responsibility is taking ownership of your actions and holding yourself accountable to be the best version of yourself. At ACPA, we encourage all students to advocate for themselves and lead by example. Responsibility in the ACPA classroom means putting in your best effort every day. ACPA expects all students to be responsible for their character and to hold themselves to these high standards so they can positively contribute to the ACPA community and beyond. "Being responsible is an enormous privilege ... It's what marks anyone a fully grown human." - President Barack Obama

TIMELY

Being timely is the act of completing a task at a favorable, opportune, and useful time. Around the world, various cultures have different values relating to timeliness. At ACPA, timeliness signifies respect and integrity. Prioritizing a task at hand is an essential component of timeliness. As humans, we are presented with numerous options as to how to spend our time. Should we spend a moment sending a text? Doing homework? Writing in our journals? Sleeping? The choices are endless, and it is an essential skill to figure out what to do, and when to do it. So how does this relate to timeliness? Well, some things have to take precedence over others. By completing our tasks by the time we promised them, we show the respect that we prioritized that activity over the millions of others we could choose from. By completing things by the time we are supposed to, we demonstrate





that we value and appreciate the people in our lives. We show them that their ideas matter, and we demonstrate our own integrity and responsibility.

As an ACPA student, you will be timely by accomplishing tasks on time, every time, the first time. If we promise to put forth our personal best on all tasks we are challenged to complete, we accomplish the first step towards timeliness. Rushing through assignments to “get them done” only helps us to fall further behind. Accomplishing a task to the best of our ability allows us as learners to apply feedback in a way that furthers our growth. Meeting deadlines is the second step. Be ready, be prepared, and set yourself up for success by demonstrating your integrity, respect, and priorities.

ACPA MENTIONS AND SUPER MENTIONS

To encourage and support positive community contributions, staff members who see students engaged in activities that are worth mentioning can submit a nomination for an ACPA mention. Students who are mentioned will be recognized in a variety of ways. In addition to ACPA Mentions, Super Mentions are reserved for those students who exhibit behavior that embodies ACPA’s core values both in and out of the classroom.

SCHOOL EVENTS

ACPA events such as dances, performances, open houses, etc. will be held throughout the year. These community building events contribute to our climate and culture by allowing students to participate and support their peers. Your commitment to upholding the ACPA values should extend outside of the classroom and into the larger community. Our dedication to the ACPA values and habits does not just reside within the walls of our school building, but encapsulates who we are as community members. ACPA students cheer each other on at events, attend dances to celebrate, and respectfully interact with guests. Participation at school events is directly related to your upholding of the ACPA values and habits.

AUDIENCE ETIQUETTE

Attending performances by other students and guest artists, both in and out of school, requires appropriate audience etiquette. Etiquette means being attentive and engaged—sometimes that means being quiet and staying in your seat, sometimes that means shouting and dancing, but it always means giving performers your full attention without the distraction of technology. An ACPA student is open-minded to the idea that they may learn something or take value from a performance. Students who disrupt performances will be asked to leave the performance and may be required to meet with a teacher or





administration. Please recognize that performers are giving of their time, energy, and themselves to share with us and be empathetic.

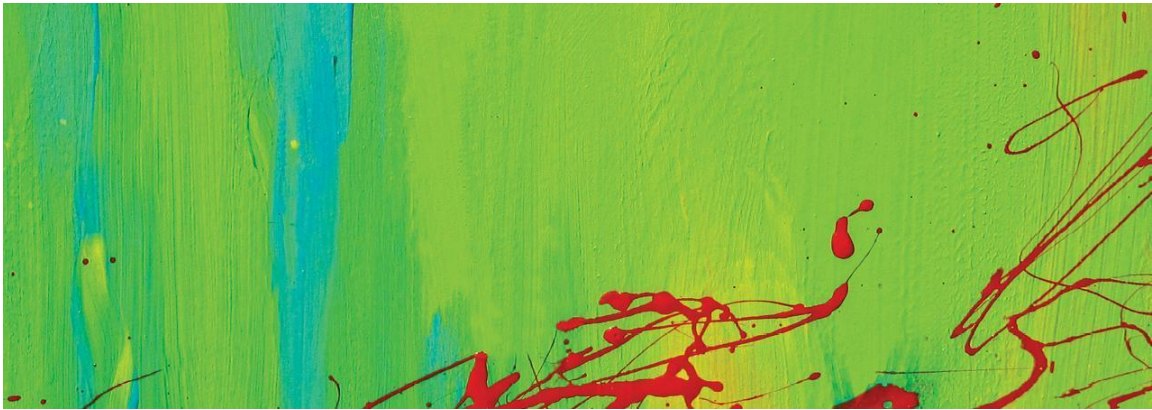
CONSENT

ACPA community members are expected to obtain consent prior to initiating physical contact with others, such as giving hugs. It is important not to make assumptions but to communicate clearly through your words and actions. Students have the right to withdraw consent at any time. ACPA acknowledges that genuine feelings of affection may exist between students; however, ACPA also remains a safe environment for all that attend. For this reason students should be aware of how intimate behavior affects others and are expected to refrain from engaging in it while at ACPA or ACPA-related events.

CLASSROOM EXPECTATIONS

Teachers have their own sets of reasonable classroom rules, policies, and procedures that students will be expected to follow. Classroom expectations vary from classroom to classroom and come from and reinforce the ACPA values and habits. Students can find specific policies and procedures for each course in their course syllabus.



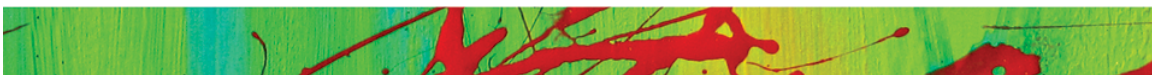


GENERAL SCHOOL INFORMATION

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SCHOOL HOURS

The school day begins at 8:55am and ends at 4:05pm.





DRESS CODE

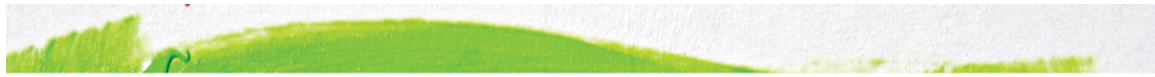
All members of the ACPA community are welcome to express themselves through their personal style.

ACPA community members must observe the following expectations:

- No sexually explicit messages or images
- No offensive or threatening language or pictures on clothing
- No element of student dress should demonstrate insensitivity toward another group including but not limited to makeup, caricatures, language, or symbols.
- No pictures or slogans on clothing that promote drugs, tobacco, alcohol, or violent weapons
- No gang-related apparel such as, but not limited to, signs, graffiti, dress and language
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front and on the sides (under the arms).
- Clothing must cover undergarments (waistbands and straps excluded).
- Fabric covering breasts, genitals and buttocks must be opaque.
- Hats and other non-religious headwear must allow the face to be visible, and not interfere with the line of sight of any student or staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, arts, and other activities where unique hazards exist.
- Specialized courses such as dance, visual art, and science, may require specialized attire or safety gear.

Administration makes the final determination of what meets dress code requirements.





SCHOOL CLOSURES AND INCLEMENT WEATHER

ACPA school closures, delays, or early dismissals unrelated to inclement weather will officially be posted on the ACPA **Facebook page** and communicated through email and/or text. If Columbus City Schools is closed for inclement weather, ACPA will be closed as well.

PARENT/TEACHER/STUDENT CONFERENCES

Conferences are held twice a year as indicated on the academic calendar. Parents/guardians are able to meet with all of their student's teachers concerning grades, study habits, classroom behavior, etc. **Student participation in conferences is required.** Conference appointments are required for all Parent/Teacher/Student conferences.

LUNCH EXPECTATIONS

We are extremely fortunate to have access to thoughtfully and professionally prepared meal options from the ACPA Cafe. The ACPA Cafe and its staff are an extension of our community. As such, students are expected to uphold the ACPA Values and Habits in their interactions with members of the kitchen staff and the cafeteria.

ACPA community members must observe the following expectations during their lunch period:

- Students are to eat lunch in the cafeteria or the outdoor recess area only.
 - In the cafeteria, students are expected to eat lunch at the tables.
 - Outside boundaries for lunch encompass the blacktop behind the school from the edge of the kitchen to the edge of the dance room and include the grassy area between the blacktop and the fence.
 - During lunch periods, students should be visible to an ACPA staff member on lunch duty at all times.
 - Students may visit the desk areas to call home or conduct business.
 - Students may not go behind the fence at *any time for any reason*.
 - Students may not climb trees or go on the roof.
- Food is not permitted on the cafeteria stage or the risers
- Students are expected to clean up after themselves.
- Students must wait their turn in line for food.
- Students, parents, and guardians *may not* order lunch through delivery services as strangers will not be permitted entry into the school building for safety reasons. If



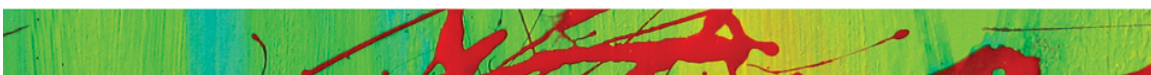


food is ordered through a food delivery service, the food will be confiscated, and the parent/guardian will be contacted.

- Students who choose to engage in physical activities at lunch, such as Four Square or basketball must follow the ACPA Values, practice good sportsmanship, and return all equipment to its original place. Failure to do so may result in loss of privileges to engage in activities at lunch.
- Students are invited to practice the ACPA values of communication and problem-solving if they encounter issues during lunch.

SCHOOL BOUNDARIES

- Bus students must enter the building as soon as the bus arrives.
- High school students arriving early to school should congregate in the cafeteria before the tardy bell rings. The Future Space and east hallway area (recording studio area) are off-limits in the morning. Students are only permitted in classrooms if a staff member is supervising.
- Middle school students arriving early to school should congregate in the Middle School ELA.
- Students may not be in the student parking lot during the day (including lunchtime).
- Students must be under adult supervision at all times.
- Students may not be in classrooms without ACPA staff supervision.
- Students may not be in the halls during class time unless they have a signed pass from a staff member.
- Students may not be in the upstairs administrative area or use the elevator without adult permission and supervision.
- Students are not permitted to loiter around or climb on the fences around the air conditioning units or the walls surrounding the dumpsters.
- Students may not go on the roof.
- Students may not use any of the emergency exits at any time other than during emergencies or emergency drills.
- Students may not leave the school property without parent and guardian consent, before or during school.
- Students must wait for their after school transportation on school grounds in designated areas.





RAILROAD TRACKS

Students are absolutely prohibited from being on or near the train tracks in the back of the building. This is an active train line and presents a clear and present danger to any student in the vicinity of the tracks while a train is running. Students should stay within the curb and behind the fence to avoid the danger of trains. There will be disciplinary action for any student who chooses to ignore this warning.

STAIRS AND THE FUTURE

Use the stairwells in the Future Space responsibly.

- Use the main stairwell to go up and down to rooms 20 and 21.
- Do not jump, run, or skip steps on the stairwells.
- Do not lean over the second story landing.
- There is no food or drink allowed in the Future Space.
- Do not hang on or touch any exposed pipes or railings.
- Do not jump, play or climb on the stage or any performance pieces when they are set up in the Future.
- Do not play with props left out by the Theater Department.
- Treat the Future with respect and do your part to help keep it clean and maintain its beauty and its dual use as a classroom and performance space.

PRESCRIPTION AND NON-PRESCRIPTION MEDICATION

Students may use medicine and/or devices prescribed by a physician on school grounds by filling out a Prescription Medication Form and having it on file with the school nurse. According to state law, ACPA Staff may not administer any prescription or non-prescription medication without proper documentation. Students may not carry medication with them during the school day.

CLINIC

Students who feel ill or need medical attention may visit the clinic to see the school nurse.

How to access the nurse:

1. Students will ask their faculty member to visit the Nurse.
2. Faculty member will notify and send student to the office
3. Office will notify nurse of students arrival and condition (if possible)
4. Students will then complete their visit and return to class with a signed and time stamped hall pass.
5. Visit documentation will be completed on powerschool.





SCHOOL TECHNOLOGY

All ACPA students will have the opportunity to utilize ACPA owned technology at various points throughout the school year. **All students, parents/guardians must review the Technology Handbook and sign the Technology Policy prior to the start of the school year in order to use school technology.**

TESTING

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

Middle School Testing Requirements

	English language arts	Mathematics	Science
Grade 7	✓	✓	
Grade 8	✓	✓	✓





High School Testing Requirements

Juniors will be required to sit for the administration of the ACT in the Winter or Spring of their Junior year to meet Ohio Revised Code Section 3301.0712

Students are required to take the following end of course exams:

- Algebra I and geometry or integrated math I and II
- Biology (or Physical Science for the class of 2018 only)
- American history and American government
- English I and English II

For each of the seven end-of-course state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation pathway, a student must earn a minimum number of 18 points from the seven tests.

This graduation pathway gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

PERFORMANCE LEVEL	GRADUATION POINTS
Advanced	5
Accelerated	4
Proficient	3
Basic	2
Limited	1



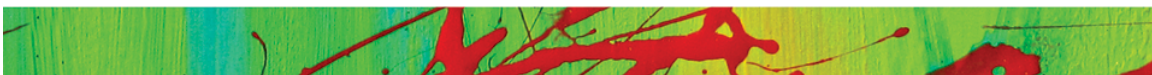


ATTENDANCE

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ATTENDING SCHOOL

Attendance at school is important and compulsory. The law states that schools are responsible for enforcing an attendance policy and involving the court system when students become truant. According to state law, schools must consider both excused and unexcused absences when determining whether a student is “excessively absent.” When enough unexcused absences are accumulated by a student, the student becomes truant. Requirements for excused absences are listed on **page 21**. Truancy policies and procedures are explained on **pages 23 & 24**. Also, according to state law, students must be **automatically withdrawn from the school** after missing **72 consecutive hours** of learning opportunities without a legitimate excuse. ACPA understands that illness and life events will occasionally prevent students from attending school.





ABSENCE PROCEDURE

Parent/Guardian Responsibilities

- If a student is to be absent from school, the parent/guardian is required to call (614-986-9974) or email (attendance@artcollegeprep.org).
- If no parent/guardian call is received, a signed note from a parent or guardian is required upon the student's return to school, outlining the reason for the absence.
- **If a note or call is not received within 24 hours of the absence, the absence will remain unexcused, will count towards truancy, and may result in the implementation of an *Absence Intervention Plan*.**
- The parent/guardian may be called for clarification or asked to provide documentation regarding the absence.
- It is imperative that ACPA staff, students, and families work together to ensure school attendance.

Student Responsibilities

- Attend school, communicate with teachers, and collect work missed when absent.

EXCUSED ABSENCES

The list below outlines reasons for which an absence from school may be excused per Ohio Revised Code 3301 and explains in which cases written verification or communication with ACPA administration is necessary:

- **Student Illness** A physician or mental health professional's written excuse is required if a student is absent from school for 3 or more consecutive days.
- **Family Illness** Administration may require a physician or mental health professional's explanation of the necessity of the student's absence.
- **Quarantine of the Home** Excused absence is limited to the length of the quarantine as determined by the appropriate public health official. Documentation from a healthcare professional is required.
- **Death of a Relative** Excused absence is limited to a period of 3 days. Communication with the administration may result in a longer excused time period.
- **Medical or Dental Appointment** A physician, mental health professional, or dental office's written excuse is required in this case. **A doctor's appointment does not excuse a student from a full school day, unless proof is shown to merit this. Students are expected to be at school before the appointment, acquire all missed assignments, and return after the appointment. Students who do not have documentation for the entire day will receive an unexcused absence for the total hours missed.**





- **Observance of a Religious Holiday** Any student will have an excused absence if the purpose of the absence is to observe a religious holiday consistent with their religiously held beliefs.
- **College Visitation** Written verification from the college or university attended is required. College visitations are limited to three per student per year unless the school counselor or an administrator gives permission for more than three. College visits are not permitted during midterm week or the last two weeks of school.
- **Other Absences** A discussion should be held with administration if a student requests an absence for reasons other than those outlined above. Absences may be determined unexcused and will count towards truancy. This may result in an Absence Intervention Plan.

APPOINTMENT/LEAVING EARLY PROCEDURE

Students needing to leave school for an appointment should follow these procedures:

- The student's parent or guardian is required to sign out the student in person at the Main Office. Students will not be allowed out of class until the parent/guardian arrives.
- Students arriving late from appointments can sign themselves into school. The student must bring a doctor's note.
- Students who drive themselves to school must have the parent/guardian call or email attendance on the day of the appointment to give permission for the student to leave for the appointment.
- Please do not call or text your student while they are in class. In case of an emergency or if your student contacts you regarding illness, please call the school to verify at 614-986-9974.
- Individuals listed as "OK to Pick Up" will not be permitted to sign out a student without parent or guardian's permission. Please call or email attendance on the day of the appointment to give permission.

LEAVING SCHOOL GROUNDS FOR LUNCH

Parents taking students out to lunch must sign out the student before the student may be dismissed and sign them back in when they return. The amount of time missed will count towards excessive absences if it overlaps with instructional time.





TARDINESS

Students are expected to arrive at the school on time. The day begins at 8:55am. A student is considered tardy if they are not in their classroom when the bell rings. If a transportation issue is the cause of lateness, communicate with the Main Office so ACPA staff can assist in problem solving.

- A tardy will not be excused for a parent/guardian work schedule, car trouble, alarm failure, oversleeping, traffic conditions, no ride, missing the bus, work, shopping trips, hair appointments etc.
- Unexcused tardiness will count towards excessive absences and habitual truancy.
- The consequence for continually arriving late to school is a conference with administration and may result in the creation of an Absence Intervention Plan with administration, parents or guardians, and the student, as mandated by Ohio law.

PLANNED EXTENDED ABSENCES

Pre-arranged absences for an absence other than illness such as a family vacation are excusable provided they are known and approved by the administration at least one week prior to the planned absence. **A planned extended absence is defined as 3 consecutive days or more.**

Students should request a Planned **Extended Absence Form** and turn it into the Main Office. Upon approval, the parent will be notified via email. If a Planned Absence Form is not received prior to the absence, they will be considered unexcused. The student is responsible for collecting any missed work and homework prior to the dates of the absence.





TRUANCY

In December 2016, the Ohio General Assembly passed House Bill 410 changing the law for “habitually truant” and “excessively absent” commencing with the 2017-2018 school year. This time includes *any type* of absence. When a student is excessively absent from school the school will notify the student’s parents in writing within seven (7) days of the triggering absence. The Arts and College Preparatory Academy has amended and adopted policies that are required by law.

	Consecutive Hours	Hours Per School Month	Hours Per School Year
Habitual Truancy	30 <i>without</i> legitimate excuse	42 <i>without</i> legitimate excuse	72 <i>without</i> legitimate excuse
Excessive Absences	- -	38 <i>with a nonmedical excuse or without</i> legitimate excuse	65 <i>with a nonmedical or without</i> legitimate excuse
Chronic Absenteeism	- -	- -	10% of total hours <i>either excused or unexcused</i>

ABSENCE INTERVENTION PLAN

Students deemed “habitually truant” in any of these circumstances will be contacted for an absence intervention meeting set up by the school. A parent or guardian is required to attend. Failure to attend this mandatory meeting may result in the school district contacting Children’s Services. During this meeting, we will develop an **Absence Intervention Plan** (AIP). Failure to follow and meet the plan requirements will result in the district filing an official complaint in juvenile court.

In order to maximize your child’s daily instruction, it is important that they attend school regularly. Please assist the school in making every effort to ensure the attendance of your student.





ABSENT FROM SCHOOL ON DAYS OF EVENTS / REHEARSALS

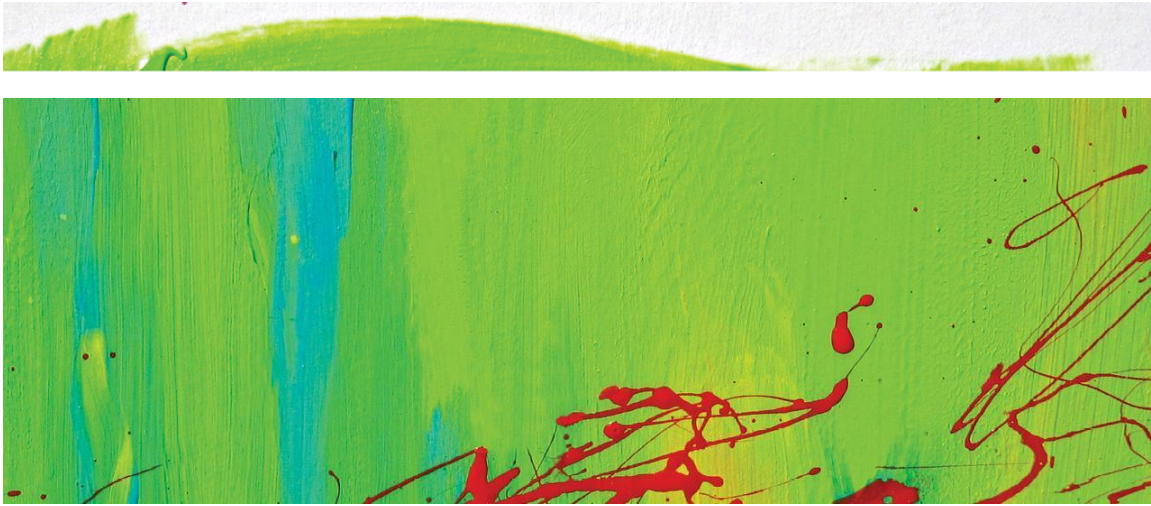
Students will not be allowed to attend, participate in, or perform in after school or extracurricular activities if they were absent from school the day of the event. This includes, but is not limited to school dances, student performances and productions, rehearsals, prom, etc.

EARLY DISMISSAL

Qualifying **seniors** who are in good academic and attendance standing have the option of early dismissal from school as outlined below. Students with early dismissal will have their standing reviewed at the end of each grading term and the **privilege may be revoked at the determination of administration**. You may obtain an Early Dismissal Permission Form from the Main Office.

- Parents/guardians must submit the **Early Dismissal Permission Form** to the Main Office documenting their permission. This form must be submitted 48 business hours in advance of the first day of early dismissal being requested so the administration may consider the request.
- Students with the early dismissal privilege must maintain passing grades in all core academic classes. Students with an F in any class required for graduation at the end of a grading term will have their early dismissal privilege revoked until they have passing grades in all core classes.
- Students with the early dismissal privilege may have the privilege revoked if a student is determined to have excessive tardiness or excessive absences by administration.
- Students who qualify for early dismissal must leave ACPA property immediately after Period 6. Once students leave the property, they may not return.
- Students must sign out at the Main Office before leaving for early dismissal each day.
- Students with the early dismissal privilege may not leave early with other students who do not have the early dismissal privilege.





TRANSPORTATION

ACPA STUDENT HANDBOOK 2022-2023

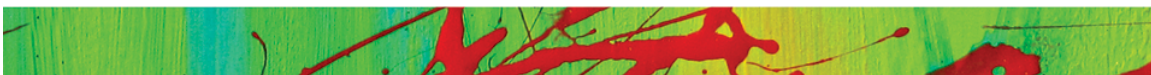
DROP-OFF AND PICK-UP

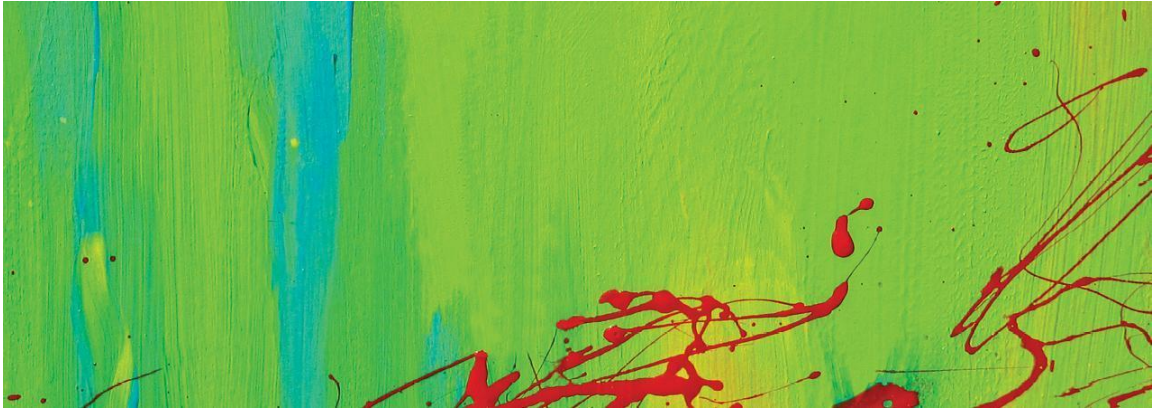
Please consult the ACPA website for pick-up and drop-off lane directions. High School students dropped off by car transportation will enter through the High School entrance (North doors). Middle School Students dropped off by car transportation will enter through the Middle School entrance (South doors). All bus students will enter through the Middle School entrance.

The school day ends at 4:05pm. Students waiting for rides will wait with assigned supervisory staff in the waiting room. After school supervision ends at 5:30pm.

STUDENT PARKING

Students who hold a valid Ohio Drivers License may park in the student parking lot (the large lot on the east side of the building). Students who drive must have a registration form on file with the Main Office. Registration forms can be obtained at the Main Office. **Students are not permitted to be in their cars during the school day, including at lunchtime** due to safety concerns. Students who go to their cars during the school day will face disciplinary procedures.





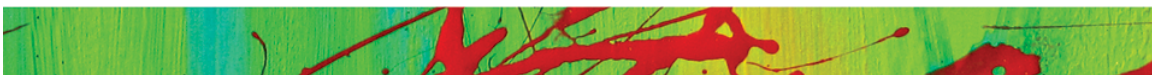
RESTORATIVE JUSTICE AND MAJOR INFRACTIONS

ACPA STUDENT HANDBOOK 2022-2023

RESTORATIVE JUSTICE AND MAJOR ACPA VALUES INFRACTIONS

ACPA follows a modified version of **restorative justice practices**, which emphasize ACPA's community values in conversations with students. The goal is to transform student behaviors in lasting, meaningful, and positive ways both in and out of the classroom. Restorative practices also approach student infractions as learning opportunities when students are cooperative and accept responsibility for the harm caused to a person, property, or the community. While traditional consequences are used on occasion, all behavioral infractions are approached with a restorative mindset and strategies.

The infractions listed and described below fall outside of the expectations of conduct for ACPA students and warrant immediate action. Communication with parents/guardians will occur for each of the following major ACPA Values infractions. Students who continually fail to adhere to ACPA Values will face consequences that are incrementally more severe.





INFRACTIONS

Class Disruption (*Kindness, Communication, Participation, Awareness*) Class disruption is considered any behavior that prevents a classroom environment from being safe or conducive to learning. Excessive talking, inappropriate phone use, repeated late arrival to class, and arguing with staff or other students are examples of class disruptions.

Possible Consequences: Conference with administration and caregiver, lunch detention, one or more days in-school suspension, one or more days out of school suspension.

Skipping Class (*Honesty, Participation, Communication, Awareness*) During the school day you are expected to attend your classes. Skipping class disrupts your educational growth and is unacceptable at ACPA.

Possible Consequences: Conference with administration and caregiver, lunch detention, one or more days of in-school suspension, and depending on the frequency, one or more days of out of school suspension.

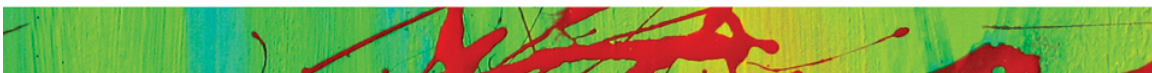
Profanity and Inappropriate Language (*Communication*) At ACPA, students are expected to communicate clearly and with kindness.

Possible Consequences: Conference with administration and caregiver, lunch detention, one or more days of in-school suspension, one or more days out of school suspension.

Bullying, Intimidation, and Harassment (*Communication, Kindness, Respect for Diversity, Problem Solving, Awareness*)

Bullying, intimidation or harassment by one student toward another particular student or students shall be defined as an intentional written, verbal, or physical act that occurs more than once and which 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.

Possible Consequences: Conference with administration and caregiver, three or more days of in-school suspension, three or more days out of school suspension, possible expulsion - depending on the severity of the infraction.





Gossip, Rumors, and Unkind Words or Actions (*Kindness, Communication, Awareness, Problem Solving, Respect for Diversity*) Gossip, rumors, and unkind words or actions represent a disruption to learning and disregard for the members of the ACPA community. Whether the information is true or false, spreading rumors about others is viewed as potentially hurtful. When it comes to talking about others, keep in mind Eleanor Roosevelt's words: great minds discuss ideas; average minds discuss events; small minds discuss people. Instead of talking about others, get involved in more clubs, activities, arts, or academics. ACPA administration may define severe or repeated instances of a student spreading gossip, rumors, or unkind words or actions as Bullying, Harassment, and Intimidation and the student may therefore incur greater consequences.

Possible Consequences: Conference with administration and caregiver, lunch detention, two or more days in-school suspension, two or more days out of school suspension.

Leaving School Grounds During Lunch (*Problem Solving, Awareness*) We do not have open lunch at ACPA for safety and time reasons. Leaving school grounds without being signed out by a parent or guardian during the school day is unsafe and strictly prohibited.

Possible Consequences: Conference with administration and caregiver, one or more days of in-school suspension, one or more days out of school suspension.

Railroad Tracks and Outdoor Boundaries (*Problem Solving, Communication, Awareness*) Students must stay within the concrete curb near the railroad tracks to ensure their physical safety. See boundaries on pages (17 & 18).

Possible Consequences: Conference with administration and caregiver, lunch detention, one or more days in-school suspension, one or more days out of school suspension, possible expulsion - depending on severity of infraction.

Stealing (*Kindness, Honesty, Problem Solving*) Theft creates an unsafe, distrustful environment and is also against the law. Students who steal will be required to replace or pay for the stolen item or items.

Possible Consequences: Conference with administration and caregiver, three or more days in-school suspension, three or more days out of school suspension, possible involvement of law enforcement, and possible expulsion - depending on severity of infraction.





Vandalism (*Kindness, Honesty, Communication, Awareness*) Like theft, vandalism is illegal and also fosters an unsafe and distrustful environment. Vandalism also displays a lack of respect for the school building and community. Students who vandalize ACPA property will be required to replace or pay for the damages.

Possible Consequences: Conference with administration and caregiver, two or more days in-school suspension, two or more days out of school suspension, possible involvement of law enforcement - depending on the severity and nature of the infraction.

Smoking and Tobacco Use on School Grounds (*Respect for Diversity, Problem Solving, Communication, Awareness*) Smoking cigarettes and the use of tobacco is illegal for students under 18 years old. Ohio law prohibits smoking cigarettes and tobacco use on school property for all, regardless of age. Smoking and tobacco use is an unhealthy way to relieve stress and is highly addictive. This policy applies to all vapor products and e-cigarettes. Items will be confiscated if found and disposed of by administration.

Possible Consequences: Conference with administration and caregiver, one or more days in-school suspension, one or more days out of school suspension.

Drug and Alcohol Possession and/or Use, Drug Paraphernalia (*Respect for Diversity, Problem Solving, Communication, Awareness*) The possession and/or use of illegal drugs, alcohol, or paraphernalia on school grounds is unsafe and disrespectful to both the school community and learning that is taking place in the building. This policy exists so that all ACPA students have the opportunity to learn at their full capacity and focus on their educational and life goals in a productive and safe environment.

Possible Consequences: Conference with administration and caregiver and five or more days out of school suspension, expulsion - depending on the severity and nature of the infraction. Possible involvement of law enforcement.





Unauthorized Prescription Drug Possession and/or Use (*Respect for Diversity, Problem Solving, Communication, Awareness*) The possession and/or use of unauthorized prescription drugs on school grounds is illegal, unsafe, and disrespectful to both the school community and learning that is taking place in the building. This policy exists so that all ACPA students have the opportunity to learn at their full capacity and focus on their educational and life goals in a productive and safe environment. Unauthorized prescription drug use and possession includes, but is not limited to, possession or use of a prescription medication that is prescribed for another person, giving or selling prescribed medication to others, or possession and/or use of prescription drug medication that falls outside of ACPA's prescription medication policy. Please see ACPA's prescription medication policy (page 18).

Possible Consequences: Conference with administration and caregiver and five or more days out of school suspension, expulsion - depending on the severity and nature of the infraction. Possible involvement of law enforcement.

Drug Sales (*Honesty, Participation, Awareness*) Drug sales are defined as the sale of illegal drugs or prescription drugs. The sale of drugs on school property is not tolerated and is illegal.

Possible Consequences: Conference with administration and caregiver and seven or more days out of school suspension, expulsion - depending on the severity of the infraction. Possible involvement of law enforcement.

Verbal Altercations (*Kindness, Problem Solving, Communication*) A verbal altercation is defined as an escalated argument or disagreement, usually at high volume, that has the potential to escalate to a physical altercation. Cruel, violent, or threatening language and behavior are unacceptable and contradictory to the ACPA Values.

Possible Consequences: Conference with administration and caregiver, lunch detention, three or more days in-school suspension, three or more days out of school suspension, expulsion - depending on severity of infraction.





Physical Altercations (*Kindness, Problem Solving, Communication*) Physical altercations are defined as physical aggression that may result in an injury. Physical altercations are distinguished from verbal altercations by the use of physical force or contact.

Possible Consequences: Conference with administration and caregiver, five or more days in-school suspension, five or more days out of school suspension, expulsion - depending on severity of infraction.

Weapons Possession and/or Use (*Honesty, Respect for Diversity, Problem Solving, Communication, Participation, Awareness*) Possession of a weapon indicates the premeditated intention to solve problems with violence or the threat of violence. Weapon possession on school grounds is illegal.

Possible Consequences: The consequence for weapon possession or use is an expulsion hearing and the involvement of law enforcement.

Inappropriate Sexual Behavior (*Awareness, Communication*)

Inappropriate sexual behavior between consenting participants often elicits feelings of anxiety, embarrassment, or unease to others around them and is a disruption to the community. Inappropriate sexual behavior includes but is not limited to obscene gesturing, verbal conduct or communication of a sexual nature, inappropriate touching, request for sexual favors, exposing body parts, sexual activity of any kind on school grounds. Please see the section on Consent in the School Climate and Culture Section.

Possible Consequences: Conference with administration and caregiver, lunch detention, three or more days in-school suspension, three or more days out of school suspension, expulsion - depending on severity of infraction.

Sexual Harassment (*Awareness*)

Sexual harassment includes but is not limited to unwelcome sexual advances, request for sexual favors, inappropriate touching, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment (i.e., pinching, grabbing, unauthorized/inappropriate touching, suggestive comments, gestures, or jokes or pressure to engage in sexual activity. Please see the section on Consent in the School Climate and Culture Section.

Possible Consequences: Conference with administration and caregiver, lunch detention, two or more days in-school suspension, two or more days out of school suspension, expulsion - depending on severity of infraction.

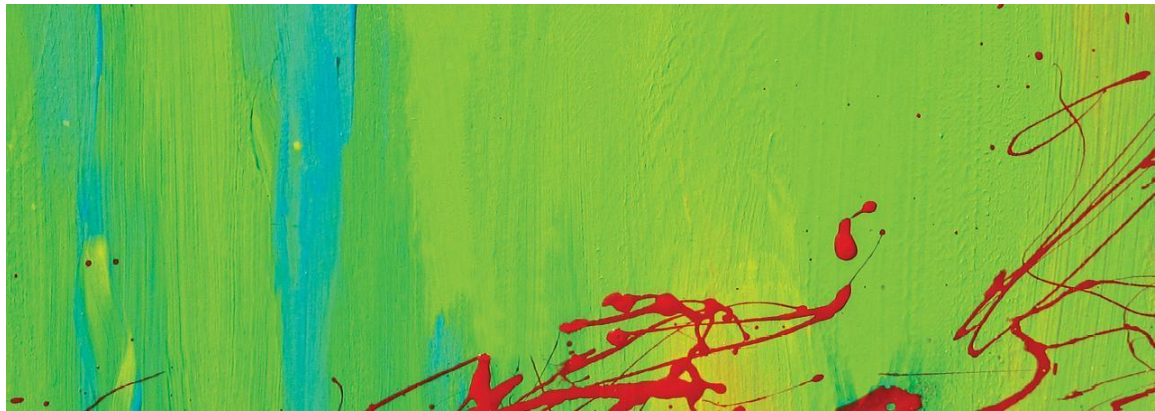




Gang Activity

Behavior, dress, verbal communication, and gestures associated with gang affiliation are strictly prohibited at school, school events, and on students' social media because gang-related activities and behaviors pose a threat to the school environment through attachment to criminal or potentially criminal acts. Gang activity creates a threatening environment at school that is disruptive to the process of learning. As part of this policy, gang-related apparel is prohibited. "Gang-related apparel" is defined as apparel that, if worn or displayed, could be determined to threaten the health and safety of the school environment and is identified as gang related by administration or staff. The following gang activities are also prohibited: solicitation of gang membership, implicit or explicit threats related to gang activity, gang-related symbols, writing, or graffiti, and any illegal acts associated with gang affiliation.

Possible Consequences: Conference with Administration and caregivers, five or more days out of school suspension, expulsion, and the involvement of law enforcement, depending on the nature and severity of the offense.



EVENTS

ACPA STUDENT HANDBOOK 2022-2023

AUDIENCE BEHAVIOR

See section "Audience Etiquette" on page 12 for more information.



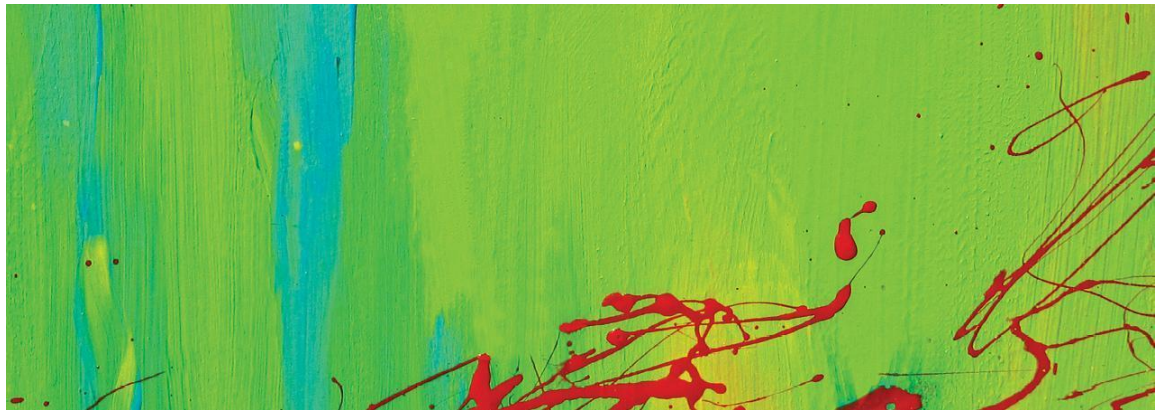


EVENT EXPECTATIONS

Students who attend events are expected to remain supervised for the entirety of the event. Students should also act in a manner that upholds ACPA Values and behavior expectations while in attendance. Most ACPA events have end times listed on the Arts Events calendar and ACPA Google Calendar, both of which are available on the ACPA website. We encourage and love for students to participate in events and support each other. **Please make sure your student has secured a ride at the designated pick-up time prior to deciding to attend the event.** Students who are repeatedly picked up late from ACPA events may be asked by administration to no longer attend due to the undue burden placed on staff to supervise and ensure the safety of your student after the end of ACPA events.

EVENT WAITING ROOMS

For select ACPA events, a waiting room *may* be provided. If a waiting room is provided - and a student chooses to stay at school and wait for an event to begin, they are expected to stay in the designated area and remain under staff supervision.



POLICIES

ACPA STUDENT HANDBOOK 2022-2023

BULLYING, INTIMIDATION, AND HARASSMENT

- Please see Appendix 1 for ACPA's Anti-Bullying, Anti-Harassment, and Anti-Intimidation Policy





At the heart of ACPA's founding principles is a strong stance against bullying, intimidation, and harassment by one student (or a group of students) toward another student (or group of students). An environment in which a person is bullied, intimidated or harassed is not a safe environment, nor is it conducive to learning. The consequence for bullying, intimidation, and harassment is a conference with administration, and may result in three or more days of in school suspension or out of school suspension, with possible expulsion, depending on the severity of the infraction.

In accordance with state law, **the Arts and College Preparatory Academy prohibits harassment, intimidation or bullying of one student toward another particular student or students on school property, at school sponsored events and at all times where student conduct is related to school or school activities, including time spent traveling on school busses, and social media and internet activity.**

Bullying, intimidation or harassment by one student toward another particular student or students shall be defined as an intentional written, verbal, or physical act that occurs more than once and which 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.

Any student who believes he/she/they have been harassed, intimidated or bullied by another particular student may bring forward a complaint to the school Principal or designee. Any school personnel who are aware of prohibited incidents shall report those incidents to the school Principal or designee. All allegations of harassment, intimidation, or bullying shall be promptly, impartially and thoroughly investigated. Parents or guardians of students involved in a reported incident shall be notified and to the extent permitted by federal and state law, shall have access to any written reports pertaining to the prohibited incident. Any school employee, student, or volunteer, who in good faith and in compliance with procedures, reports an incident of harassment, intimidation, or bullying shall be immune from civil liability.

NON-DISCRIMINATION POLICY

The Arts and College Preparatory Academy thrives on the diversity of its members. An atmosphere of respect for all will be maintained at all times. To keep everyone emotionally, physically, and psychologically safe, we have a zero tolerance policy toward discriminatory or threatening language or behavior, as well as all substance abuse. The Arts and College Preparatory Academy is an Equal Opportunity Employer. **We do not discriminate in our hiring practices or student admissions on the basis of race, ethnicity, country of origin, gender, sexuality, disability, veteran status, religion, class, or age.**





This policy shall be widely disseminated to the ACPA community. Legal reference: Section 3313.666 Ohio Revised Code.

EMERGENCY PROCEDURES

Monthly fire drills are required by the law and are an important safety precaution. Tornado drills are required as a safety precaution during tornado season in the spring. Lock Down and Active Threat drills are practiced on a regular basis to ensure students safety in the event of emergency. Teachers will inform students of the proper procedure for each of these drills. In case of an emergency, such as a lock down, ACPA will notify parents and guardians via the One Call Now system. The One Call Now system includes voice, text, and email messages. **For a copy of the ACPA safety plan, please contact our Main Office.**

EQUAL EDUCATION OPPORTUNITY

It is the policy of ACPA to provide an equal education opportunity for all students. ACPA is in compliance with state and federal laws covering health, safety, disability, and insurance.

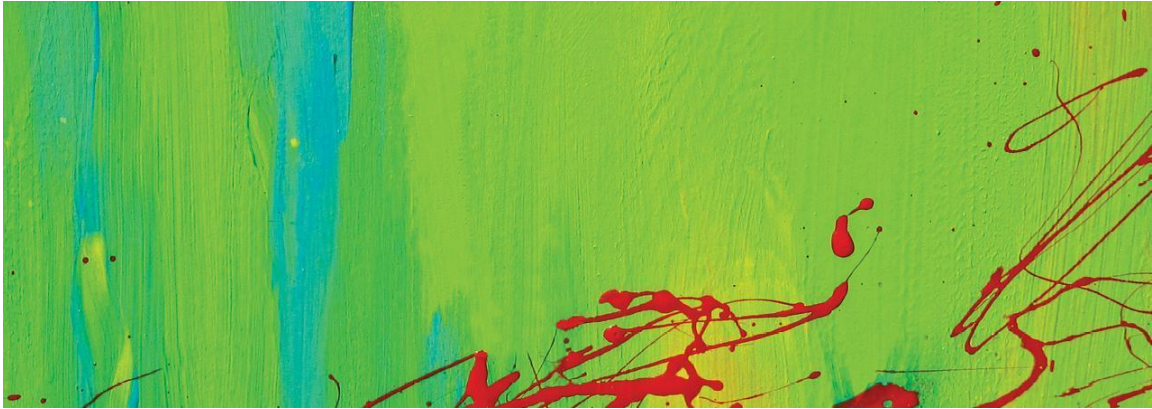
CHILD FIND

Many children with disabilities are not visible because they do not function in the mainstream of the community. Examples of this may be children of homeless individuals or children of migrant families. In some cases, parents are not even aware of the fact that their child has a disability and are also unaware of available services. **The Art & College Preparatory Academy is committed to meeting the needs of children with disabilities.** If you know of a child who may have disabilities, contact the school for more information.

INDIVIDUALS WITH SPECIAL NEEDS

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of disability. **ACPA offers a variety of special education programs and services** with students identified as having a disability defined by the Individuals with Disabilities Education Act (IDEA).





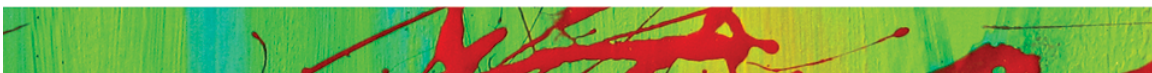
MIDDLE SCHOOL

ACPA STUDENT HANDBOOK 2022-2023

PERSONAL ELECTRONIC DEVICES

PHONE POLICY

ACPA Middle School has a strict no personal device (cell phone) policy. Students are not permitted to use their devices from their entrance into the building until their exit from the building. If it is necessary to bring a device to school, the device must remain in the student's locker for the duration of the school day.



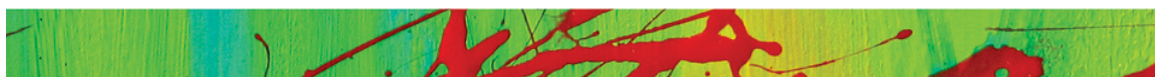


MASTERY LEARNING

Mastery learning, as defined by the ACPA Middle School staff, is an authentic, confident, and creative use of skills and understanding in performance challenges across settings, as measured against valid standards. Mastery learning aims to meet students where they are and personalize their education to ensure 100% understanding of topics before moving forward. Instruction is intentionally planned to be personalized, engaging, rigorous, and progressive. Student skills will be identified through diagnostics, and moved through units at a pace that allows students to master concepts before being introduced to a new topic.

Students will be evaluated based on their mastery of concepts. All work will be filtered into two categories: “Process” and “Product”. “Process” refers to all learning opportunities used for practice. Examples of activities include homework, in-class activities, reading checks, and discussions. “Product” refers to any assignments or assessments used to measure mastery. Examples of “Product” are tests, quizzes, projects, and essays. Please refer below for a basic explanation of how students will be assessed.

(M) – Mastery	Authentic, confident, and creative use of skills and understanding in performance challenges across settings. I can teach another student a concept with confidence.
(P) – Progressing	I am on my way to mastery, but still need time to review and practice.





(NP) – Not Progressing	I am stuck. I need time, intervention, and help to move forward.
(NE) – No Evidence	Nothing submitted.

MASTERY REPORTING

Assessment Sheets will be distributed to students and mailed home one to two weeks after the end of each nine-week grading term. ACPA does not have official interim grade reports, but teachers will keep students and parents informed on progress throughout the term with periodic class grade reports. Students and families are encouraged to use Schoology to monitor school work through the grading period. Students and parents can also use PowerSchool to view assignments and mastery levels in each of their classes. Please remember that PowerSchool is not always an up-to-the day reflection of a student's current progress. Any concerns about grades are best addressed with the teachers via e-mail or a phone call.

HOMEBASE

HomeBase is a required and daily class period for all students. The purpose of HomeBase is to support students as they navigate their educational experience at ACPA. Students will be able to check in with their Homebase teacher to get updates on School Programming and receive support.





High School

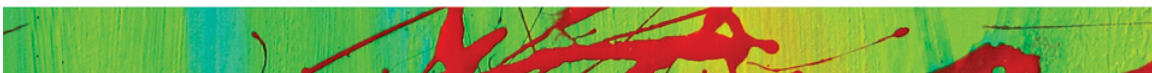
ACPA Student Handbook 2022-2023

Grading Scale

ACPA high school follows a 5-point grading scale. All high school classes will use this scale. This means that students can earn a score of 0-5 on individual assignments and assessments. The purpose of the 5-point scale is to better communicate messages about student performance, growth and progress, and help students work towards mastering the skills of particular arts and academic disciplines. When students earn a percentage score in class, they will be translated according to the chart below.

High School Grading Scale

5 / A	Mastery 90-100%
4 / B	Accomplished 80-89%
3 / C	Developing 66-79%
2 / D	Beginning 46-65%
1 / F	No Understanding 1-45%
0 / F	No Credit <i>earned no credit or did not submit</i>





GRADUATION NOTICE FOR SENIORS

For seniors, failing a class required for graduation will prevent them from graduating on time and result in ineligibility to enroll in most secondary plans, such as state universities in Ohio, career technical programs, or possible apprenticeships or job opportunities.

SCHEDULE CHANGES

It is important for students to carefully consider courses they plan to take the following year and keep schedule changes to a minimum. Schedule changes are sometimes necessary and may be initiated by the student or school. Sometimes the school cannot honor all of the requested courses due to scheduling conflicts, but school-initiated changes will be kept to a minimum.

Circumstances for schedule changes

- To fit a graduation requirement into his/her/their schedule.
- Courses completed over the summer may require a level change at the beginning of the school year.
- Medical issues may necessitate a change. A doctor's will be required indicating the need for the change.
- Course may have been scheduled without proper credit for prerequisites.
- Changes in school-sponsored program may dictate changes
- Technical error in scheduling program
- Changes authorized by administration

Circumstances where schedule changes may not be granted

- Students wanting to drop a course required for graduation
- Student does not like teacher or student in class
- Student does not like the time of day the course is taught
- Student is unhappy with the course workload

Students may drop a course no later than the following dates.

Year Course Friday September 9th, 2022

First Semester Course Friday September 9th, 2022

Second Semester Course January 13th, 2022





ACADEMIC INTERVENTION

ACPA is a college preparatory school; therefore we expect academic excellence from our students. **In order to remain at ACPA, students must progress through a specified and progressive course of study.** Should a student fail a core class, the burden is on the student and their parent/guardian to recover that credit before the start of the next school year. Passing classes is a basic expectation at ACPA. As a proactive measure, ACPA has an established an academic intervention program during POD time to support struggling students as they work towards promotion: **The Level-Up Program.**

Students are automatically enrolled in the Level-Up Program if they meet ANY of the following criteria:

- The student is failing or receives a D in two of five core classes (English, Mathematics, Science, Social Studies, or Foreign Language) at the end of a nine-week term.
- The student fails any core class for two consecutive nine-week terms.
- The student earns a 1.5 grade point average, or below, for a nine-week term.
- The student's team (teachers, support staff, and administration) decides that a student needs to attend for any reason either listed above or unspecified.

When a student must attend Level Up, each of the following will occur:

- The Instructional Support Specialist and the student will conference to discuss the student's lack of progress, to explain the intention and expectations of Level Up, and to help the student understand the potential consequences of failing to bring up their grades to a satisfactory level.
- The Instructional Support Specialist and student will work together to create an **Individual Goal Plan (IGP)** that will address the causes for the student's lack of progress, and create strategies that the student will use to address the specific identified areas that are causing them problems. These may include organization, study skills, time management, motivation, or comprehension.
- The student will receive support through Level Up in various ways: small group or individual support with the Student Success Specialist.
- Student Performance and IG's will be reassessed at the end of each term to determine if the goal was met and appropriate next steps.





- If a student attends Level-Up for two consecutive terms and fails to meet one or any of their IG's, a conference with an Administrator and parent or guardian will be scheduled to discuss the student's academic outlook.

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is intellectual theft. To put it simply, plagiarism is a way that some students try to avoid putting in the work being asked of them, find a shortcut, and try to earn credit they do not actually deserve. It is also dishonest. Plagiarism means submitting someone else's work or ideas as your own without giving them credit. For example, copying material from a book or other source (like the internet) without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation with a Works Cited page. If you use someone else's ideas, even if you paraphrase (summarize or revise) the wording, appropriate credit should be given. The most obvious and blatant form of plagiarism is **when a student cuts and pastes from the internet** without citing sources, purchases a paper, or submits a paper as their own that they did not write. When given a research assignment, ask your teacher how they want you to cite your sources. When in doubt, just ask an ACPA staff member!

STATE-PREScribed TESTING AND COMPULSORY ATTENDANCE

STATEMENT

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

HOMEbase

HomeBase is a required and daily 35min class period for all students. The purpose of HomeBase is to support students as they navigate their educational experience at ACPA. Students will be able to check in with their Homebase teacher to get updates on School Programming and receive support. Homebase runs from 8:55am to 9:30am.





PODs

Pods are workshops that allow students to explore a wide range of interests. Students are able to select from multiple Pod offerings twice a year. Instead of attending HomeBase on Wednesday mornings, students will go to their Pod course from 8:55am-9:30am. Students are **required** to attend their assigned Pod course.

ACPA HOUR

ACPA Hour is an assembly held four times a year. During ACPA Hour we talk about important issues, are inspired by local artists and community members, and celebrate the success of our students and programs. Students are required to attend with their Homebase groups and display proper audience etiquette.

COMMUNITY HOUR

Community Hour happens on the same day as ACPA Hour. This time allows students to work together with their grade level peers to create a project that explores and exhibits the ACPA values. Students will learn more about Community Hour from their Homebase teacher.

ACPA CLASS CHALLENGE

This addition to the Mention incentive program adds an inter-class competition to the mix. Students will earn points for their grade-level class for ACPA Mentions and other exemplary behavior recognized by the administration. The class with the highest point total at the end of the school year wins the honor of being called, “The Best, Greatest, Nicest, Smartest, Most Lovable, Most Likely to Succeed, More Charming, Smartest, Best Class of 20XX” and permanent recognition on the walls of ACPA.

PERIOD ZERO

Period Zero is educational in nature and is our Before School Program at ACPA. It is an extension of the school day and all school values and rules apply. Students must remain under staff member supervision at all times during period zero.

Overview Period Zero runs **Monday through Thursday from 8:10 am to 8:45 am.**





Classes There are a variety of classes for students of both the artistic and academic nature. Students are required to be under adult supervision at all times and **must stay in their desired period zero class for the entire duration of the class.**

Transportation Policy Those who wish to attend period zero must find their own rides to school.. *If there is a special need, please contact Sarah Silver at (614)986-9974.*

PERSONAL ELECTRONIC DEVICES

Students are allowed to use personal electronic devices during the school day. However, use of personal devices should not distract students from learning. **It is up to individual classroom teachers to set policies on how and when devices can be used in their classroom.** Failure to adhere to classroom policies may result in disciplinary actions.





APPENDIX I: ANTI-BULLYING, ANTI-HARASSMENT AND ANTI-INTIMIDATION POLICY

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I. Introduction

It is the policy of the Arts and College Preparatory Academy that any form of Bullying behavior, whether in the classroom, on school property, including, without limitation, school buses, to and from school, at School-Sponsored Events, or via Electronic act (defined as an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device) the is expressly forbidden. Periodically, the School shall review the policy and consult with parents, school employees, school volunteers, students and community members regarding necessary revisions.





- A. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The School's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which Harassment, Intimidation or Bullying will not be tolerated by students, faculty or school personnel.
- B. It is imperative that Harassment, Intimidation, or Bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether or not appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

II. Definition of Harassment, Intimidation or Bullying

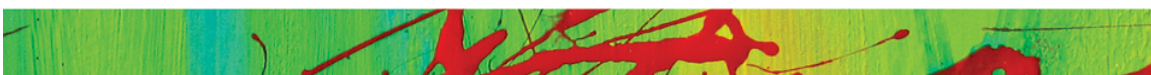
A. "Harassment, Intimidation or Bullying" means either of the following:

1. Any intentional written, verbal, graphic, physical or Electronic act that a student or group of students exhibits toward another particular student more than once and the behavior both:

- a. Causes mental or physical harm to the other student; and
- b. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

2. Violence within a dating relationship.

- A. In evaluating whether conduct constitutes Harassment, Intimidation or Bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim





and whether the victim's reaction was reasonable or foreseeable under the circumstances, and the perpetrator's motivation, either admitted or appropriately inferred.

- A. A School-Sponsored Event shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or organized by the School or on behalf of the School.

III. Types of Conduct

- A. Harassment, Intimidation or Bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:
 - 1. Physical violence and/or attacks;
 - 2. Threats, taunts and intimidation through words and/or gestures;
 - 3. Extortion, damage or stealing of money and/or possessions;
 - 4. Exclusion from the peer group or spreading rumors; and
 - 5. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as "cyber bullying"), such as the following:
 - (a) Posting slurs on Web sites where students congregate or on Web logs (personal online journals or diaries);
 - (b) Sending abusive or threatening instant messages or email;





- (c) Using camera phones to take embarrassing photographs of students and posting them online or sending them to third parties; and,
- (d) Using Web sites to circulate gossip and rumors to other students; and
- (e) Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

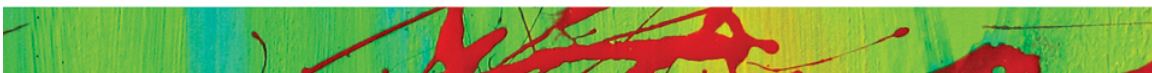
IV. Publication of Policy

- A. Publication of the prohibition against Harassment, Intimidation and Bullying and related procedures.
 - 1. The prohibition against Harassment, Intimidation or Bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for schools and students in the School. In addition, information regarding the policy shall be incorporated into employee training materials.
 - 2. At least once each year, a written statement describing the policy and the consequences for violations of the policy must be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically.

V. Complaints

A. Written Complaints

- 1. Students and/or their parents or guardians may file reports regarding suspected Harassment, Intimidation or Bullying. Such





written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected Harassment, Intimidation and/or Bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action in accordance with this policy.

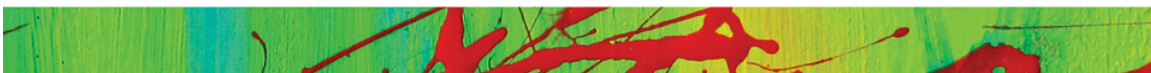
B. Verbal Complaints

1. Students, and or their parents or guardians may make verbal complaints of conduct that they consider to be Harassment, Intimidation and/or Bullying by verbal report to a teacher, school administrator, or other school personnel. Such verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of Harassment, Intimidation and/or Bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives a verbal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with this policy.

C. Protection of Person Filing Complaint

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

D. False Complaint





1. It is a violation of this policy and procedure to knowingly report false allegations of Harassment, Intimidation, and/or Bullying. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

VI. School Personnel Responsibilities

A. Teachers and Other School Staff

1. Teachers and other school staff, who witness acts of Harassment, Intimidation or Bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written, incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected Harassment, Intimidation, and Bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is a verbal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the verbal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.
1. In addition to addressing both written and verbal complaints, school personnel are encouraged to address the issue of Harassment, Intimidation or Bullying in other interactions with students. School personnel may find opportunities to educate students about Harassment, Intimidation and Bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or





intimidating another student/school personnel, even if such conduct does not meet the formal definition of “Harassment, Intimidation or Bullying.”

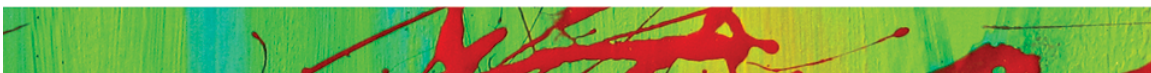
B. Administrator Responsibilities

1. Investigation

- (a) The principal and or his/her designee shall be promptly notified of any written or verbal complaint of suspected Harassment, Intimidation or Bullying. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of Harassment, Intimidation or Bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
- (b) Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

- (a) Verified acts of Harassment, Intimidation, or Bullying shall result in an intervention by the building principal or his/her designee that is intended to ensure that the prohibition





against Harassment, Intimidation or Bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

- (b) 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, as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the building principal.

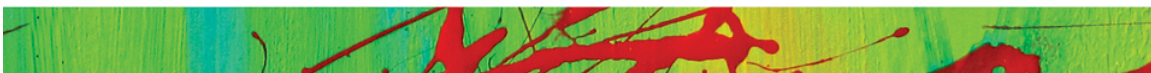
VII. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

- 1. If after investigation, acts of Harassment, Intimidation and Bullying by a specific student are verified, the building principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the victim and his/her parent of guardian

- 1. If after investigation, acts of Harassment, Intimidation and Bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such Harassment, Intimidation and Bullying.





C. List of verified acts of Harassment, Intimidation or Bullying

1. The School principal/administrator shall semiannually provide the president of the School board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of Harassment, Intimidation and Bullying, whether in the classroom, on school property, to and from school, at school-sponsored events or via Electronic act.
2. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is conducted at appropriate times and places and is protected by State or Federal Law.

VIII. Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. The School must also investigate for the purpose of determining whether there has been a violation of the School Policy or Procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.



