

ACPA STUDENT HANDBOOK

2023-2024

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Columbus, Ohio 43232

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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 2023-2024 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.

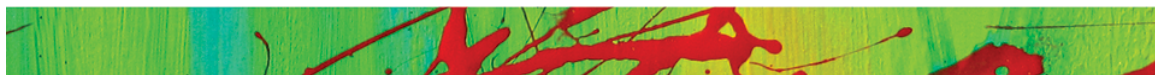
ACPA MISSION

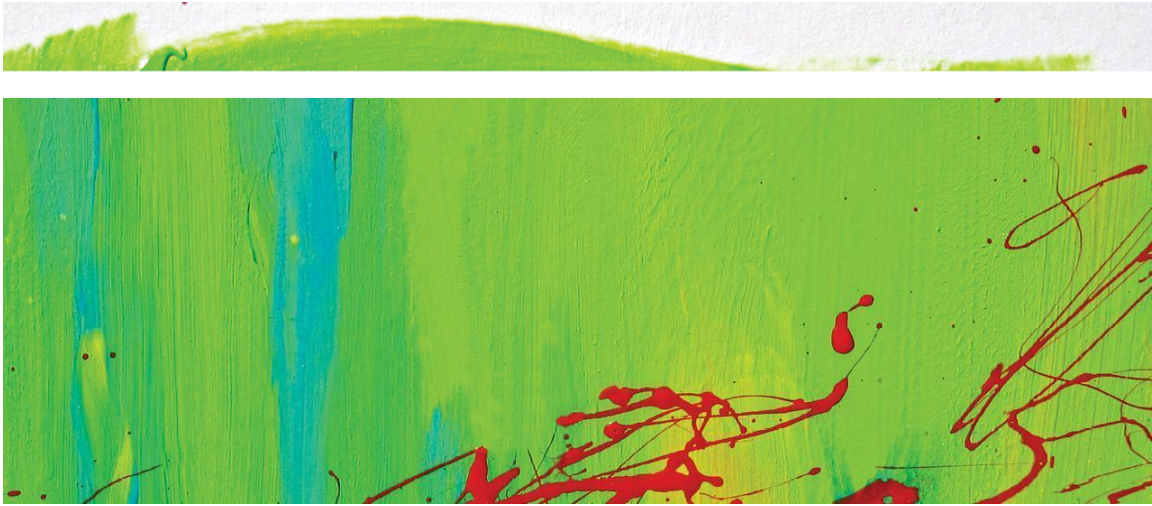
We have a climate and culture that is based on a trailblazing arts and college prep curriculum in an environment that is safe, inclusive, and progressive.

ACPA VISION

The vision of ACPA is to sustain a progressive teaching and learning culture that thrives on safety, acceptance, and inclusion, rigorous academics, a commitment to the arts, and college preparedness.

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 support our vision and goals to provide the framework and expectations to which our ACPA community is expected to adhere.





OUR STAFF

ACPA STUDENT HANDBOOK 2023-2024

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
High School Principal | Catherine McMillin mcmillin@artcollegeprep.org

Dean of Students

Dean of Students | Demetrius Pate pate@artcollegeprep.org
Student Support | Asya Mosley amosley@artcollegeprep.org

Enrollment

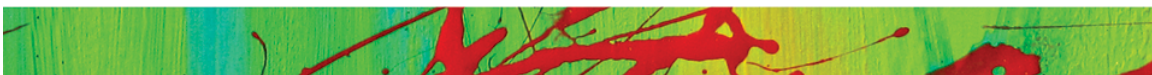
Enrollment Director | Juan Rojas rojas@artcollegeprep.org

Records

Records Director | Emily Collins collins@artcollegeprep.org

Transportation

Transportation Director | Sarah Silver silver@artcollegeprep.org





Administrative Support Staff

Middle School Administrative Assistant | Emily Collins collins@artcollegeprep.org
Middle School Administrative Assistant | Vivian Morrison vmorrison@artcollegeprep.org
High School Administrative Assistant, Attendance | Sarah Silver silver@artcollegeprep.org
High School Administrative Assistant | Lanchlen Randles lanchlen@artcollegeprep.org
High School Administrative Assistant | Molly Jordan mjordan@artcollegeprep.org

Counseling

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

Elizabeth Chinn | chinn@artcollegeprep.org
Michelle Schmitz | schmitz@artcollegeprep.org

Nurse

Nonha Powell | powell@artcollegeprep.org

Communications, Marketing & Events

Fayth Pennington | pennington@artcollegeprep.org

Special Education

Diverse Learners Coordinator | Christina Ifill ifill@artcollegeprep.org
High School Intervention Specialist | Nathan Renner renner@artcollegeprep.org
High School Intervention Specialist | Keisha McClelland mcclelland@artcollegeprep.org
Middle School Intervention Specialist | Akilah Boldware boldware@artcollegeprep.org
Middle School Intervention Specialist | Ellie Brown | brown@artcollegeprep.org
Special Education Support | Sandra Sloan sloan@artcollegeprep.org

Instructional Aides

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Matt Dinning | dinning@artcollegeprep.org
Zach Pennington | zpennington@artcollegeprep.org

Building Substitute

Angela Carnes | carnes@artcollegeprep.org





Arts Department

High School Dance | Dallas Karr karr@artcollegeprep.org
High School Yoga | Cole Garlando garlando@artcollegeprep.org
High School Music | Noah Demland demland@artcollegeprep.org
Middle & High School Music | Theo Jackson jackson@artcollegeprep.org
High School Theater | Alex Dodge dodge@artcollegeprep.org
High School Visual Arts | Melody Harris mharris@artcollegeprep.org
High School Visual Arts | Brooke Hunter-Lombardi lombardi@artcollegeprep.org
High School Digital Arts | Grace Eberhart eberhart@artcollegeprep.org
High School Media Arts | Madison Mientus mientus@artcollegeprep.org
Middle School Visual Arts | Nikki Solomon solomon@artcollegeprep.org
Middle School Performing Arts | Marrett Laney laney@artcollegeprep.org

MIDDLE SCHOOL STAFF

English Department

Amber Toth | toth@artcollegeprep.org

Mathematics Department

Stephanie Frazee | sfrazee@artcollegeprep.org

Science Department

Jenna Blackburn | jenna.blackburn@artcollegeprep.org

Social Studies Department

David Jones | jones@artcollegeprep.org

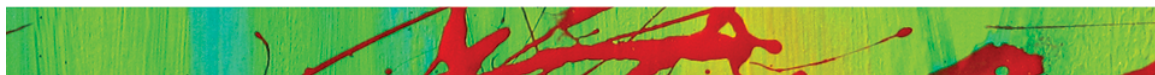
HIGH SCHOOL STAFF

English Department

Grace Eberhart | eberhart@artcollegeprep.org
Alex Dodge | dodge@artcollegeprep.org
Madison Mientus | mientus@artcollegeprep.org
Lily Perkins | perkins@artcollegeprep.org
Ashley Woodard | woodard@artcollegeprep.org

Foreign Language Department

Anna DeVault | devault@artcollegeprep.org
Emily Horwath | horwath@artcollegeprep.org





OUR STAFF CONTINUED...

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Mathematics Department

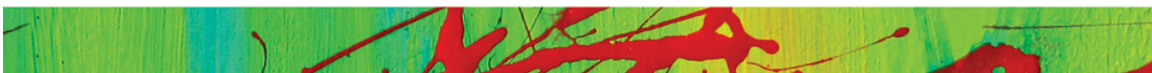
Jason Holman | holman@artcollegeprep.org
Sindhu Sreedevi | sreedevi@artcollegeprep.org
Maekenzie Yeung | yeung@artcollegeprep.org

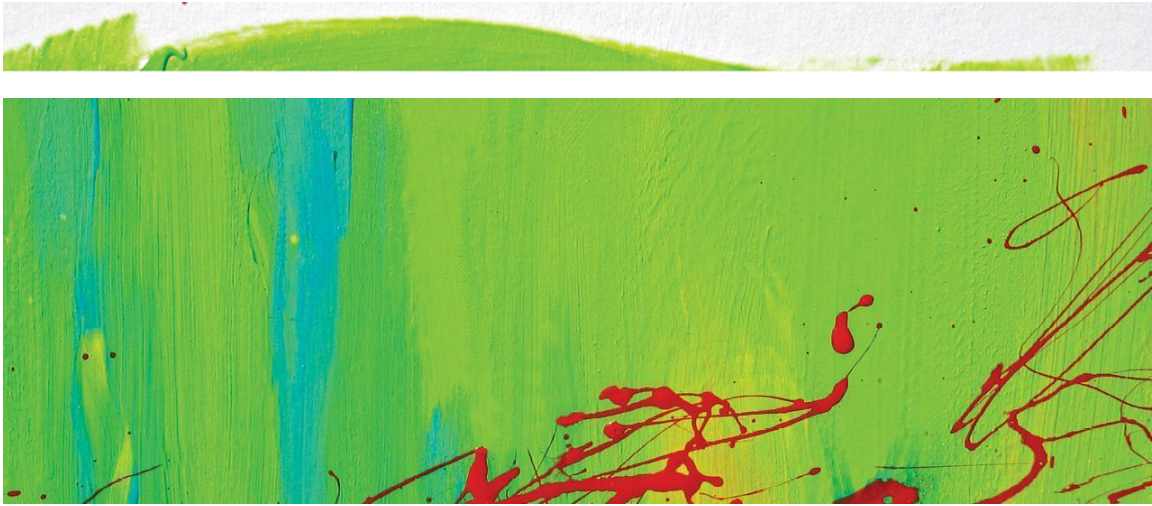
Science Department

Ray Hardesty | hardesty@artcollegeprep.org
Ryan Kirkman | kirkman@artcollegeprep.org
Brandon Wise | wise@artcollegeprep.org

Social Studies Department

Ryan Alvarado | alvarado@artcollegeprep.org
Landon Hedrick | hedrick@artcollegeprep.org
Luke Zelich | zelich@artcollegeprep.org





SCHOOL CLIMATE AND CULTURE

ACPA STUDENT HANDBOOK 2023-2024

ACPA COMMUNITY VALUES

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

KINDNESS

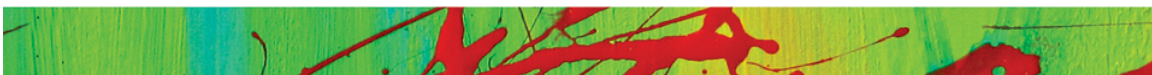
This is our number one expectation at ACPA. Be Kind. Treat each other with kindness. It is the basic concept of almost every religion and moral code known to humankind. Being kind to each other makes for a safe and positive environment, and we feel that it is a basic behavior by which we should all conduct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

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

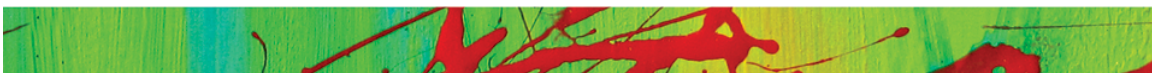
Teamwork, cooperation, alliance, participation, and combination. No matter how you say it, it breaks down to this; working together with a partner or group of people to generate a common idea, solve a problem, or create. Amy Poehler explains being collaborative as an integral part of our daily lives. 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.

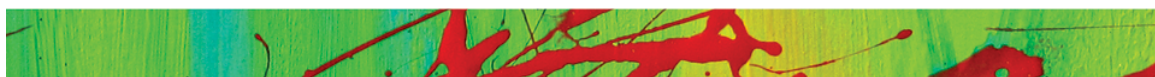
CURIOUS

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.



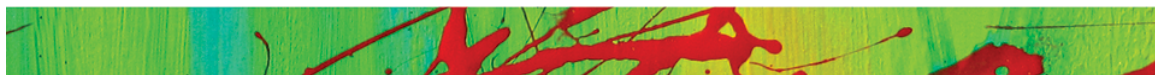


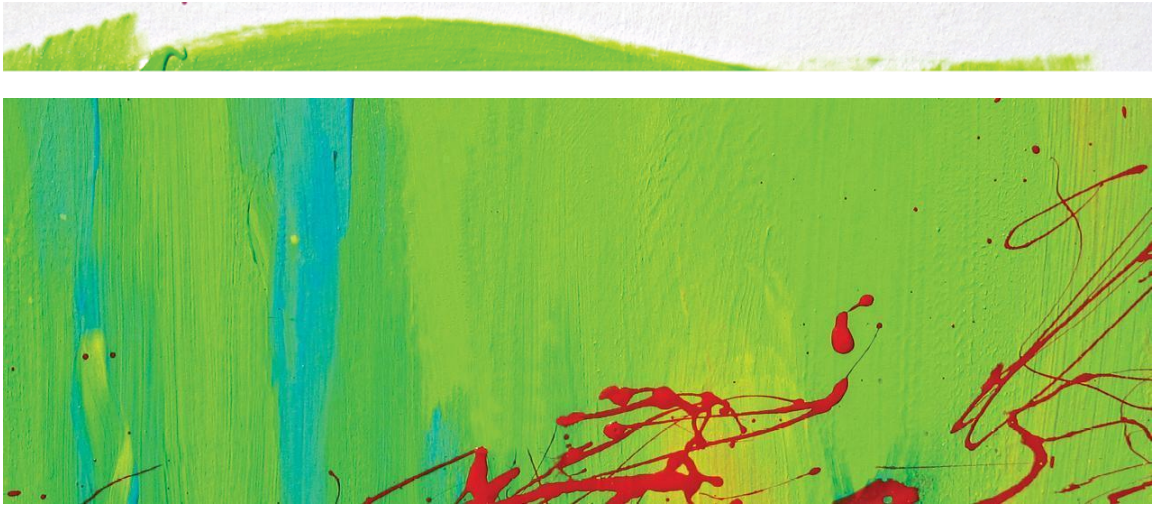
CONSENT

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

All students and teachers are expected to uphold and adhere to school-wide policies and procedures. Teachers also 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. All policies and procedures work to reinforce the ACPA mission, vision, values, and habits. Students can find specific policies and procedures for each course in their course syllabus.



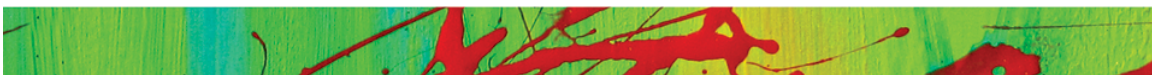


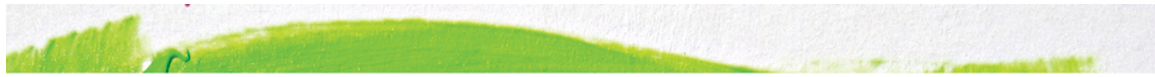
GENERAL SCHOOL INFORMATION

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SCHOOL HOURS

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





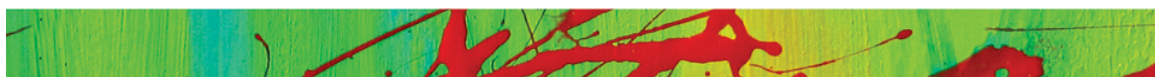
DRESS CODE

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 and spend the lunch period 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



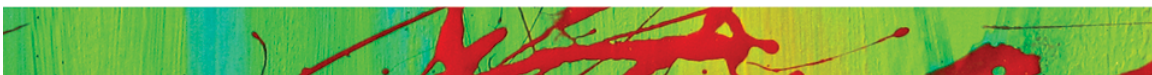


food is ordered through a food delivery service, the food will be confiscated, and the parent/guardian will be contacted.

- 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.

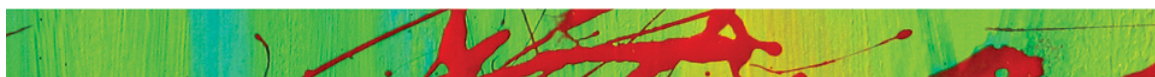
PRESCRIPTION AND NON-PRESCRIPTION MEDICATION

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

How to access the nurse:

1. Students will ask their teacher to fill out a SmartPass to the Nurse.
2. SmartPass will alert the nurse that a student would like to use a pass, and the Nurse will approve the pass.
3. Students will go straight to the Nurse's office to receive care.
4. When a student is released from the office, the Nurse will issue a SmartPass, alerting the teacher that the student is on their way back.
5. Visit documentation will be completed on powerschool.





SCHOOL TECHNOLOGY

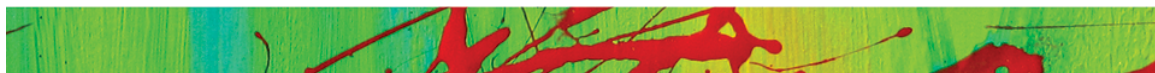
All ACPA students will have the opportunity to utilize ACPA owned technology at various points throughout the school year. **All students, parents/guardians must review the Technology Handbook and sign the Technology Policy prior to the start of the school year in order to use school technology.**

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. ACPA is a public school and students enrolled in and attending the school are required to take 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	✓	✓	✓





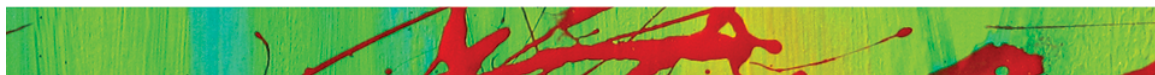
High School Testing Requirements

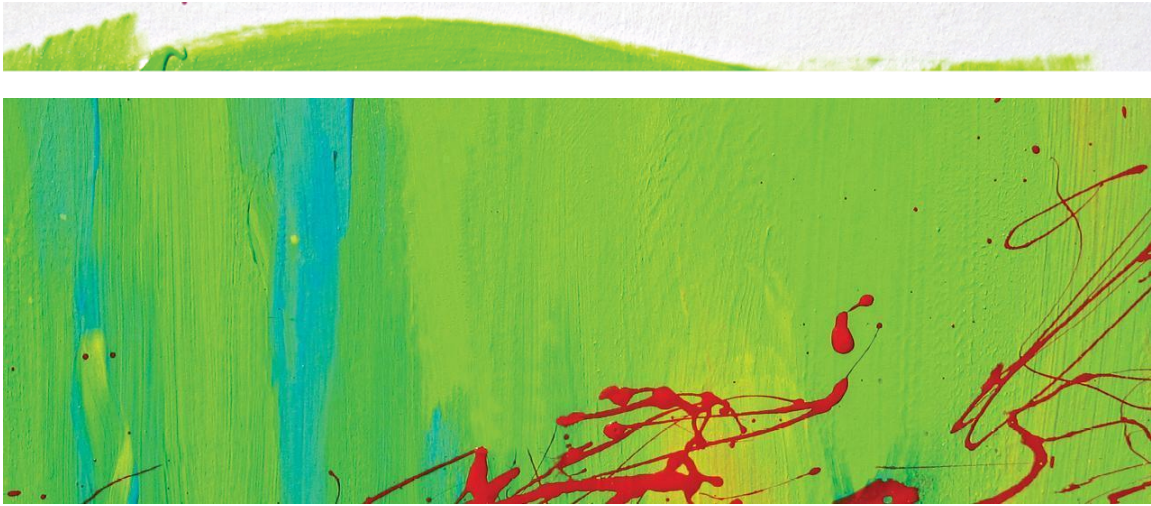
Juniors will be required to sit for the administration of the ACT in the Winter or Spring of their Junior year to meet Ohio Revised Code Section 3301.0712

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

- Algebra I and geometry or integrated math I and II
- Biology
- American history and American government
- English II

To graduate, students must earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. The minimum competency score for both tests is a 684.





ATTENDANCE

ACPA STUDENT HANDBOOK 2023-2024

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.

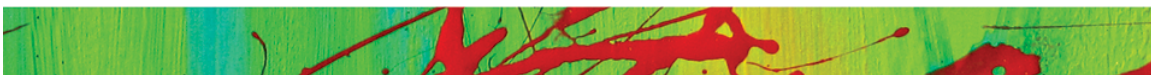
ABSENCE PROCEDURE

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.
- **Bereavement** 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.





DISMISSAL/ARRIVAL PROCEDURE

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

- No students will be granted early dismissal after 3:30pm.
- 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.

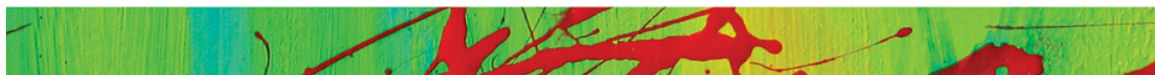
LEAVING SCHOOL GROUNDS FOR LUNCH

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.

Important Classifications per Ohio Law

What is the definition of chronically absent?

According to state law, schools determine that a student is *chronically absent* when a student misses 10% or more of the school year for any reason. This includes both **excused** and **unexcused** absences.

What is the definition of excessively absent?

A student is considered to be considered *excessively absent* “with a nonmedical excuse or without a legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year.”

What is the definition of habitually truant?

A student is considered *habitually truant* when “any child of compulsory school age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for thirty or more consecutive hours, forty-two or more hours in one school month, or seventy-two or more hours in one school year.”

Requirements for excused absences are listed on **page 23** Truancy policies and procedures are explained on **page 27**. Also, according to state law, students must be **automatically withdrawn from ACPA** after missing **72 consecutive hours** of learning opportunities without a legitimate excuse.



TRUANCY

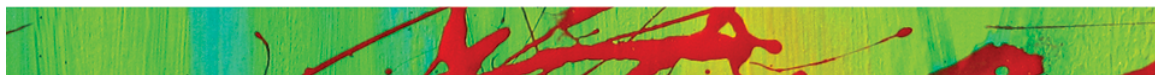
In December 2016, the Ohio General Assembly passed House Bill 410 changing the law for “habitually truant” and “excessively absent” commencing with the 2017-2018 school year. This time includes *any type* of absence. When a student is excessively absent from school the school will notify the student’s 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 chronically absent, excessively absent, or habitually truant 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.





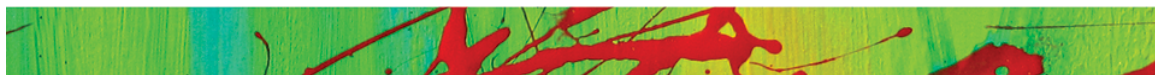
ABSENT FROM SCHOOL ON DAYS OF EVENTS / REHEARSALS

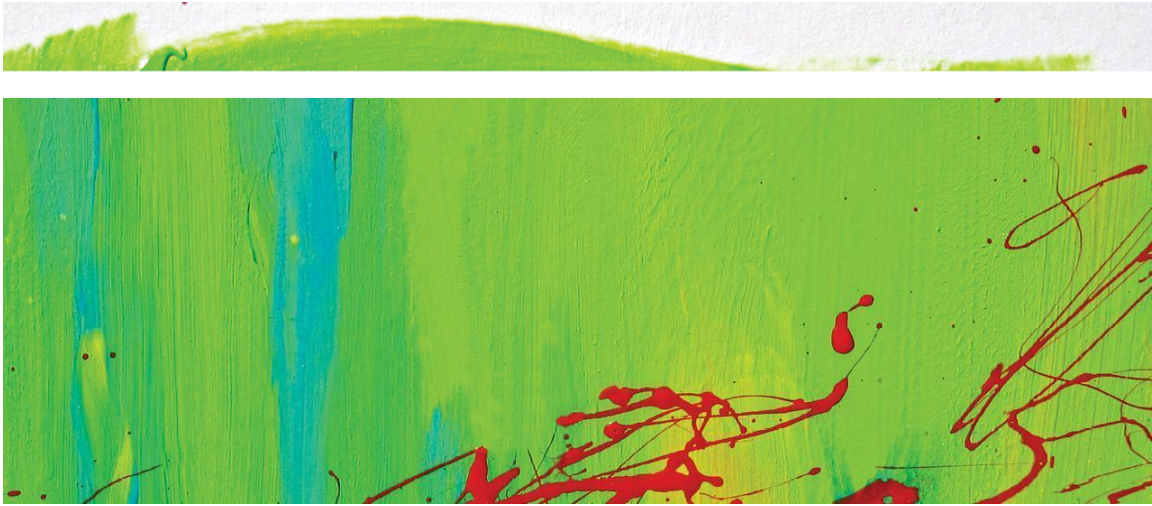
Students will not be allowed to attend, participate in, or perform in after school or extracurricular activities if they were absent from school the day of the event. This includes, but is not limited to school dances, student performances and productions, rehearsals, prom, etc.

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 2023-2024

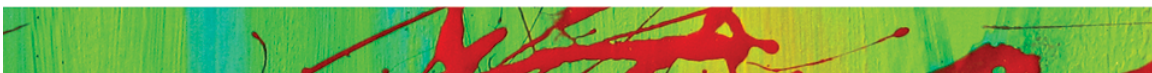
DROP-OFF AND PICK-UP

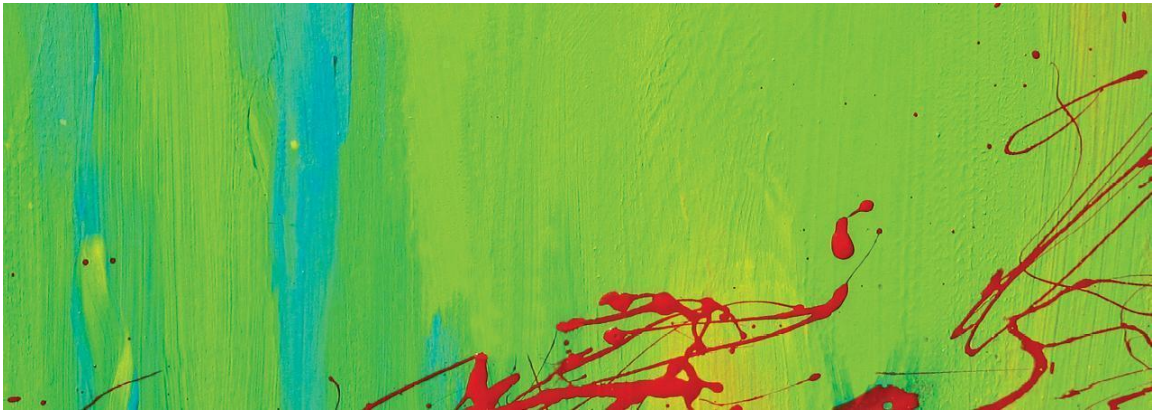
Please consult the ACPA website for pick-up and drop-off lane directions. High School students dropped off by car transportation will enter through the High School entrance (North doors). Middle School Students dropped off by car transportation will enter through the Middle School entrance (South doors).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





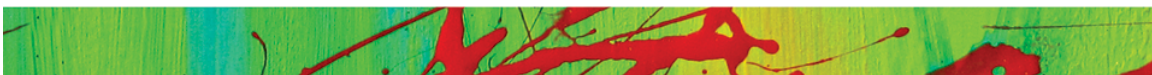
RESTORATIVE JUSTICE AND MAJOR INFRACTIONS

ACPA STUDENT HANDBOOK 2023-2024

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. Consequences for all infractions are up to the discretion of administration.





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.

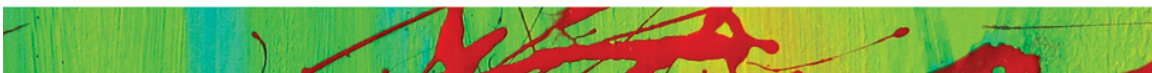
Possible Consequences: Conference with administration and caregiver, lunch detention, one or more days of in-school suspension, and depending on the frequency, one or more days of out of school suspension.

Profanity/Abusive Language/Obscenity- A student shall not use profane, vulgar, racially, religiously or sexually derogatory, or other improper language. Nor shall a student use vulgar, profane or other improper gestures or signs. 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, Threats and Harassment (*Communication, Kindness, Respect for Diversity, Problem Solving, Awareness*)

Bullying, intimidation, threats 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. A student shall not threaten with physical or non-physical aggression/violence or coerce by any means, any student, teacher, school employee or other individual. Nor shall a student coerce another student or any other person to employ threats of intimidation, physical or non-physical aggression/violence.





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, three or more days in-school suspension, three 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.

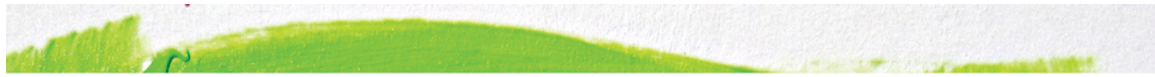
Possible Consequences: Conference with administration and caregiver and seven or more days out of school suspension, expulsion - depending on the severity of the infraction. Possible involvement of law enforcement.

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.

Sexual Misconduct (*Awareness, Communication*)

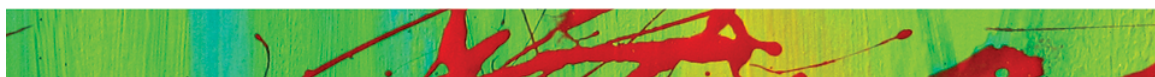
Inappropriate sexual behavior includes but is not limited to obscene gesturing, verbal conduct or communication of a sexual nature, inappropriate touching, request for sexual favors, exposing body parts, sexual activity of any kind on school grounds, including but not limited to: buses, performances, dances, before and after school activities, and off campus school sponsored events/activities. 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, continued and pressured requests for sexual favors, viewing pornographic materials in school, inappropriate touching, obscene gesturing, 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.





Unwelcome Sexual Offenses

Unwelcome sexual offenses apply to any behavior that takes place on school grounds, buses, performances, dances, before and after school activities, and off campus school sponsored events/activities. These offenses include but are not limited to: nonconsensual inappropriate touching, coercion or threats to engage in sexual behaviors, exposing body parts to a nonconsenting audience, non-consensual sexual activity, sharing and distributing of nonconsensual pornography. Please see the section on Consent in the School Climate and Culture Section.

Possible Consequences: This infraction will trigger a Federal Title IX investigation, the outcome of which may result in ten or more days out of school suspension, expulsion, and the involvement of law enforcement - 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.





SUSPENSION FROM SCHOOL

If a student is being considered for suspension, the Principal or their designee will notify the student of the reason and an informal hearing will be scheduled. Written notice of the intent to suspend paperwork and the reasons for the suspension will be delivered to the student and their caregiver. The notice will include a statement that the superintendent may seek to permanently exclude the pupil if the pupil is convicted of or adjudicated a delinquent child for that violation.

An informal hearing will be held with the student, their caregiver, and the principal, assistant principal, superintendent, or superintendent's designee. At the hearing the student will be given an opportunity to explain their side of the situation and present any evidence that they have.

If a student is suspended, the student and their caregiver will be notified, in writing, of the reason and the length of the suspension.

Students will serve an in school suspension in a supervised learning environment. Students serving an out of school suspension are not permitted to be on school property

Students serving suspensions may not attend any school functions, participate in the after-school program, or attend school-sponsored practices/rehearsals during the length of the suspension.

All students serving suspensions have the opportunity to make up missing work for the duration of the suspension and earn credit for completed assignments. School work assigned to the student is required to be submitted on the day of return from the suspension.

EXPULSION FROM SCHOOL

If a student is being considered for expulsion, an administrator will provide written notice to the student and their caregiver. The notice shall include the reasons for the intended expulsion, notification of the opportunity of the pupil and the pupil's parent, guardian, custodian, or representative to appear before the superintendent or the superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the pupil's action, and notification of the time and place to appear.





The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the pupil or the pupil's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the pupil and the pupil's parent, guardian, custodian, or representative of the new time and place to appear. If the proposed expulsion is based on a violation listed in division (A) of section 3313.662 of the Revised Code and if the pupil is sixteen years of age or older, the notice shall include a statement that the superintendent may seek to permanently exclude the pupil if the pupil is convicted of or adjudicated a delinquent child for that violation. The notice will include a statement that the superintendent may seek to permanently exclude the pupil if the pupil is convicted of or adjudicated a delinquent child for that violation.

If a pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal may remove a pupil from curricular activities or from the school premises, and a teacher may remove a pupil from curricular activities under the teacher's supervision, without the notice and hearing requirements of the above sections. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.

The superintendent or principal, within one school day after the time of a pupil's expulsion or suspension, shall notify in writing the parent, guardian, or custodian of the pupil of the expulsion or suspension. In the case of an expulsion, the superintendent or principal, within one school day after the time of a pupil's expulsion, also shall notify in writing the treasurer of the board of education.

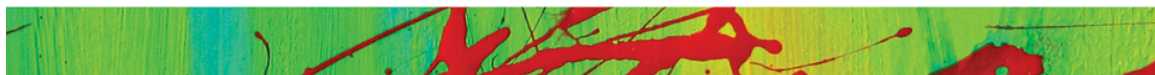
Each notice shall include the reasons for the expulsion or suspension, notification of the right of the pupil or the pupil's parent, guardian, or custodian to appeal the expulsion or suspension to the board of education or to its designee, to be represented in all appeal proceedings, to be granted a hearing before the board or its designee in order to be heard against the suspension or expulsion, and to request that the hearing be held in executive session, notification that the expulsion may be subject to extension pursuant to division (F) of this section in the Ohio Revised Code if the pupil is sixteen years of age or older, and notification that the superintendent may seek the pupil's permanent exclusion if the suspension or expulsion was based on a violation listed in division (A) of section 3313.662 of the Revised Code that was committed when the child was sixteen years of age or older and if the pupil is convicted of or adjudicated a delinquent child for that violation.

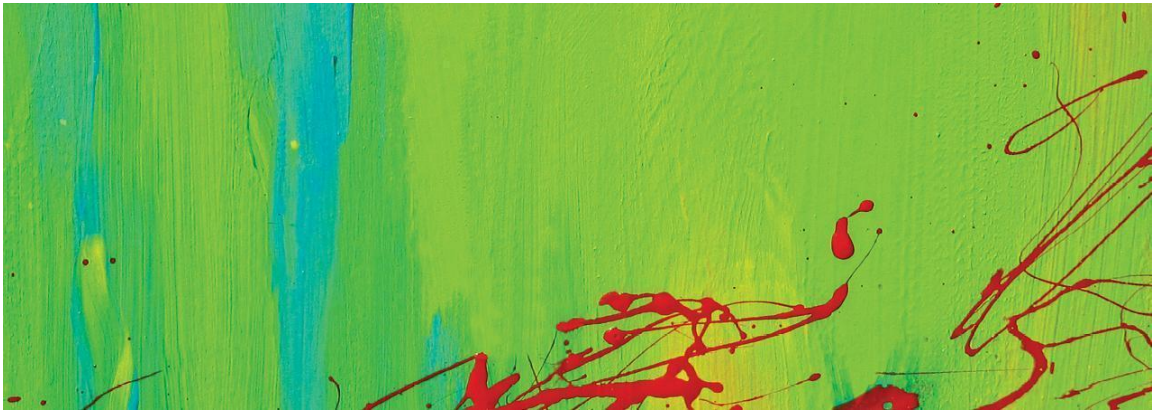




In accordance with the policy adopted by the board of education under section 3313.661 of the Revised Code, the notice provided under this division shall specify the manner and date by which the pupil or the pupil's parent, guardian, or custodian shall notify the board of the pupil's, parent's, guardian's, or custodian's intent to appeal the expulsion or suspension to the board or its designee.

Students serving expulsions are not permitted to be on school property, attend any school functions, participate in the after-school program, or attend school-sponsored practices/rehearsals during the length of the expulsion.





EVENTS

ACPA STUDENT HANDBOOK 2023-2024

AUDIENCE BEHAVIOR

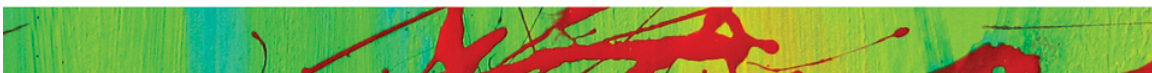
See section “Audience Etiquette” on page 13 for more information.

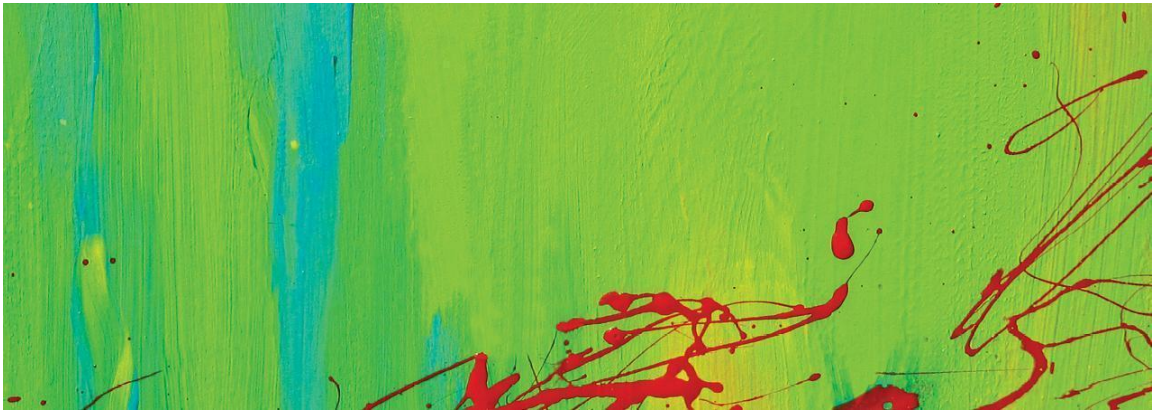
EVENT EXPECTATIONS

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, uphold ACPA behavior expectations, values, habits, and remain under staff supervision.





POLICIES

ACPA STUDENT HANDBOOK 2023-2024

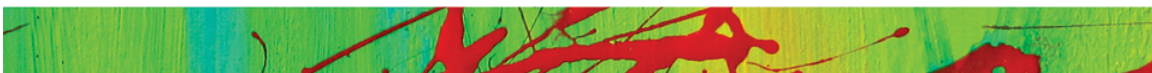
BULLYING, INTIMIDATION, AND HARASSMENT

- 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.





TITLE IX (SEXUAL HARASSMENT)

Nondiscrimination Statement

The School does not discriminate on the basis of sex in the educational programs which it operates either in employment or admission to the School in accordance with Title IX.

Title IX Coordinator

Inquiries about the application of Title IX or violations of Title IX protections should be referred to the School's Title IX Coordinator:

Catherine Papai-McMillin
4401 Hilton Corporate Drive
Columbus, Ohio 43232
614-986-9974
mcmillin@artcollegeprep.org

Defining Sexual Harassment – 34 CFR 106.30

The sexual harassment actionable under Title IX is within any of four types of behavior: (1) A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called quid pro quo harassment); (2) Unwelcome conduct on the basis of sex that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school's education program or activity; (3) Sexual assault (as defined in 20 U.S.C. 1092(f)(6)(A)(v); or (4) dating violence, domestic violence or stalking as defined in the Violence Against Women Act (34 U.S.C. 12291)

Grievance Procedures

Any student or visitor who believes that s/he has been subjected to unlawful sexual discrimination or harassment may seek resolution of his/her complaint through the procedures described in Appendix II. The formal complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful sex discrimination or harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be





completed in a timely manner (ordinarily, within fifteen (15) school days of the complaint being received). The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful sex discrimination or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission (“EEOC”) or local law enforcement agencies.

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.

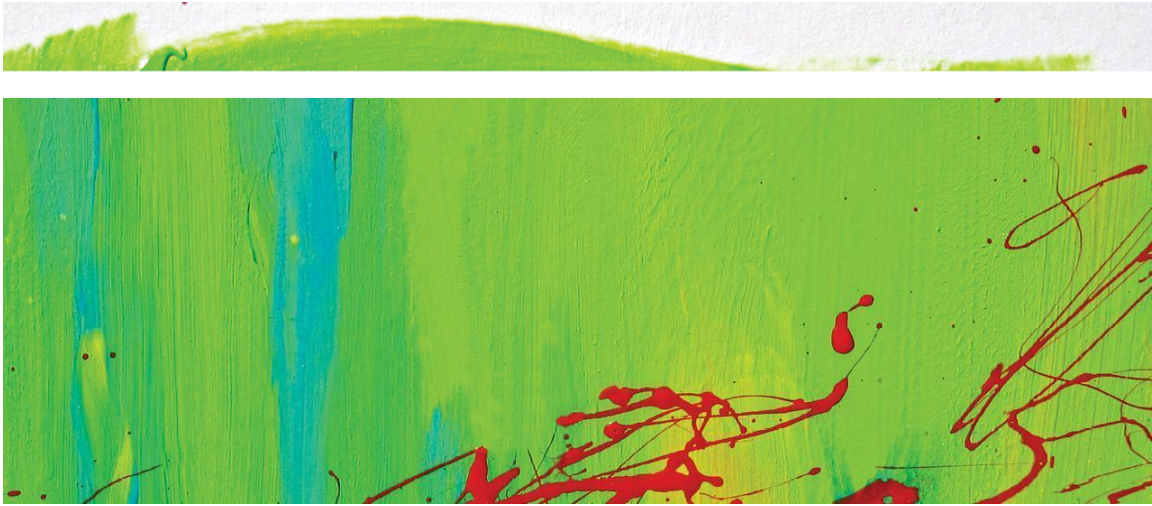
CHILD FIND

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

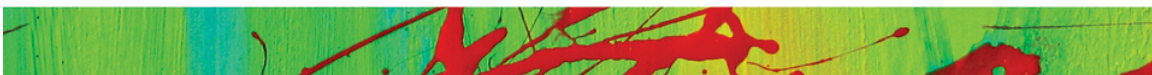
ACPA STUDENT HANDBOOK 2023-2024

PERSONAL ELECTRONIC DEVICE POLICY

ACPA Middle School has a strict no personal device policy. This includes but is not limited to cell phones, bluetooth headphones, smart watches, gaming devices, personal laptops and tablets. 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.

MIDDLE SCHOOL EVENT POLICY

For all ACPA art, performance, and open house events, students must be accompanied by an adult caregiver.



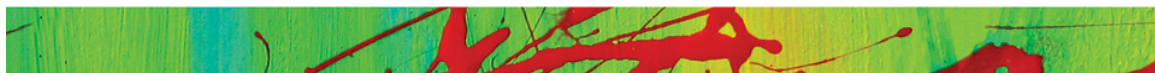


MASTERY LEARNING

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.

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

Report cards will be available online caregivers to students one to two weeks after the end of each nine-week grading term. ACPA Middle School is happy to provide paper copies of report cards upon request. 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.

SCHOOLGY

Middle School students and families are encouraged to use Schoology to monitor school work throughout the grading period. We encourage you to think of Schoology like a **student's backpack**. Learning materials, assignments and a calendar of past and upcoming events and assignments are all accessible to students and caregivers on Schoology. Students can submit assignments digitally, take tests/assessments, and participate in interactive discussions using Schoology. Both caregivers and students are able to access announcements, receive messages, and keep track of upcoming and overdue assignments.

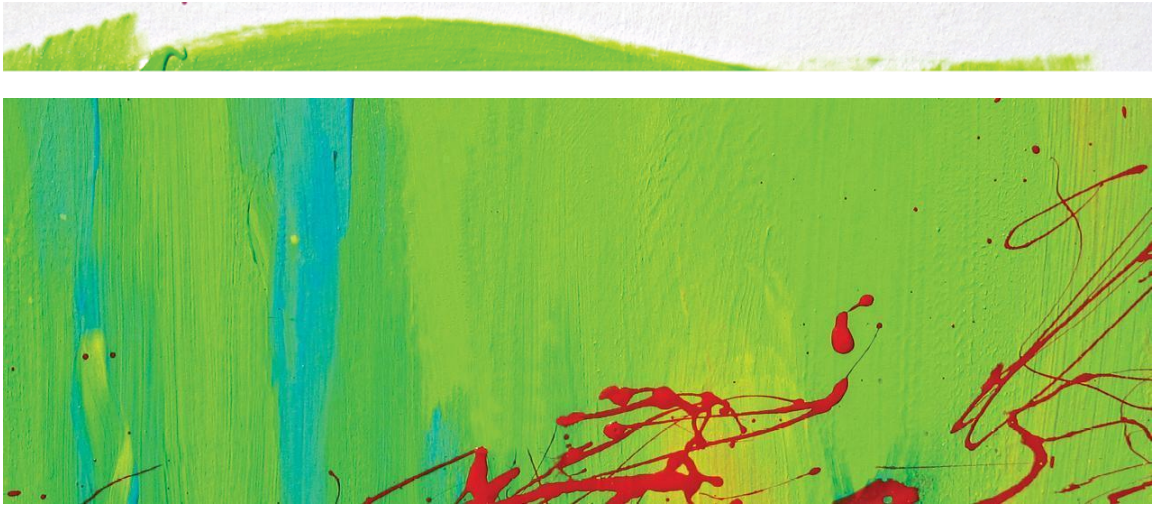
POWERSCHOOL

Middle School Students and families should use PowerSchool to view assignments and mastery levels in each of their classes. PowerSchool keeps track of submitted assignments and mastery level or completion. It is recommended that students and caregivers monitor their mastery process using PowerSchool, but use Schoology to review assignments, materials, and feedback. 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

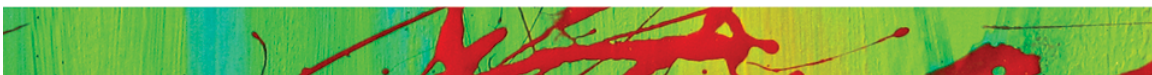
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GRADING SCALE

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 *earned no credit or did not submit*



GRADUATION REQUIREMENTS



Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional ways to show competency!

Option 1

Demonstrate Two Career-Focused Activities*

Foundational

- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

- Work-based learning
- Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill.

Option 2

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

Want to learn more? Contact your school counselor or visit education.ohio.gov/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

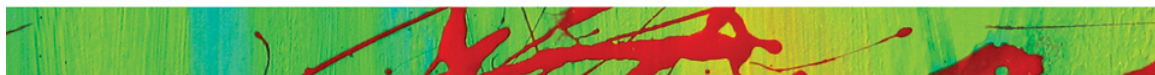
- Students wanting to drop a course required for graduation
- Student does not like teacher or student in class
- Student does not like the time of day the course is taught
- Student is unhappy with the course workload

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

Year Course Friday September 5th, 2023

First Semester Course Friday September 5th, 2023

Second Semester Course January 17th, 2024





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.**

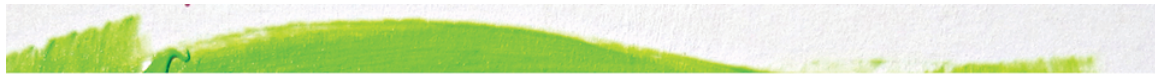
Students are automatically enrolled in the Level-Up Program if they meet ANY of the following criteria:

- 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

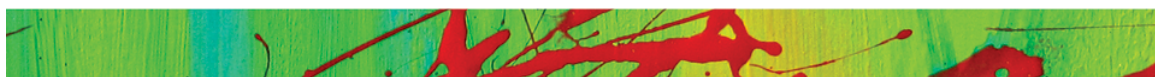
The Arts & College Preparatory Academy is a community school established under Chapter 3314 of the revised code. The school is a public school. Students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other 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.

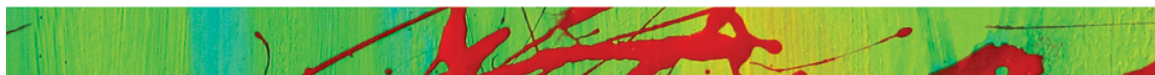
REPORT CARDS

Report cards will be available online caregivers to students one to two weeks after the end of each nine-week grading term. ACPA High School is happy to provide paper copies of report cards upon request. 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.

NATIONAL HONORS SOCIETY

The Arts and College Preparatory Academy has an active National Honors Society chapter. The objective of the National Honors Society is to recognize and cultivate an enthusiasm for the four pillars of NHS: scholarship, leadership, character and service. This chapter achieves these goals by committing to one or more service projects a year. Members are required to participate in the majority of projects and meetings.

In order for a student to be invited to apply for the National Honors Society, they must show their commitment to scholarship by obtaining a cumulative GPA of 3.5 or higher. Once invited to apply, they will be asked to obtain teacher signatures, one letter of recommendation (not from an ACPA staff or family member) and write an essay to explain why they should be accepted as a member of ACPA's National Honors Society chapter. The four pillars of the NHS are weighted equally when a committee of staff members evaluate the applications. The application process is subject to change from year to year with discretion of the adviser and principal.





There are multiple benefits that come from committing to be in the National Honors Society: students explore the true meaning of leadership, service, character and scholarship; they can add being a member of the National Honors Society to their college resume; they may apply for NHS scholarships; and they open the door to a plethora of opportunities for community service.

For more detail about the chapter's expectations please view the ACPA's National Honors Society Student Handbook . If you have any questions, please reach out to the National Honors Society Adviser, Maekenzie Yeung at yeung@artcollegeprep.org, or a principal, Catherine McMillin (mcmillin@artcollegeprep.org) or Aaron Wagner (wagner@artcollegeprep.org).

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.

Device Usage

Devices can be a tool to help us communicate and access information, but their potential for productivity is balanced by the potential for distraction and disruption if not used responsibly. In order to create a learning environment that promotes awareness and communication, students are expected to refrain from using cell phones and other electronic devices during class time, unless explicitly permitted by the teacher. If students are found to be using their devices inappropriately the following will occur,

The following policy applies to all personal electronic devices, such as phones, tablets, laptops, smartwatches, gaming devices, etc.

The classroom teacher will ask the student to put away their device immediately. If a student continues to use the device they will be asked by the teacher to surrender the device for the remainder of the classroom period. The device should remain untouched and in silent mode until the end of the class period.





At the end of the class period, the student may retrieve their device from the teacher's desk. It is the student's responsibility to retrieve the device at the end of class.

Refusal to comply with the cellphone policy or repeated offenses will result in a phone call home and/or a referral to the dean's office. A dean's office referral will be handled in accordance with the school's disciplinary procedures.

An exception to the cell phone policy may be granted if students communicate with their teacher that they are expecting an important call or text. This should be done before class starts in order to not interfere with the teacher's classroom lesson. The teacher will exercise their discretion and may allow the student to keep their cell phone on silent mode and readily accessible during class. This exception recognizes that there can be exceptional circumstances that require immediate attention or response, and encourages the ACPA values of communication between students and teachers while still maintaining a respectful and focused learning environment.

Tardy to Class

Students are expected to be in their classrooms when the bell rings. Any student entering class after the bell has rung will be required to serve a lunch detention for the time missed from class, up to five minutes, with either that teacher or in the dean's office. Failure to attend the lunch detention will result in a discipline referral. If a student enters the classroom after five minutes have passed, they will be referred to the dean's office for skipping class. If a student anticipates being late for class they should first go to their class and gain permission from their teacher to leave class. The front desk will only write passes for students who arrive late to school or who are directed to the front desk by a principal.

Restroom Use During Class time

To ensure the safety of all students while minimizing disruptions to the learning environment, it is important for students to use the restroom responsibly during class time. Students must obtain permission from their teacher before leaving the classroom. Once students have permission, they are to sign out to use the restroom using ACPA's SmartPass system and take the classroom restroom pass. Students should make sure this pass is visible while out in the hallway. Students should return the pass upon reentry. Teachers have discretion in managing restroom breaks based on specific classroom rules that they may have. Teachers may intervene with individual students if negative patterns





of excessive or disruptive restroom use occur and may involve school administration if necessary.

Hallway/Future Space/ELA Use

There may be times when students are given permission to engage in classroom activities and content outside of the classroom. Students who are given permission to work outside of the classroom must sign out with ACPA's SmartPass system. Students are expected to go to these designated spaces and immediately engage in the assigned activity. Students are expected to stay near the classroom so that their teacher may supervise them to ensure their safety. Students are not permitted to leave this space, except to return to the classroom. Students who misuse these spaces or leave without permission will be referred to ACPA administration for disciplinary action. It is important that students uphold the ACPA values in these spaces so that learning can take place.





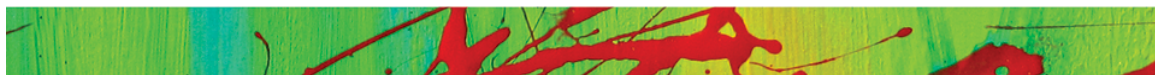
APPENDIX I: ANTI-BULLYING, ANTI-HARASSMENT AND ANTI-INTIMIDATION POLICY

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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.

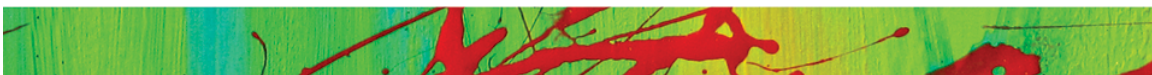




- A. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The School's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education 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



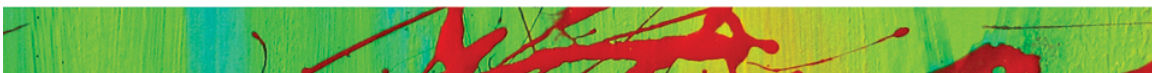


circumstances, and the perpetrator’s motivation, either admitted or appropriately inferred.

- 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,





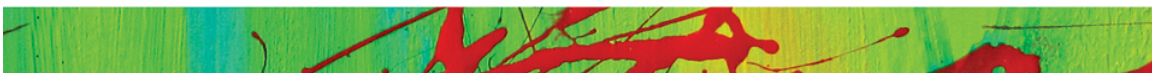
- (d) Using Web sites to circulate gossip and rumors to other students; and
- (e) Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

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.

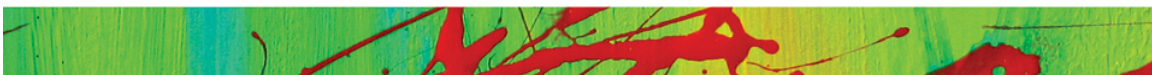
C. Protection of Person Filing Complaint

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

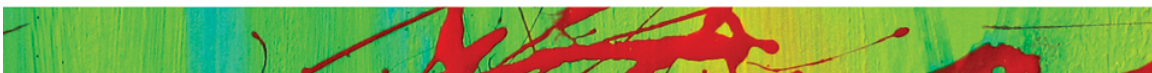




A. Teachers and Other School Staff

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.”





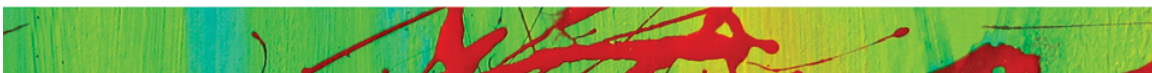
B.Administrator Responsibilities

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

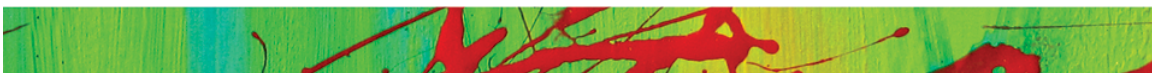




1. The School principal/administrator shall semiannually provide the president of the School board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of Harassment, Intimidation and Bullying, 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.





APPENDIX II: TITLE IX GRIEVANCE PROCEDURE

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Informal Complaint Procedure

Informal resolution may be an appropriate choice when the conduct involved is not of a serious or repetitive nature and disciplinary action is not required to remedy the situation. The goal of the informal complaint procedure is to stop quickly inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student or visitor who believes s/he has been unlawfully discriminated or harassed against. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the parties (the alleged target of the sex discrimination/retaliation and individual(s) alleged to have engaged in the discrimination) agree to participate in it.

Students or visitors who believe that they have been unlawfully sexually discriminated or harassed against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving School staff or any other adult member of the School community against a student will be formally investigated.

An individual who believes s/he has been unlawfully discriminated or harassed against may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to the Title IX Coordinator; and/or (3) to the School Leader or other School official.



All informal complaints must be reported to the Title IX Coordinator who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The School's informal complaint procedure is designed to provide students or visitors who believe they are being unlawfully sexually discriminated or harassed against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful discrimination or harassment, informal resolution may

involve, but not be limited to, one or more of the following:

- A. Advising the individual about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory or harassing behavior.
- B. Distributing a copy of the Non-Discrimination policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works.
- C. If both parties agree, the Title IX Coordinator may arrange and facilitate a meeting between the individual claiming discrimination or harassment and the individual accused of engaging in the misconduct to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Title IX Coordinator or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) school days of receiving the informal complaint.

Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Title IX Coordinator

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented.





An individual who believes s/he has been subjected to unlawful sexual discrimination or harassment (hereinafter referred to as the "Complainant"), may file a formal complaint, in writing, with the School Leader, the Title IX Coordinator, or other School official. Due to the sensitivity surrounding complaints of unlawful sexual discrimination and harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs.

The Complainant may obtain a Complaint Form from the Title IX Coordinator, School Leader, or the School website.

If a Complainant informs the School Leader or other School official, either orally or in writing, about any complaint of sexual discrimination or harassment, that person must report such information to the Title IX Coordinator within two (2) school days.

Throughout the course of the process, the Title IX Coordinator should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the sexual discriminatory or harassing conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Title IX Coordinator or designee shall ask for such details in an oral interview. In the event the Complainant is a student with disabilities, the Title IX Coordinator or designee will carefully review the reporting student's IEP or 504 plan to determine what specific accommodations that child should have to aid in their reporting.

Thereafter, the Title IX Coordinator or designee will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document. Upon receiving a formal complaint, the Title IX Coordinator will consider whether any action should be taken in the investigatory phase to protect the Complainant from further sex discrimination or retaliation, including, but not limited to, a change of schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the Title IX Coordinator should consult the Complainant to assess his/her agreement to the proposed action.

If the Complainant is unwilling to consent to the proposed change, the Title IX Coordinator may still take whatever actions s/he deems appropriate in consultation with





the School Leader.

Within two (2) school days of receiving the complaint, the Title IX Coordinator designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful sex discrimination/retaliation.

Simultaneously, the Title IX Coordinator will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines. The Respondent shall be presumed to not be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) school days.

The Title IX Coordinator or a designee will conduct an investigation into the allegations of discrimination/retaliation in a timely fashion that complies with federal regulations after receiving the formal complaint. The investigation will include:

- A. Interviews with the Complainant;
- B. Interviews with the Respondent;
- C. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. Consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.
- E. The School will send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.

The investigation may be temporarily delayed for good cause with written notice to the Complainant and the Respondent of the delay or extension of time and the reason for such action. Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity or the need for language assistance or accommodation of disabilities.





At the conclusion of the investigation, the Title IX Coordinator or the designee shall prepare and deliver a written report to the School Leader that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful sex discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful sex discrimination/retaliation. The Title IX Coordinator's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The parties and their advisors will be given the investigative report, in electronic format or hard copy, and given at least 10 days to respond.

The School Leader shall consider the totality of the evidence and determine whether the preponderance of the evidence establishes that the alleged discrimination occurred (i.e., it is more likely than not that discrimination/sexual harassment/sexual violence occurred).

Absent extenuating circumstances, within five (5) school days of receiving the report of the Title IX Coordinator or the designee, the School Leader must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the School Leader's final decision will be delivered to both the Complainant and the Respondent.

If the School Leader requests additional investigation, the School Leader must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) school days. At the conclusion of the additional investigation, the School Leader must issue a final written decision as described above.

If the School Leader or his/her designee determines the Complainant was subjected to unlawful sex discrimination/retaliation, the School Leader shall make recommendations to immediately end the discriminatory conduct, recommend ways to remedy the discriminatory effects on the complainant and identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the sex discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

The School may dismiss a formal complaint if the alleged perpetrator is no longer enrolled or no longer employed by the school; the alleged victim and his or her parents/guardians notifies the Title IX Coordinator in writing that the formal complaint or any allegations therein are withdrawn; or specific circumstances prevent the school from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations





therein. Upon such dismissal the School shall send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Appeal

A Complainant or Respondent who is dissatisfied with the final decision of the School Leader may appeal through a signed written statement to the Board within five (5) school days of his/her receipt of the School Leader's or their designee's final decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regularly scheduled board meeting after the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) school days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful sex discrimination/retaliation regardless of whether the student/visitor alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The Complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, local law enforcement agencies or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If a party is not satisfied with the Board's decision, above, the party may file a complaint with the Office of Civil Rights ("OCR"). More information is available at the United States Department of Education, Office of Civil Rights.

Privacy/Confidentiality

The School will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with its legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained confidential to the extent permitted by law. Confidentiality, however, cannot be





guaranteed. Requests for confidentiality, therefore, will be evaluated in the context of the School's responsibility to provide a safe and nondiscriminatory environment for all students, and the request will be weighed against whatever factors the School deems relevant, including, without limitation:

- A. the complainant's age;
- B. circumstances that suggest there is an increased risk of future acts of harassment and/or sexual violence under similar circumstances; and
- C. whether the School possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent(s).

During the course of a formal investigation, the Title IX Coordinator or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation. All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the Title IX Coordinator in accordance with the School's records retention policy.

Sanctions and Monitoring

The School shall enforce its prohibitions against unlawful sex discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action. When imposing discipline, the School Leader shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the School may consider whether the alleged conduct nevertheless warrants discipline in accordance with other School procedures and policies.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful sex discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the School will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified,





assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

Reporting to Local Law Enforcement

Nothing in these Procedures should in any way be deemed to discourage the Complainant from reporting acts subject to these Procedures, including acts of sexual violence, to local law enforcement. In the event that the Complainant files a criminal complaint, the Title IX Coordinator and School Leader should not wait for the conclusion of a criminal investigation or criminal proceeding to begin the School's own Title IX investigation.

Although the School may need to delay temporarily the fact-finding portion of a Title IX investigation while local law enforcement officials are gathering evidence, the School will take interim measures to protect the Complainant in the educational setting. The School should also continue to update the parties on the status of the investigation and inform the parties when the School resumes its Title IX investigation

Interim Measures Pending Final Determination of The Complaint

Title IX requires the School to take steps to ensure equal access to its education programs and activities and protect the complainant as necessary, including taking interim measures before the final outcome of an investigation. The School should take these steps promptly once it has notice of a sexual harassment or sexual violence allegation and should provide the complainant with periodic updates on the status of the investigation. The Title IX Coordinator should notify the complainant of his or her options to avoid contact with the alleged perpetrator and allow the complainant to change academic and extracurricular activities as appropriate. The Title IX Coordinator should also ensure that the complainant is aware of his or her Title IX rights and any available resources, such as victim advocacy, academic support, counseling, disability services, health and mental health services, and legal assistance, and the right to report a crime to local law enforcement.

