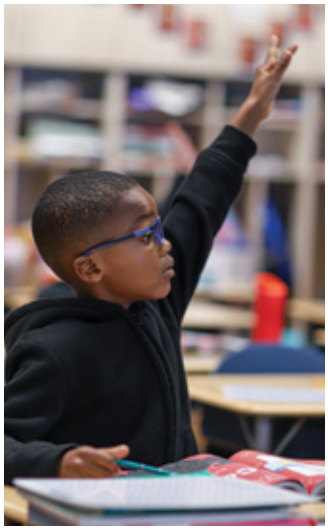
COLUMBUS CITY SCHOOLS



DREAM BIG ACHIEVE MORE

2024-2025 School Year

STUDENT HANDBOOK:

YOUR GUIDE TO STUDENT SUCCESS

This publication contains important information designed to help students to have a successful school year.

SUPERINTENDENT'S WELCOME

Welcome to the 2024-2025 school year!

As we embark on this new academic journey, I am excited and eager for the incredible opportunities that await our students, families, staff, and the Columbus City Schools community. Our shared commitment and passion in our District to guide and empower students, in and out of the classroom, are genuinely empowering.

As we enter the 2024-2025 school year, we want our students to "Dream Big, Achieve More," emphasizing the importance of envisioning the future and working hard to realize those dreams, and encourage our CCS community to set ambitious goals and diligently pursue our dreams. .

At Columbus City Schools, we strive to inspire students to believe in their potential and strive for excellence. We suggest that with big dreams come great achievements. Our vision for this school year embodies the spirit of dreaming big and achieving more, motivating our students to reach for the stars and push the boundaries of what they can accomplish.

This Guide to Student Success publication is more than just a set of rules. It's a roadmap to a safe and nurturing learning environment. It provides an overview of the policies our Board of Education put in place. Please read this document carefully. You can also access it on our website: www.ccsoh.us for reference at any time.

As we focus on the upcoming school year, we aim to nurture well-rounded individuals who embody the qualities of our Portrait of a Graduate. By fostering these attributes, we ensure our scholars are prepared for academic achievements and equipped with the skills and mindset needed to thrive and impact the world beyond Columbus City Schools.

Thank you for choosing Columbus City Schools. Your trust in us is a responsibility we take seriously. I look forward to a year filled with joy, growth, and countless achievements as we work together to create a positive learning environment.

Sincerely,

Dr. Angela Chapman
Superintendent/CEO

DREAM BIG ACHIEVE MORE
2024-2025 School Year

MISSION

Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

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COLUMBUS CITY SCHOOLS BOARD OF EDUCATION

The Columbus City Schools Board of Education (pictured below) has adopted policies that relate to student activities, student behavior, and student discipline based on best practices, as well as existing state and federal laws.

Students, parents, and staff members are also expected to acquaint themselves fully with these policies, guidelines and school building procedures.

In addition, removal, suspension, expulsion and appeal procedures are posted in a visible location at each school building within the main office and are available upon request.

Regular business meetings of the Columbus Board of Education are held on the first and third Tuesday of each month, at 6:00 p.m. Meetings of the Board are conducted at the District's South Administrative Building, 3700 S. High Street, Room 825, and in schools or other locations with prior announcement. Individuals interested in addressing the Board must first sign up by calling the Office of Customer Relations at 614-365-8888, by 3:30 p.m. the day of the meeting.

From left to right: President Christina Vera, Michael Cole, Jennifer Adair, Sarah Ingles, Ramona R. Reyes, Brandon Simmons, Vice President Dr. Tina D. Pierce

COLUMBUS CITY SCHOOLS

The Columbus Board of Education:

- Supports academic achievement, continuous improvement, civic stewardship, and life-long learning.
- Collaboratively and responsibly governs with integrity.
- Demonstrates compassion, respect, and trust for those we serve.
- Values community engagement and empowerment, as well as equity and diversity.

Notice to limited English Proficient (LEP) Parents

Free language assistance is available to Columbus City Schools parents regarding school programs and activities. A parent does not have to be of limited English proficiency in speaking, reading, writing, and comprehending English in order to be considered Limited English Proficient (LEP), but rather it is only necessary that a parent be limited in at least one of these areas in order to be eligible to receive language assistance as needed. No other verification is necessary in order to receive language assistance. Services may be requested for, but not limited to the following events: parent teacher conferences, disciplinary hearings, IEP meetings, and 504 meetings. Please be advised that while parents may bring family members and friends to all school activities and meetings, the District shall be responsible for providing any necessary interpreting or translating services. For assistance, please contact the ESL Department at 614-365-8802.

AVISO PARA LOS PADRES LEP
(Notice to LEP Parents – Spanish)

Asistencia gratuita con el idioma está disponible para los padres de las Escuelas de la Ciudad de Columbus con respecto a actividades y programas escolares. Un padre no tiene que tener un dominio limitado del inglés en hablar, leer, escribir y comprender el inglés con el fin de ser considerado con Dominio Limitado del Inglés (LEP), sino que sólo es necesario que un padre esté limitado en al menos una de estas áreas para poder recibir ayuda con el idioma inglés según sea necesario. No es necesario ninguna otra verificación para recibir ayuda con el idioma inglés. Los servicios pueden ser solicitados, pero no limitados para los siguientes eventos: conferencias de padres – maestros, audiencias disciplinarias, reuniones IEP, y reuniones 504. Por favor tenga en cuenta que aunque los padres traigan familiares y amigos a todas las actividades escolares y reuniones, el Distrito será responsable de proveer los servicios necesarios de interpretación o traducción. Para obtener ayuda, por favor contactar al Departamento de ESL al 614-365-8802.

OGEYSIIS KU SOCDA WAALIDIINTA AQOONTOODA INGRIISKA YARTAHAY
(Notice to LEP Parents – Somali)

Caawimaad lacag la'aan ah ayeey waalidka ka helayaan Columbus City Schools oo ku saabsan hawlaha barnaamijyada skuulka. Waalidka khasab kuma aha in ay ingriiska si fiican ugu hadli karaan, qori karaan, akhrin karaan ayna fahmi karaan si loo tix geliyo aqoontooda yare e luqada ingriisk (LEP) , hase yeeshee muhiimadu waxeey tahay waa in uu wax un ka yaqaanaa si loogu ogolaado markuu u baahdo caawimaad. Cadeymo kale uu ku helo caawimaada luqada uma baahna. Waxaa loo ogolyahay in ay adeegyo dalbadaan, laakiin kama xadidna dhacdooyinkaan soo socda: parent-teacher conferences, disciplinary hearings, IEP meetings, iyo kulamada 504 Fadlan ogsonow waalidiinta waxeey soo wadan karaan inteey socdaan hawlaha iyo kulamada dad qoyskooda ka tirsan iyo saaxiibo, Gobolka (district) ayaa mas'uul ka noqonaya in ay siiyaan hadeey u baahdaan adeegyada turjubaanka. Wixii caawimaad ah, fadlan la soo xiriir Qaybta ESL ka aad ka heli kartid 614-365-8802.

अङ्ग्रेजी भाषामा सीमित दक्षता भएका अभिभावकहरूलाई सूचना
(Notice to LEP Parents- Nepali)

विद्यालयका विभिन्न कार्यक्रम र गतिविधिहरू सन्दर्भमा कोलम्बस सिटी स्कूलले अभिभावकहरूका लागी निशुल्क अंग्रेजी भाषा सहायता उपलब्ध गराउँदछ।अभिभावकहरूले अंग्रेजी भाषा बोल्नुमा, पढ्नु, लेख्नु वा बुझ्नु सक्नु हुन्नु भन्ने यो कार्यक्रमको लागी योग्य हुनु हुन्ने छ।तपाईंले निम्न उल्लेखित वा अन्य कुराहरूको लागि विद्यालयमा यो सेवा अनुरोध गर्न सक्नु हुन्ने छ। जस्तै: अभिभावक-शिक्षक सम्मेलन, शास्त्रीय सुनवाई, IEP सभा, र 504 सभाहरू आदि।कृपया तपाईंहरूले सबै विद्यालय गतिविधिहरु र बैठकहरूमा परिवारका सदस्य र साथीहरू ल्याउन सक्नु हुन्ने छ। जिल्लाले कुनै पनि आवश्यक व्याख्या प्रदान वा सेवाहरू अनुवादका लागि जिम्मेवार हुन्ने छ।सहायताको लागि ESL विभागको फोन न.614-365-8802 मा सम्पर्क गर्नुहोस्।

Avis aux parents LEP
(Notice to LEP Parents – French)

Une assistance linguistique est disponible pour les parents des élèves de Columbus city Schools pour les programmes et les activités de ses écoles. Un parent n'a pas besoin d'une maîtrise limitée pour s'exprimer, la lecture, l'écriture, ou la compréhension pour être considéré comme ayant une maîtrise limitée de l'anglais (LEP), mais il est seulement nécessaire qu'un parent soit limité à au moins un de ces domaines afin de pouvoir recevoir une aide linguistique si nécessaire. Aucune autre vérification n'est nécessaire pour bénéficier d'une aide linguistique. Les services peuvent être demandés, mais non limité à l'occasion des événements suivants: conferences parents-enseignants, les audiences disciplinaires, réunions IEP et 504. Veuillez noter que même si les parents peuvent amener des membres de leur famille et amis à toutes les activités scolaires et les réunions, le district est responsable de fournir les services d'interprétation ou de traduction. Pour obtenir de l'aide, veuillez contacter le Département d'ESL au 614-365-8802.

اعلام للاهالي الذين تكون لغتهم الانكليزية محدودوة LEP
(Notice to LEP Parents - Arabic)

المساعدة المجانية للغة الانكليزية موفرة للاهالي الذين لديهم طلاب و طالبات في مدارس مدينة كولمبوس فيما يتعلق بالبرامج و الانشطة المدرسية .ليس من الضرورة للاهالي ان تكون اجادتهم محدودة باللغة الانكليزية في التكلم ,القراءة ,الكتابة و تفهم اللغة من اجل ان تعتبر اللغة الانكليزية محدودة الجودة و لكن من الضروري ان يكون الاهالي لديهم حدود في واحدة او اكثر ليكونوا مؤهلين لتصلهم المساعدة في اللغة الانكليزية اينما تحتاجوها .و ليس هناك ضرورة لاي اثبات اخر من اجل ان تصلك المساعدة باللغة الانكليزية .و يجب ان تقدم طلب الخدمة للمساعدة باللغة الانكليزية في بعض الاحداث :اجتماع الاباء مع المدرسين ,الجلسات التادبية ,اجتماع برنامج الثقافة الفردية ,اجتماع 504 , من فضلك :ينبغي ان ينصح انه اذا كان الاباء يجلبون افراد العائلة او الاصدقاء لكل الانشطة المدرسية و الاجتماعات ,المقاطعة ستكون مسؤولة لتزود اي خدمة ترجمة ضرورية للمساعدة من فضلك اتصل بقسم اللغة الانكليزية كلغة ثانية 8802-356-614

Please Read and Review This Guide With Your Child.

As parents and guardians, when you establish boundaries and set expectations for your children, you help to ensure they are more likely to behave appropriately and be successful in school. We pledge to actively work with you to create a safe, exciting and academically successful school year for your child. By working together, we can help each child reach their potential.

We would like your input and your involvement. Please contact us at our school offices if you have any questions or need further information.

THIS GUIDE APPLIES TO ALL STUDENTS

- On school grounds before, during and after school hours;
- At any other time when the school is being used by a school group;
- Off school grounds at a school activity, function or event;
- On a school bus, a school-sponsored vehicle, or at a Columbus City Schools bus stop and as it relates to all District property and vehicles;
- Whenever a Columbus City Schools student represents their school; and
- At all times whenever a student's conduct is related to school or school activities.

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

Positive Behavior Intervention Support (PBIS) is a process supported by the **Ohio Department of Education and Workforce** and Columbus City Schools to promote and maximize academic achievement and behavioral competence. It is a three tiered system of support for helping all students achieve important social-emotional and learning goals. We know that when we create learning environments that are student–centered, efficient and stable, our students excel in their learning.

As part of PBIS, we will establish and explicitly teach clear rules and behavior expectations to students. We encourage and acknowledge desired behaviors. The expectations for all student behavior are clear in common areas throughout our building and in parking lots and playgrounds.

Our school rules provide a safer school environment and allow more time for instruction. We apply consistent consequences and positive reinforcement for all students. By detailing every expected behavior and teaching students in a positive, proactive way, we provide common language for everyone in our district, including students, teachers, front office staff, and paraprofessionals.

We believe having common vision and values, language and experiences allow our school community to build and sustain environments where students can succeed and grow.

This guide provides clear expectations for student behavior, outlines specific methods and strategies to encourage social skills, and a menu of corrective strategies when misconduct occurs.

RESTORATIVE PRACTICES

Columbus City Schools aspires to form restorative communities within our schools. By developing a restorative mindset that emphasizes positive, healthy and respectful relationships that value equitable, inclusive and collaborative approaches. Restorative Practices includes repairing relational harm and shifts the focus from "blaming" and "shaming" to addressing the root cause(s) and repairing/restoring relationship(s) to reduce exclusionary practices.

VISION: Within 5 years, CCS will become a trusted district of Restorative Leaders and Practitioners through:

- **Investing in Restorative Practices**
- **Embracing our Values**
- **Fostering Relationships**

To ensure a healthy, inclusive, safe learning environment for all.

TIER 1

ALL STUDENTS

Restorative School Climate PBIS

A restorative school climate focuses on building a strong sense of community and positive relationships among everyone in the building. Adults support students in developing social and emotional skills.

Practices that Support Tier 1:

Restorative Mindsets
Restorative Langauge
Restorative Questions
PBIS Teams

TIER 2

SOME STUDENTS

Restorative Discipline

After harm or conflict, restorative responese address the root cause of the concern, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.

Practices that Support Tier 2:

Restorative Conversations
Responsive Circles
Restorative Reflection Sheets
Skill-Building Alternatives to Suspension

TIER 3

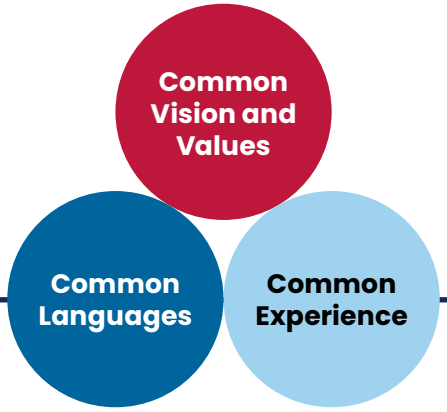
FEW STUDENTS

Restorative Re-Entry & Conferencing

In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community.

Practices that Support Tier 3:

Restorative Conferencing
Restorative Re-Entry Conference
Student in Transition Engagement Plan
S.T.E.P Re-Entry Conference



Steps Your Principal And Staff Are Taking To Build A Positive School Climate:

- Build relationships and a sense of belonging.
- Empower students.
- Create a climate of cooperation.
- Provide a safe and secure environment.
- Model and teach how to be responsible.
- Build trust between students and staff.
- Communicate high expectations to students.
- Teach and show respect through varied social-emotional learning strategies.
- Help students establish and demonstrate a positive attitude every day.
- Support frequent communication with family and the community.
- Encourage parents and community members to be partners.
- Teach conflict management and pro-social skill development.
- Teach, model and encourage expected behaviors.

RIGHTS OF STUDENTS AND PARENTS

In public schools, parents and students have certain rights given by federal and state laws.

The Columbus Board of Education adopts guidelines and polices based upon these federal and state laws. Accordingly, the individual rights of students will be weighed against the safety and welfare of the majority of students in the schools.

Every Columbus City Schools Student and Parent Has the Right to Due Process of Law

In accordance with **Every Student Succeeds Act (ESSA)** and Ohio Revised Code (ORC) 3319.074 regarding the professional qualification of teachers, parents have the right to:

1. Request the professional qualifications of your child's teachers and paraprofessionals;
2. Have access to your child's individual performance level on the statewide assessments and individual report card that lets you know how your child is progressing;
3. Receive written notification after four consecutive weeks, if your child's teacher is not properly licensed; and
4. Request policies regarding student participation in state mandated assessments.

Before a student is suspended, the student has the right to receive written notice of the reason for the intended suspension and an opportunity for an informal hearing.

Before a student is expelled, the student and the parent have the right to receive written notice of the reason for the proposed expulsion and an opportunity for a formal hearing.

In both instances, parents will be given the opportunity to challenge the disciplinary action.

As a Columbus City Schools Student, You Have the Right to Expect:

- A free education in a positive learning environment;
- That the school you attend will be a safe place;
- That you will not be subjected to discrimination; and
- That you will be informed about all school rules and regulations.

RIGHTS OF STUDENTS & PARENTS (cont'd)

As a Columbus City Schools Student, You Have the Personal Responsibility to:

- Know and follow the rules and regulations of Columbus City Schools;
- Do your part to create a positive environment at your school by working toward academic excellence, striving for perfect attendance, and participating in school activities;
- Respect the dignity and worth of yourself, your fellow students, teachers and school staff;
- Respect the authority of teachers, school administrators and other authorized personnel in maintaining discipline;
- Behave in a way that does not disrupt the educational process or lead to physical or emotional harm; and
- Learn problem-solving skills to effectively handle conflict situations in an effort to avoid disrespectful and harmful behaviors.

The examples of offenses listed throughout the Guide to Student Success are not intended to be a complete list of offenses that may result in disciplinary action.

Any act that disrupts learning and threatens the order and safety of students and the school environment will be considered for disciplinary action.

Similarly, a student's rights in regards to decisions concerning searches to persons or property will be balanced by the responsibility of the school to protect the safety and welfare of all students.

NOTE: Lockers are the property of the school system, are on temporary loan to students, and are subject to examination by school personnel at any time.

SUPPORT FOR ALL STUDENTS

Columbus City Schools is required to identify a single point of contact for youth experiencing homelessness, involved in the foster care system, or the juvenile justice system. Each point of contact will be responsible for communicating with respective school personnel and agencies regarding student placement, records, transition planning, coordinating with local and state agencies, and other advocacy work related to the educational needs of the student to assure their success.

STUDENTS & FAMILIES IN TRANSITION (Homeless, Foster Care, and Justice-Involved)

Columbus City Schools provides specific supports for the students who are involved in the foster care, justice system, and/or those experiencing homelessness. A dedicated district liaison is in place to help ensure the educational rights of children and youth whom the District is responsible. The McKinney-Vento Homeless Assistance Act and Every Student Succeeds Act (ESSA) are the guideposts for services provided. Staff determine a family's eligibility for services, and work with parents, schools, community agencies, and surrounding school districts to ensure that every student in transition, in grades Pre-K through 12, have full and equal opportunity to succeed in school.

Program staff work to provide assistance with such needs as:

- School selection and enrollment (Best Interest Determination-BID)
- School transportation
- School supplies for students
- Addressing barriers that affect school attendance and full participation
- Obtaining necessary documents such as birth certificates, school records, and medical records
- Transcript/credit discovery and verification
- Collaboration with local child protection agencies
- Dispute resolution

Homeless Liaison
Kevin Boehm
Central Enrollment Center
430 Cleveland Avenue
Columbus, Ohio 43215
614.365.5140
ccsoh.us/domain/4401

Foster Care Liaison
Ivy Mitchell
Central Enrollment Center
430 Cleveland Avenue
Columbus, Ohio 43215
614.365.5012
ccsoh.us/domain/4401

Justice-Involved Youth Liaison
Timothy Nared
Central Enrollment Center
430 Cleveland Avenue
Columbus, OH 43215
380.997.0894
ccsoh.us/domain/4401

ZERO TOLERANCE

As required by Ohio law, the Board of Education has adopted a policy of "zero tolerance" for violent, disruptive or inappropriate behavior, including possession of a weapon, and has established strategies ranging from prevention to intervention to address the behavior.

When disciplinary actions are warranted, **Columbus City Schools will strive to maintain a constructive approach that focuses on positive changes** in behavior and minimizing any interruption of the educational process.

Age and maturity level require different types of disciplinary actions. These factors will be considered when corrective measures are necessary.

In addition, discipline shall be maintained through means which are not solely punitive. Corporal punishment shall not be used.

ANTI-HARASSMENT

The Board will vigorously enforce its prohibition against discriminatory harassment based upon race, sex, sexual orientation, religion, color, national origin, age, gender identity or expression, ancestry, familial status, military status, disability, genetic information or any other legally protected category ("Protected Classes") in its educational programs, activities, treatment of people and employment practices that are protected by Federal, State or Local civil rights laws (hereinafter referred to as Unlawful Harassment).

Compliance Officer
Antwan Booker
614-365-5143
complianceofficer@columbus.k12.oh.us

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to their person or damage to their property;
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- Has the effect of substantially disrupting the orderly operation of a school.

Any teacher, administrator, supervisor or other District employee or official who receives a report regarding unlawful harassment shall report it to the Compliance Officer within two (2) days of receiving the report.

Investigation and

Complaint Procedure

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, timelines or flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner. All complaints of harassment involving a District employee or any other adult member of the School District community against a student will be formally investigated. Similarly, any allegations of sexual violence will be formally investigated.

Informal Complaint Procedure

The goal of the informal complaint procedure is to promptly stop inappropriate behavior and to investigate and to facilitate resolution through an informal means, if possible.

Students who believe they have been unlawfully harassed may make an informal complaint either orally or in writing: (1) to a teacher, other employee or building administrator; (2) directly to the Compliance Officer; and/or (3) to the Superintendent or other District-level employee. All informal complaints must be reported to the Compliance Officer who will either facilitate an informal resolution or appoint another individual to facilitate an informal resolution.

Any teacher, administrator, supervisor or other District employee or official who receives a report regarding unlawful harassment shall report it to the Compliance Officer within two (2) days of receiving the report.

The informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee is directed to resolve within fifteen (15) business days of receiving the informal complaint.

ANTI-HARASSMENT (cont'd)

Formal Complaint Procedure

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

Students who believe they have been subjected to unlawful harassment or retaliation may file a formal complaint, either orally or in writing: (1) to a teacher, other employee or building administrator; (2) directly to the Compliance Officer; and/or (3) to the Superintendent or other District-level employee.

Any teacher, administrator, supervisor or other District employee or official who receives a report regarding unlawful harassment shall report it to the Compliance Officer within two (2) days of receiving the report.

Within two (2) business days of receiving the complaint, the Compliance Officer or designee will initiate a formal investigation to determine whether student was subjected to offensive conduct/harassment/retaliation.

Although certain cases may require additional times, the Compliance Officer or designee will attempt to complete an investigation into the allegations of harassment/ retaliation within fifteen (15) business days of receiving the formal complaint.

At the conclusion of the investigation, the Compliance Officer or designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether student was subjected to unlawful harassment.

Additional information regarding Board Policy 5517 may be found on the District's website at www.ccsoh.us/domain/163

TITLE IX AND SEXUAL DISCRIMINATION

Columbus City Schools does not discriminate on the basis of sex (including sexual orientation or gender identity) in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. Inquiries about Title IX should be referred to the Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The Title IX Coordinator is:

Antwan Booker
Compliance Officer
614-365-5143
complianceofficer@columbus.k12.oh.us

U.S. Department of Education, Office of Civil Rights

1350 Euclid Avenue, Suite 325, Cleveland, OH 44115
216-522-4970
OCR.Cleveland@ed.gov
www.ed.gov/ocr

SEXUAL HARASSMENT

Columbus City Schools does not tolerate harassment on the basis of sex. Sexual harassment may involve the behavior of a person of either gender against a person of the same or another gender.

Sexual Harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- Sexual assault, which includes domestic violence, dating violence and stalking.

Any teacher, administrator, supervisor or other District employee or official who receives a report regarding sexual harassment/discrimination shall report it to the Compliance Officer promptly upon receipt of the report.

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or be electronic mail using the Title IX Coordinator's contact information or by any means that results in the Title IX Coordinator receiving the person's oral or written report.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedure are included in Policy 2266—Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at www.ccsoh.us/domain/163. The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment and how the District will respond.

The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

The District will seek to conclude the grievance process within a reasonable period of time after receipt of the Formal Complaint.

Sexual conduct/relationships with students by District employees or any other adult member of the School District community is ***strictly prohibited***, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery" as set forth in R.C. 2907.03.

BULLYING, HARASSMENT, AND INTIMIDATION

Bullying, harassment, and/or intimidation toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. All complaints about bullying that may violate this policy shall be promptly investigated. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship.

For the purposes of this policy, bullying, harassment and/or intimidation (collectively, "bullying") means:

A. Any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student more than once and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student. This includes content that is based on a student's actual or perceived race, sex, sexual orientation, religion, color, national origin, age, gender identity or expression, ancestry, familial status, military status, disability, genetic information, or association with a person or group with one or more of the above mentioned characteristics whether actual or perceived; or

B. Violence within a dating relationship; or

C. Aggressive behavior, which is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. It would include, but not be limited to, such behaviors as stalking, bullying, cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing; or

D. Cyberbullying through electronically transmitted acts that occur on school property.

Complaints

Any student or student's parent/guardian who believes they have been or is the victim of bullying should immediately make a report to the situation to the Building Principal or Assistant Principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate Administrator. Complaints against the Building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

If the complaint may constitute sexual harassment, the Title IX grievance procedures contained in Policy 2266 will be followed and must be reported to the Title IX Coordinator promptly upon receipt of the complaint.

Students, parents/guardians, and school personnel may also make informal or anonymous complaints of bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall include the specific information stated above. A school staff member who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member to the Building Principal for review, investigation, and appropriate action. Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member and administrator who receive the complaint.

The Building Principal shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of 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.

The student shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the Building Principal shall notify the parent/guardian of the victim and perpetrator of such finding. If disciplinary consequences are imposed against the perpetrator, a description of such discipline shall be included in the notification sent to the perpetrator's parent/guardian.

Additional information regarding Board Policy 5517.01 may be found on the District's website at https://www.ccsoh.us/domain/163.

Student Success Cards

Emphasizing safety and academics, Columbus City Schools will issue CCS Student Success Cards to all students PreK-12 starting this school year.

These cards are personalized IDs, featuring a photo, name, student number, and school. During the school year, cards will be used to serve as identification during the school day, gain easy access to online learning, check out books at Columbus Metropolitan Libraries, and serve as the access to the point of sale system for school breakfast and lunch.

Students who are issued a CCS SUCCESS CARD are required to have the ID visible throughout the school day. The cards come with safety lanyards so students can wear the ID throughout the school day. Not wearing the ID can be considered a violation of the student dress code.

All requests for replacement cards must be made through the school principal or main office.

Students can scan the QR Code on their CCS SUCCESS CARD to access online learning. The card can also be used as a library card. Simply visit the check-out desk at any branch of the Columbus Metropolitan Library.

Students in grades 9-12 only can use their Success Card during the school year on COTA as well, for free additional transportation to school, events, work, and even to the library!

Emergency Response/Crisis Management

Columbus City Schools strives to provide a safe and secure environment for students and to protect your child should a crisis/emergency occur.

A District-wide Safety/Crisis Plan has been developed and threat assessment teams have been trained to respond to potential threats. Support is provided to school personnel in assisting and responding to various emergency situations. Columbus City Schools is partnering with Gaggle to enhance student safety and well-being on school-provided devices and platforms. Through the Gaggle Safety Management solution, the District will monitor the content students in grades 6-12 create and access with their school-issued accounts to ensure their welfare and identify those needing help.

District and/or school emergency information will be posted on the District's website www.ccsoh.us and through the District's social media and Mobile App, as well as on local radio or television stations.

Please do not call the school directly. Calling the school may limit the availability of telephone lines needed to access emergency rescue services.

GUN-FREE SCHOOL ACT (GFSA)

The Columbus Board of Education adheres to the **Gun-Free School Act (GFSA)** and state law requiring local educational districts to expel from school, for a period of not less than one calendar year (from date of infraction), a student who is determined to have brought a firearm to school, other property or activity under its jurisdiction, or for possessing a firearm that was initially brought on school property by another person.

Additionally, state law and the Columbus Board of Education Policy 5610 provides that the Superintendent may expel a student from school for a period not to exceed one year for bringing a knife to school, other property or activity under its jurisdiction, or for possessing a knife that was initially brought on school property by another person, or making a bomb threat to a school building or any premises where a school activity is occurring.

Parents must emphasize to their children the seriousness of having possession of a firearm or knife, or making a bomb threat on school grounds, other property or activity under the District's jurisdiction.

HEALTH ASSESSMENTS

In accordance with state law and Board policy, and in the interest of students' wellness, Columbus City Schools' school nurses are required to conduct health assessments. If you do not want your child to be assessed, please contact the school nurse.

FOOD ALLERGIES

The Board of Education recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating students with food allergies and to reduce the likelihood of allergic reactions of students with known food allergies while at school.

Parent/Guardians and Student Responsibilities

Parents and guardians of students with allergies, or students with allergies age eighteen or older, shall:

A. Notify the school principal or nurse when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order as necessary;

B. Provide the District with prescribed emergency medications; and/or

C. Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:

I. Food allergy action plan

II. Anaphylaxis emergency action plan

III. Diet order

Parent and guardians will be responsible for educating their students about allergy management at school. Allergy management and education includes, without limitation, identification of "safe foods" by reviewing together breakfast and lunch menus, and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

TOBACCO-FREE ENVIRONMENT

To protect the health of students and employees, and in accordance with state law and Columbus City ordinance, smoking (including the use of electronic cigarettes) and the use of tobacco products shall be prohibited on all property and inside all facilities and motor vehicles owned and leased by the District.

Prescribed Health Curriculum

ORC 3316.60 requires that all students in grades kindergarten through six receive annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. In grades seven through twelve, students will receive developmentally appropriate instruction in dating violence prevention education and sexual violence prevention education.

In grades six through twelve, at least one hour or one standard class period per school year of evidence-based suicide awareness and prevention and at least one hour or one standard class period per school year of safety training and violence prevention will be taught.

In grades six through twelve, at least one hour or one standard class period per school year of evidence-based social inclusion instruction will be taught.

Upon request, parents and legal guardians may examine such instructional materials, and upon written request of the student's parent or guardian, a student shall be excused from taking instruction in personal safety and assault prevention, suicide awareness, social inclusion, child sexual abuse prevention and sexual violence prevention. If you would like additional information about instructional materials and/or have a request regarding instruction, please access the Department of Whole Child Support website at https://www.ccsoh.us/Page/12244 If you would like your student to be excused from taking instruction in personal safety and assault prevention, suicide awareness, social inclusion, child sexual abuse prevention and sexual violence prevention, please contact your student's school office so that an opt out form may be added to your Infinite Campus Parent Portal for completion.

ATTENDANCE - EVERY DAY COUNTS!

Chronic absenteeism, is defined as missing 10% or more of school hours due to absence for any reason. This includes excused, unexcused, suspensions, tardies and early leaves. Notably, chronic absenteeism can lead to younger students struggling with learning to read by third grade, decreased achievement in middle school and difficulty graduating high school. All of which are priorities for CCS.

More importantly, this means that simply missing JUST TWO DAYS A MONTH—excused or unexcused—will add up to a student being chronically absent.

Schools are required to keep records of every excused and unexcused absence for each student. Parents and guardians should call the school to report a student's absence before 9:30 AM for each day a student is absent.

The parent or guardian ***must*** supply the school with a verbal or written excuse within one week of the student's return. Any verbal or written excuse provided after this time will not be accepted unless approved, in writing, by the principal. If no valid excuse is received, the absence will be considered unexcused, which may result in a referral to juvenile court for educational neglect or truancy.

The District reserves the right to request additional information to excuse any absence. It's critical that students check in with the Attendance Office when they arrive. Students who do not check in may be marked with an unexcused absence for the day.

Any student who is withdrawn must be re-enrolled at Central Enrollment. However, if a student is withdrawn due to an expulsion, that student (and parent) shall report to the office of the last school of attendance (unless notified of a school transfer) and present proof of residence.

In accordance with Board Policy 5200, the following excuses shall be accepted for student absences:

a. Personal illness (a written physician's statement verifying the illness may be required)

b. Appointment with a healthcare provider

c. Illness in the family necessitating the presence of the child

d. Quarantine of the home

e. Death in the family

f. Observation or celebration of a religious holiday

g. Out-of-state travel (up to a maximum of twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved (non-sponsored) enrichment or extracurricular activity

h. Such good cause as may be acceptable to the Superintendent

i. Medically necessary leave for a pregnant student in accordance with Policy 5751

j. Medically necessary leave for a student with a documented medical condition that may require absence from school

k. College or career visitation

l. Absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status

m. Absences due to a student being homeless

Student Attendance and Truancy

Ohio Revised Code 3321.191 addresses the importance of regular school attendance and the negative impact that excessive absences may have on a student's academic success. To support the academic advancement of our students, the District will partner with students and families to identify and reduce the barriers that may impact regular school attendance.

Habitual truant is defined as:

a. Absent 30 or more consecutive hours without legitimate excuse;

b. Absent 42 or more hours in one school month without legitimate excuse;

c. Absent 72 or more hours in one school year without legitimate excuse;

A parent or guardian will be notified if a student has **excessive absences which are defined as:**

d. Absent 38 hours or more in one school month with or without legitimate excuse; or

e. Absent 65 or more hours in one school year with or without legitimate excuse.

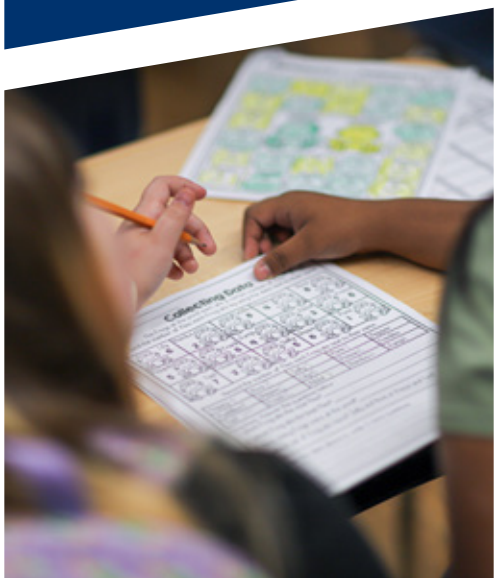
A student who exceeds the "habitual truant" thresholds will be assigned to an absence intervention team where members of the team will include the parent/guardian and designated school staff. The team will develop an intervention plan to address the attendance barriers. This plan will be monitored for progress. In the event progress is not made within a 60-day period of time, the absence team is required to file a complaint for truancy with the Franklin County Juvenile Court.

STUDENT DRESS CODE

1. All clothing shall be within the bounds of decency and good taste as appropriate for school. Clothing shall be sufficient to conceal undergarments at all times.
   - Dresses, skirts, or shorts shall be within the bounds of decency and good taste and not shorter than mid-thigh.
   - No sleep wear.
   - No bare midriffs. As a test for appropriate length, no bare midsection shall be exposed when arms are raised above the head.
   - Tops may not be low cut, off the shoulder or otherwise revealing.
   - Tube tops, spaghetti strap tops, halter tops and/or any strapless top or dress which reveals the midriff or breasts are neither acceptable or permitted.
   - No undershirts shall be worn as outerwear.
   - Clothing may not be "see through."
   - Shirts must be worn at all times and must be sized appropriately so that they do not interfere with normal school activities.
   - Shorts, pants, and skirts shall have no writing across the seat area.
   - Clothes may not be tight or form fitting.
2. Appropriate attire is important for student safety. Shoes must be worn at all times. Flip-flops, slippers/bedroom shoes and beach shoes are not permitted.
3. Commercial lettering or printing will be allowed on shirts and sweatshirts as long as it is acceptable for school attire.
   - Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, sexually suggestive or which advocate negative racial, ethnic, gender or religious prejudice, or use or glorification of drugs, tobacco, alcohol or violence.
   - Metal studded collars and chains hanging from clothing are not allowed.
4. Hats, caps and other types of head covering (other than for religious/cultural purposes) shall not be worn inside school buildings.
5. Sunglasses are approved for wear outside, but not for inside the school building.
6. Students may wear Bermuda shorts, walking shorts or other shorts within the following guidelines:
   - The length of shorts must be within the bounds of decency and in good taste as appropriate for school.
   - Sagging shorts are not allowed.
   - Short shorts or gym shorts are not to be worn other than for physical education courses.
7. The fullness of pants must not interfere with normal school activities and must be neat and clean at all times. All long pants must be proper waist size, length and leg size (no sagging; no oversized clothing).
   - Students wearing overalls or other bib type attire must have the straps buttoned appropriately and wear an acceptable shirt or blouse underneath.
   - The waist of the pants must not be more than one inch bigger than the correctly measured student waist size.
   - Pants cannot be gathered or drawn together at the waist and must not hang below the waist.
   - Pant inseams must be appropriately sized for the student. Pant length should not touch or drag on the ground.
   - Belts must not be more than three (3) inches longer than the student's measured waist size.

GANG SYMBOLS AND GANG-RELATED APPAREL

The Board of Education desires to keep District schools and students free from the threats or harmful influences of any groups or gangs which advocate drug use or disruptive behavior. For purpose of these guidelines, "gang related apparel" is defined as apparel that, if worn or displayed on campus, could be determined to threaten the health and safety of the school environment.



ACCEPTABLE USE POLICY

Statement of Purpose

The purpose of providing Internet and network access in schools is to support the District's mission: "Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community."

Terms of Agreement

In order for students to be allowed access to a school computer system, computer network, and the Internet, parents and students must sign and return the consent form.

Bring Your Own Device

In accordance with **Board Policy**, students shall be permitted to bring their own electronic devices (BYODs) to school in anticipation of instructional uses. Acceptable BYODs include laptops, tablets, mobile phones, cameras, and MP3/CD Players (with headphones).

Unacceptable BYODs include, but are not limited to lasers, electronic games and toys.

Teachers may elect to authorize the use of BYODs to supplement their class instruction. However, BYODs shall be subject to restrictions in the policy and students may not use BYODs on school property or at a school sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Internet access for BYODs shall only be through secure, filtered school provided Wi-Fi. Use of a BYOD beyond that authorized by Board policy shall be subject to discipline under the Guide to Student Success.

Rules for Internet/Network Usage

The District is providing access to its school computer systems, computer networks, and the Internet for educational and work related purposes only to foster 21st Century thinking skills and encourage responsible digital citizenship. Columbus City Schools (CCS) utilizes safety measures regarding access to the Internet through District computers. These safety measures include monitoring of school-provided emails and platforms and the use of a software filtering program which restricts students' and District employees' access to material harmful to minors, as defined in 47 C.F.R. 54.520(a)(4).

Use of the computer network and Internet is a privilege, not a right. Internet access is monitored by the District. A user who violates this agreement shall, at a minimum, have his or her access to the network and Internet terminated and is subject to further disciplinary action by the school and/or district administrator.

- The CCS network has not been established as a public access service or a public forum. The District has the right to place reasonable restrictions on the material accessed or posted through the system. Students and staff are expected to follow such restrictions and the law in the use of the network.
- Students may not use the CCS network for financial or commercial gain, or any illegal activity.
- The CCS network may not be used for political lobbying, partisan political activity or other political activity prohibited by law. For purposes of this policy, "political lobbying" does not include: (a) communication with other users of the CCS network concerning matters related to the operation of the District, or (b) legislative or administrative advocacy on behalf of CCS by those authorized by the Board of Education or Superintendent.
- Network and Internet access is provided as a tool for education. The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information files shall remain the property of the District, and no user shall have any expectation of privacy regarding such materials.

Accordingly, administrative guidelines for participation by anyone on the Internet and network shall include but not be limited to the following:

Internet Safety

- The use of any devices to circumvent District implemented content filtering is strictly prohibited.
- No user is permitted to knowingly or inadvertently load or create a computer virus, or load any software that destroys files and programs, confuses users, or disrupts the performance of the system.
- No third party software will be installed without the approval from the Instructional Software/Website Evaluation Process.
- No user is permitted to share user identification or passwords, nor post them in a visible location.
- No user is permitted to use another person's accounts or passwords or provide user identification or password to another person.
- Technology protection measures may be disabled only by Information Technology Management (ITM) during adult computer usage to enable Internet access for research or other lawful purposes.
- No user is permitted to participate in hacking/cracking activities or any form of unauthorized access to other computers, networks, or information systems.

Cyberbullying

Cyberbullying, an electronic act of bullying, is defined as a situation when a person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, email, instant messaging, or posting text or images by means of social media or an electronic act. Any cyberbullying, harassment, or intimidation is strictly prohibited. If a student is found to have engaged in cyberbullying that directly impacts the school environment, disciplinary action will be taken, including possible student suspension or expulsion. If anyone believes he/she is the victim of cyberbullying, it is important to not respond to the bully. Instead, the situation should be reported to a staff member, such as a teacher, principal, or other person of authority. Additionally, students are encouraged to notify school staff if they suspect another student is being victimized.

Student Instruction

Developmentally appropriate modules for digital citizenry and internet safety are instructed at the buildings.

Basic Internet & Network Etiquette and Safety Rules

- Be polite and respectful. Use appropriate language and graphics.
- Do not use network or Internet access to make, distribute, or redistribute jokes, stories, or other material which is based on slurs or stereotypes relating to race, gender, ethnicity, age, nationality, religion, sexual orientation or disability.
- All students and District employees must adhere to copyright laws of the United States (P.L. 94-553) and the Congressional Guidelines that delineate it regarding software, authorship, and copying information. Do not download copyrighted material or software without permission of the owner.
- District policies on **Plagiarism/Cheating and Harassment/Intimidation** apply to Internet and network conduct.
- Students may not sell or buy anything over the Internet.
- Do not transmit or access obscene, pornographic or other inappropriate material; notify your teacher or administrator if you receive such material.

ACCEPTABLE USE POLICY:
Basic Internet & Network Etiquette and Safety Rules

- Do not transmit or access obscene, pornographic or other inappropriate material; notify your teacher or administrator if you receive such material.
- Use of the Internet and network for any illegal activity is prohibited. Illegal activities include: (a) tampering with computer hardware, software or data; (b) unauthorized entry into computers and files (hacking); (c) knowledgeable vandalism or destruction of equipment; and (d) deletion of computer files. Such activity is considered a crime under state and federal law. Do not use the network or Internet to send messages relating to or in any way supporting illegal activities such as the sale or use of drugs or alcohol; support of criminal or gang activity; and threats, intimidation or harassment of any other person.

Social Networks, Chat Rooms, and Email
For personal safety:

- Never post personal information, such as full name, social security number, address, telephone number, bank account or credit card number, or photographs, or post such information about any other person.
- Assume that anything posted on the Internet is permanent and cannot be removed upon request.
- Never agree to meet in person with someone met on a social networking site or chat room.
- Violating the conditions of state and federal law dealing with students' rights to privacy, including unauthorized disclosure, use and dissemination of personal information can result in discipline up to and including expulsion for students and termination for staff.
- Never use profanity, obscenity or other language which may be offensive to another user or intended to harass, intimidate or bully other users.
- Never use District computers to access personal social networking websites for non-educational purposes. Never repost/forward personal communication without the author's prior consent.
- Never send or forward chain letters or "spam" to a large group of users.
- Storage of "unauthorized personal files" including pictures, jokes, videos, games and other recreational software on district technology is prohibited.

Warranties and Liabilities

Columbus City Schools (CCS) makes no guarantee that the functions or the services provided by or through the CCS network will be error-free or without defect. CCS will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service. CCS is not responsible for the accuracy or quality of the information obtained through or stored on the system. CCS will not be responsible for financial obligations arising through the authorized or unauthorized use of the CCS network.

Due Process

- CCS will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the CCS network.
- In the event there is a claim that indicates a violation of the District's Acceptable Use Policy has occurred in using the CCS network, the student or employee will be provided with an opportunity to be heard in the manner set forth in laws, policies, regulations, and rules.
- Any violation of Board policy regarding the use of technology can result in discipline up to and including expulsion for students.

Internet Access

Computer resources are provided to support academic activities, and administrative functions.

Download the Columbus City Schools App

Download on the App Store

GET IT ON Google Play

EARLY CHILDHOOD DISCIPLINE GUIDELINES

Columbus City Schools' **Pre-Kindergarten Program** uses a positive inclusive approach to classroom management. The preschool teacher begins the process of positive classroom management on the first day of school by doing the following:

Engaging the children while establishing these simple rules through **Positive Behavior Intervention Supports (PBIS)**:

Be Respectful

- We listen while others are talking.

Be Responsible

- We clean our space when we finish our work and our play.

Be Safe

- We use our inside voices in the building.

Organizing the physical classroom environment to promote the goal of all students engaged in learning experiences, reducing time away.

Planning activities that are appropriate and have a balance of active versus quiet, and child-led versus teacher-led activities during the day.

Showing concern, care, and fairness to each child. Consistently modeling and explicitly teaching the rules and expectations.

Preschool classroom management is viewed as guiding the behavior of our children. The ultimate goal of classroom management is to help children become more independent and gain self-regulation skills. Where discipline describes the consequences you give students for not following the rules, classroom management describes a more general set of procedures, routines, and strategies, most of which are aimed at preventing challenges rather than reacting to them.

Constructive, developmentally appropriate child guidance and management techniques are used at all times. The measures include but are not limited to the following: calming strategies, redirection, talking with the child and parent, specific verbal praise for expected behaviors and the establishment of these simple rules for the preschool classroom.

For the few children who may experience challenges with self-regulating or settling into a new school routine, the preschool staff will develop a plan of action with the parent(s) and district, or community supports to help the student's development.

Positive, progressive discipline is based on the following guidelines:

- Respect for each child as a person.
- Commitment to the care and well being of each child.
- Avoidance of cruel, harsh, corporal or unusual punishment.
- Avoidance of physical restraints, profane language, threats, derogatory remarks and/or verbal abuse.
- Adherence to appropriate separation places and times that are based on the age and developmental ability of the child.
- Avoidance of any form of child abuse and or neglect.

BEHAVIOR INTERVENTION LEVELS AND STRATEGIES

All students have the right to learn and no student has the right to disrupt the learning activities of others. The safety and security of your child is our highest priority and we are committed to providing a safe learning environment. As a Columbus City Schools parent, ESSA (Every Student Succeeds Act) states you have the right to: have access to your child's individual performance levels on the statewide assessments, and know if your child's school is making progress according to the state report card.

The Guide to Student Success provides definitions of behavior infractions and defines a menu of consequences that can result due to misbehavior. Misconduct is defined in progressive order as:

Level I Minor incidents

Level II Repeated Level I incidents or serious misconduct

Level III Repeated Level I or Level II incidents, illegal and/or serious misconduct, or life or health threatening offenses

Columbus City Schools' staff provides tiers of corrective intervention strategies and instruction to students who fail to meet behavioral expectations. Corporal punishment in any form is not permitted.

Multiple options for correcting student misconduct may be selected depending on an individual student's needs, including the age and grade level of the student, the student's history of misbehavior, and the specific incident and its seriousness. School personnel may use intervention strategies outlined below to help increase desired behaviors.

CCS Intervention Strategies

This list is not exhaustive.

Parent Contact/Conference – Notification and conferencing with the parent regarding the student's misconduct for all disciplinary actions.

School-Based Behavioral Strategies – Examples include:

- Create a behavioral plan with the student
- Teach/Learn self regulation strategies
- Lose school-based privileges
- Re-teach the behavioral expectation
- Refer to school counselor or school social worker
- Refer to the Intervention Assistance Team

Positive Efforts for Adjustment and Knowledge (P.E.A.K.) – Provides students a space within the school to support and further develop problem-solving, decision-making, self-regulation, and additional behavioral and emotional skills.

School Detention – A student may be required to stay after school or be assigned to lunch detention as a consequence for his/her misconduct. The detention may include lessons in self regulation created to help the student learn problem-solving skills that will lead him or her to positive choices.

In School Suspension/Tier II (Support Center) – Reassignment of the student from the classroom to an alternative setting. Students assigned to in-school suspension will be excluded from extracurricular activities until the next school day following the completion of their suspension.

For Tier II (Support Center) reassignments, placements are online and will not exceed five (5) consecutive days. Students will not be placed greater than ten (10) days in a school year.

Out of School Suspension – Removal of a student from school for a period of one (1) to ten (10) days. During suspension, students are not permitted to participate in extracurricular activities, be on any school property or in any school buses/vehicles. Appeal procedures are available at any school building upon request and are included in the notice of suspension. Classwork must be provided when the consequence is out of school suspension.

Expulsion – Removal of a student from school for a period of eleven (11) to one-hundred and eighty (180) days. If appropriate, students may be reassigned to an alternative online program in lieu of expulsion. Assignments to the Tier III alternative online program offers the student a second chance and does not count as an expulsion on the student's record. Students must follow all requirements of the program or the assignment will automatically revert to an expulsion. Additionally, any student expelled will not be permitted to apply via the School Choice lottery to return to the school from which they were expelled. Any new lottery application will not be approved if it would create a known safety risk.

Talk with your child about school.

- Show enthusiasm about school and homework.
- Set realistic goals for your child, and then focus on one at a time.
- Provide a quiet place where homework can be completed.
- Help your child complete homework. Remember, NEVER do your child's homework!
- Communicate regularly with your child's teacher.
- Expect and praise genuine progress and effort.
- Focus on your child's strengths in school.
- Build connections between what is taught at school and what your child already knows.
- Monitor your child's television viewing and computer use.
- Encourage reading and involvement in extra-curricular activities.
- Help your child become organized: break down assignments into smaller, more manageable parts.
- Set out needed items (clothes, homework, permission slips, etc.) the night before to avoid last-minute rushing in the morning.

COLUMBUS ONLINE ACADEMY

QUESTIONS?

If parents or students have questions regarding our **COLUMBUS ONLINE ACADEMY**, please visit:

https://www.ccsoh.us/columbusonlineacademy

or email:

Columbus Online Academy
ColsOnlineAcad_912@columbus.k12.oh.us

Summary of Strategies and Consequences

See Pages 23-27 for Definitions of Listed Incidents

		Parent Contact/Conference	School-based Behaviorial Intervention	Referral to Student Support Program (Personal)	Time-Out: PEAK (Elementary Only)	Detention	In-School Suspension/Tier II (Support Center)	Out-of-School Suspension	Expulsion/Tier III (Support Center) Alternative Placemnet in lueı of Expulsion
LEVEL I INCIDENTS	Dress Code Violation	✖	✖	✖	✖	✖		**	
	Disruptive Behavior	✖	✖	✖	✖	✖	✖		
	Inappropriate Display of Affection	✖	✖	✖	✖	✖	✖		
	Profanity	✖	✖	✖	✖	✖	✖	**	
	Tardiness to Class	✖	✖	✖	✖	✖		N/A	
	Absenteeism/Truancy	✖	✖	✖	✖	✖		N/A	
	Skipping Class	✖	✖	✖	✖	✖		N/A	
	Gambling	✖	✖	✖	✖	✖	✖	**	
	Electronic Communication Devices	✖	✖	✖	✖	✖	✖		
	Tobacco/Smoking	✖	✖	✖	✖	✖	✖		
	Vaping	✖	✖	✖	✖	✖	✖		
	Forgery/Fraud/False Identification	✖	✖	✖	✖	✖	✖		
	Theft	✖	✖	✖	✖	✖	✖		
LEVEL II INCIDENTS	Fighting	✖	✖	✖	✖	✖	✖	✖	✖
	Threat of Physical Harm Without a Weapon	✖	✖	✖	✖	✖	✖	✖	✖
	Improper Operation of a Vehicle	✖	✖	✖	✖	✖	✖	✖	✖
	Habitual Skipping Class	✖	✖	✖	✖	✖	✖	✖	✖
	Sexual Misconduct	✖	✖	✖	✖	✖	✖	✖	✖
	Sexual Offense	✖	✖	✖	✖	✖	✖	✖	✖
	Bullying, Cyberbullying, Harassment, Threats	✖	✖	✖	✖	✖	✖	✖	✖
	Insubordination	✖	✖	✖	✖	✖	✖	✖	✖
	Extortion	✖	✖	✖	✖	✖	✖	✖	✖
	Firearms Look-Alike	✖	✖	✖	✖	✖	✖	✖	✖
	Theft	✖	✖	✖	✖	✖	✖	✖	✖
	Vandalism	✖	✖	✖	✖	✖	✖	✖	✖
	Trespassing	✖	✖	✖	✖	✖	✖	✖	✖
	Cheating/Plagiarism	✖	✖	✖	✖	✖	✖	✖	✖
	Unauthorized Use of the Internet	✖	✖	✖	✖	✖	✖	✖	✖
LEVEL III INCIDENTS	Use, Possession, Sale or Distribution of Alcohol or Tobacco	✖	✖	✖				✖	✖
	Use, Possession, Sale or Distribution of Drugs other than Alcohol or Tobacco	✖	✖	✖				✖	✖
	Use, Possession, Sale or Distribution of a Firearm	✖	✖	✖				✖	✖
	Use, Possession, Sale or Distribution of a Dangerous Weapon other than a Firearm or Explosive	✖	✖	✖				✖	✖
	Physical Assault	✖	✖	✖				✖	✖
	Theft	✖	✖	✖				✖	✖
	Volatile Act	✖	✖	✖				✖	✖
	Threat of Physical Harm	✖	✖	✖				✖	✖
	Sexual Assault	✖	✖	✖				✖	✖
	Arson/Explosives	✖	✖	✖				✖	✖
	False Alarms/Bomb Threats	✖	✖	✖				✖	✖
	Sexual Offense	✖	✖	✖				✖	✖
	Serious Bodily Injury	✖	✖	✖				✖	✖

NOTE:** Suspension may be used with approval of the Area Superintendent. The student's violation must have caused disruption, incited panic, etc. Do not use for standard dress code violations.

Incidents	Definitions
Level I - Dress Code Violation	Any style of dress that contradicts the District Dress Code Expectations (see pages 16). Dress Code Expectations are intended to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances and minimize distractions of other students so as not to interfere with the educational process.
Level I - Disruptive Behavior	Conduct such as talking out of turn, making noises, throwing objects, play fighting, horseplay or otherwise distracting one or more classmates in the school environment will be considered disruptive.
Level I - Inappropriate Display of Affection	Inappropriate displays of affection takes into consideration the age and developmentally appropriate nature of the contact.
Level I - Profanity	Swearing, cursing, or making obscene gestures.
Level I - Tardiness to class	Unexcused late arrival to scheduled classes or events.
Level I - Absenteeism/Truancy	Excessive unexcused absences to the school building or offsite events.
Level I - Skipping class	No disruption to school environment but not in the assigned place (isolated/ non habitual behavior).
Level I - Gambling	Playing any games **for** money or items of value.
Level I - Electronic Communication Devices	The misuse by students of cellular telephones, and other electronic devices including ipods, mp3 players, tablets, device watches and including "look alike" devices for receiving and/or transmitting messages during school time. (The district shall not assume responsibility for devices that are damaged, lost or stolen when brought to school or after being confiscated for violation of this Board policy). Students may be permitted to use electronic devices for instructional purposes.
Level I - Tobacco/Smoking	Using or possessing any tobacco product such as cigarettes, "dip", or chewing tobacco.
Level I - Vaping	Using or possessing a vape (an electronic device, similar to an e-cigarette, that produces vapor, usually containing nicotine, that you can take into your lungs through your mouth.)
Level I - Forgery/Fraud/False Identification	Writing the name of another person or changing times, dates, grades, passes, or permits; giving false information to school district personnel or a school resource officer.
Level I - Theft	Stealing personal or school property valued below $50.

Incidents	Definitions
Level II - Fighting	Engaging in mutual physical conflict with one or more other individuals, [such as hitting, kicking, punching].
Level II - Threat of physical harm without a weapon	Threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat is made in person, over the telephone, or by threatening letter. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon. **NOTE**: To be actionable by school administration, threats made outside of school hours over social media may or may not be actionable by the school depending on circumstances.
Level II - Improper Operation of a Vehicle	Any action that violates state driving codes and district rules of student conduct within a public or in a private vehicle.
Level II- Habitual Skipping Class	Not being in class as assigned, and/or repeated behavior (habitual) (non disruptive behavior).
Level II - Sexual Misconduct	Any **consensual** action or behavior that includes unacceptable touching or making references to their private body parts or those of another person verbally, pictorially or in writing. Included in sexual misconduct are actions involving touching of a sexual nature of the other party and possession of inappropriate sexual materials. This includes "sexting" which is defined as sending, sharing, viewing or possessing pictures, text messages, e-mails or other material of a sexual nature in electronic or any form on a cell phone or other electronic device.
Level II - Sexual Offense	Conduct or communication, intended to be sexual in nature, is **unwelcome** by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate in or benefit from a school's education program. This includes sending, sharing, viewing or possessing pictures, text messages, e-mails or other material of a sexual nature in electronic or any form on a cell phone or other electronic device during school hours and/or using a CCS-owned digital platform.
Level II - Bullying/Harassment on the Basis of Disability	Any **repeated** act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on disability, **with an imbalance of power.**
Level II - Bullying/Harassment on the Basis of Race, Color or National Origin	Any **repeated** act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on race, color, or national origin **with an imbalance of power.**
Level II - Bullying/Harassment on the Basis of Religion	Any **repeated** act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on religion, **with an imbalance of power.**
Level II - Bullying/Harassment on the Basis of Sex	Any repeated act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on gender, sex, or sex stereotyping, **with an imbalance of power.**
Level II - Bullying/Harassment on the Basis of Sexual Orientation	Any **repeated** act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on race, gender, religious belief, nationality, disability, sexual orientation, violence within a dating relationship, or any other reason **with an imbalance of power.**

Incidents	Definitions
Level II - Bullying/Harassment Other	Any repeated act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on some characteristic other than race, gender, religious belief, nationality, disability, sex, sexual orientation, or violence within a dating relationship **with an imbalance of power.**
Level II - Threats - Other	A threat is made verbally or nonverbally over the telephone, or by threatening letter. **NOTE**: To be actionable by school administration, threats made outside of school hours over social media may or may not be actionable by the school depending on circumstances
Level II - Insubordination	Behavior that intentionally and substantially disrupts the orderly learning environment. Refusing to follow a request, direction or instruction of an adult. All other disruptive, aggravating and/or disobedient behavior not mentioned in any other category.
Level II - Extortion	Getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force.
Level II - Firearm Look Alike (toy/cap gun, etc...)	Possessing, transmitting, or using any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, BB guns and pellet guns).
Level II - Theft	Stealing personal or school property valued between $50-$500.
Level II - Vandalism	The intentional destruction or damage of property without permission of the owner or the person having control of the property.
Level II - Trespassing	Knowingly entering and/or remaining in school property or land without permission.
Level II - Cheating/Plagiarism	Using, submitting, allowing or attempting to obtain information or answers dishonestly. Taking ideas or writings of others and presenting them as if they were yours.
Level II - Unauthorized Use of the Internet	Any action that violates local, state or federal law or CCS Acceptable Use Policy. This includes using the internet for non-educational purposes,sending or receiving personal information about yourself or others without permission, using inappropriate language and using the network to personally attack or harass another person.

Incidents	Definitions
Level III - Alcohol or Tobacco Use/Possession/Sale/Distribution	Possession, being under the influence of, buying or selling alcohol. This also applies to any substance made to look like, or represented to be, alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school with the written permission from a parent/guardian and with authorization and supervision of their doctor and school administrator or administrator's designee. A student may not sell or give prescribed or over-the-counter medication to another student at school or during school activities.
Level III - Drug Use/Possession/Distribution/Sale not Tobacco or Alcohol	Possession, being under the influence of, buying or selling illegal drugs. This also applies to any substance made to look like, or represented to be, illegal drugs and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school with the written permission from a parent/guardian and with authorization and supervision of their doctor and school administrator or administrator's designee. A student may not sell or give prescribed or over-the-counter medication to another student at school or during school activities.
Level III - Firearm Use/Possession/Sale/Distribution	Possessing, transmitting or using any kind of firearm, explosive knife, razor, needle, mace, pepper gas or like substances; dangerous clubs, chain or other look-alike object; or any item that can be considered an explosive weapon or used as an explosive weapon, or ammunition for any such weapon. This includes having such items at one's desk, or in a locker or a hiding place on school property including district school buses/vehicles.
Level III - Dangerous Weapon not Firearm/Explosive	Possessing, transmitting or using any kind of **non-firearm**, knife, razor, needle, mace, poison, pepper gas or like substances; dangerous clubs, chain or other look-alike object; or any item that can be considered a weapon or used as a weapon, or ammunition for any such weapon. This includes having such items at one's desk, or in a locker or a hiding place on school property including district school buses/vehicles.
Level III - Physical Assault	Physically attacking another person. Unprovoked hitting, kicking, shoving etc., causing significant physical pain or harm to another outside the context of a mutual conflict is considered assault This takes into consideration the age and developmentally appropriate nature of the contact.
Level III - Theft	Stealing personal or school property valued above $500.
Level III - Volatile Act	Disruption of school/school activities by use of violence, force, intimidation, or disorderly conduct. This includes menacing and provoking others toward acts of disruption (individual or group related).
Level III - Threat of Physical Harm - Individual	Substantive threat and/or threat causing disruption of school/school activities by threatening to physically harm a student or staff member.
Level III - Threat of Physical Harm - Group	Substantive threat and/or threat causing disruption of school/school activities by threatening to harm a group of students or staff.
Level III - Threat of Physical Harm - Building	Substantive threat and/or threat causing disruption of school/school activities by threatening to physically harm all students and staff in a school building.

Incidents	Definitions
Level III: Sexual Assault	**Nonconsensual** sexual physical contact or attempted contact committed on school property or during school activities, potentially causing harm to another outside of the context of the immediate event.
Level III - Arson/Explosives	Setting fire or attempting to set fire to a school building or property located on school grounds or any property belonging to, rented by, or on loan to the school district.
Level III - False Fire Alarm	Intentionally sounds a false fire alarm through a fire alarm apparatus, or by other means.
Level III - Bomb Threats	Threatening to harm persons or property using an explosive device. Includes falsely conveying such a threat in writing, in person, by phone or digitally.
Level III - Sexual Offense	A sexual offense that exceeds the definition of a level 2 sexual offense and does not meet the definition of a Level 3 Sexual Assault. **NOTE**: To be actionable by school administration, sexual offenses made outside of school hours over social media may or may not be actionable by the school depending on circumstances.
Level III - Serious Bodily Injury	A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.

Level I: Behaviors & Intervention Strategies

Definition: Level I - Minor Incidents.

Multiple options for correcting student misconduct may be selected depending on individual student needs including the age and grade level of the student, history of misbehavior, and seriousness of any specific incident.

	Expected Behavior	Infraction of Expected Behavior	Definition of Infraction *(Includes any repeated Level I or Level II Infraction)*
Be Safe	**Obey laws regarding smoking for minors**	Use, Possession, Sale or Distribution of Tobacco Products	Using or possessing any tobacco product such as cigarettes, "dip", chewing tobacco, or electronic cigarette smoking device.
	Follow District Dress Code Policy	Dress Code Infraction	Any style of dress that contradicts the District Dress Code Policy (see pages 16). The Dress Code Policy is intended to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances and minimize distractions of other students so as not to interfere with the educational process.
Be Respectful	**Consider the feelings of others**	Disruptive Behavior	Conduct such as talking out of turn, making noises, throwing objects, play fighting, horseplay, inappropriate displays of affection or otherwise distracting one or more classmates in the school environment will be considered disruptive.
		Profanity	Swearing, cursing, or making obscene gestures.
Be Responsible	**Obey classroom rules**	Tardiness Absenteeism Truancy	Tardiness: Unexcused late arrival to scheduled classes or events (does not apply to students with pass from teacher/staff). Absenteeism/Truancy: Excessive unexcused absences to scheduled classes or events.
	Demonstrate positive social skills	Gambling	Playing any games money or items of value.
	Be at school on time and attend regularly **Tell the truth**	Electronic Communication Devices	The misuse by students of cellular telephones, and other electronic devices including ipods, mp3 players, tablets and including "look alike" devices for receiving and/or transmitting messages during school time. (The district shall not assume responsibility for devices that are damaged, lost or stolen when brought to school or after being confiscated for infraction of this Board policy). Students may be permitted to use electronic devices for instructional purposes.
	Follow school rules	Forgery/Fraud/False Identification	Writing the name of another person or changing times, dates, grades, passes, or permits; giving false information to school district personnel or a school resource officer.

Strategies to Correct Behavior
Positive practice of desired behavior **Conference with student/parent** **Re-teach the behavioral expectations** **Create a behavioral plan with the student/ parent that includes 2-3 behaviorial goals for demonstrating expected behaviors that will be monitored and revisited** **Student participates in a reflective activity and applies new learning. Refer student to the Intervention Assistance Team for repeated behaviors** ****Out of School Suspension (OSS)** **(OSS) is not permitted for TRUANCY or other ATTENDANCE related infractions** **Detention during which student participates in behavioral intervention** **Time-Out provides students in need of a classroom break a space within the school to receive social, emotional, and behavioral supports (P.E.A.K. Elementary Schools K-5)** **Time owed outside of instructional time** **In-school suspension/Tier II (Support Center) during which student participates in behavioral intervention** **Criminal charges may be filed**

Level II: Behaviors & Intervention Strategies

Definition: Level II – Repeated Level I offenses or serious misconduct.

Multiple options for correcting student misconduct may be selected depending on individual student needs including the age and grade level of the student, history of misbehavior, and seriousness of any specific incident.

	Expected Behavior	Infraction of Expected Behavior	Definition of Infraction *(Includes any repeated Level I or Level II Infraction)*	Strategies to Correct Behavior
Be Safe	Solve problems peacefully Take care of school property	Fighting	Mutual participation in an incident involving physical conflict.	Conference with student/parent Create a behavior plan with the student/parent that includes 2-3 behaviorial goals for demonstrating expected behaviors that will be monitored and revisited Restitution Require daily check-ins with designated staff or administration Refer student to the Intervention Assistance Team for repeated behaviors Detention during which student participates in behavioral intervention Link student with community agency PEAK (Elementary Schools, K-5 only) & ISS (MS & HS) In-School Suspension /Tier II (Support Center) during which student participates in behavioral intervention Out of School Suspension with class work Criminal charges may be filed Expulsion/Tier III (Support Center) alternative program in lieu of Expulsion
		Improper operation of a vehicle	Any action that violates state driving codes and district rules of student conduct within a public or in a private vehicle.	
		School bus/School vehicle disruption	Conduct not specifically listed that obstructs the orderly and safe operation of buses/vehicles.	
Be Respectful	Consider the feelings of others	Sexual Misconduct	Any action or behavior that includes unacceptable touching or making references to their private body parts or those of another person verbally, pictorially or in writing. Included in sexual misconduct are actions involving touching of a sexual nature, with or without consent of the other party and possession of inappropriate sexual materials. This includes "sexting" which is defined as sending, sharing, viewing or possessing pictures, text messages, e-mails or other material of a sexual nature in electronic or any form on a cell phone or other electronic device.	
		Bullying: Cyberbulling/ Harassment/Coercion Intimidation/Threats	Any act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on race, gender, religious belief, nationality, disability, sexual orientation, violence within a dating relationship, or any other reason.	
		Insubordination	Behavior that substantially disrupts the orderly learning environment. Refusing to follow a request, direction or instruction of an adult. All other disruptive, aggravating and/or disobedient behavior not mentioned in any other category.	
		Extortion	Getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force.	
		Firearms Look-Alike	Possessing, transmitting, or using any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, BB guns and pellet guns).	
Be Responsible	Ask before borrowing Take care of school property Follow school rules Follow acceptable use policy	Theft	Taking or assisting in taking another person's property without his/her permission.	
		Vandalism	The intentional destruction or damage of property without permission of the owner or the person having control of the property.	
		Trespassing	The act of being on school property without permission or refusing to leave the premises or property.	
		Cheating/Plagiarism	Using, submitting or attempting to obtain information or answers dishonestly. Taking ideas or writings of others and presenting them as if they were yours.	
		Unauthorized or inappropriate use of Internet, computers or computer software	Any action that violates local, state or federal law or CCS Acceptable Use Policy. This includes using the internet for non-educational purposes, sending or receiving personal information about yourself or others without permission, using inappropriate language and using the network to personally attack or harass another person.	

Level III: Behaviors & Intervention Strategies

Definition: Level III - Repeated Level I or Level II incidents, illegal and/or, serious misconduct or life or health threatening incidents.

Multiple options for correcting student misconduct may be selected depending on individual student needs including the age and grade level of the student, history of misbehavior, and seriousness of any specific offense.

	Expected Behavior	Infraction of Expected Behavior	Definition of Infraction *(Includes any repeated Level I or Level II Infraction)*	Strategies to Correct Behavior
Be Safe	**Pay attention to health, nutrition and exercise** **Resist negative pressure and avoid dangerous situations** **Place high importance on getting to know people of other cultural/racial/ ethnic groups**	Use, possession, sale or distribution of alcohol Use, possession, sale or distribution of drugs other than tobacco or alcohols	Possession, being under the influence of, buying or selling alcohol or illegal drugs. This also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school with the written permission from a parent/guardian and with authorization and supervision of their doctor and school administrator or administrator's designee. A student may not sell or give prescribed or over-the-counter medication to another student at school or during school activities.	**Conference with student/parent** **Loss of privilege** **Participation in substance abuse counseling program** **Refer student to the Intervention Assistance Team** **In-School Suspension /Tier II (Support Center) during which student participates in behavioral intervention** **Out of School Suspension with class work** **Restitution** **Expulsion /Tier III (Support Center) alternative program in lieu of Expulsion** **Criminal charges may be filed**
		Physical Assault	Physically attacking another person. Unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict is considered assault.	
Be Respectful	**Practice conflict resolution and anger management skills** **Use impulse control**	Use, possession, sale or distribution of a firearm Use, possession, sale or distribution of ammunition or a dangerous weapon other than a firearm, explosive, incendiary device or poison	Possessing, transmitting or using any kind of firearm, knife, razor, needles, mace, pepper gas or like substances; dangerous clubs, chain or other look-alike object; or any item that can be considered a weapon or used as a weapon, or ammunition for any such weapon. This includes having such items at one's desk, or in a locker or a hiding place on school property including district school buses/vehicles.	
		Use, possession, sale or distribution of explosive, incendiary devices or poisons	Creating, setting off, attempting to set off or possessing any type of explosive device.	
Be Responsible	**Practice personal responsibility**	Volatile Act	Disruption of school/school activities by use of violence, force, intimidation, threats to students or staff or disorderly conduct. This includes menacing and provoking others toward acts of disruption (individual or group related).	
		Arson	Setting fire or attempting to set fire to a school building or property located on school grounds or any property belonging to, rented by, or on loan to the school district.	
		False Fire Alarms/Bomb Threats/Tampering with Automated External Defibrillator (AED)	Destroying or damaging a fire alarm. Making bomb threats, either written or verbal, against any school building. Tampering with the fire alarm means setting off the alarm when there is no emergency. Tampering with the AED means opening the cabinet without permission.	
		Sexual Offense	Any sexual act or attempted act committed on school property, or during school activities.	
		Serious Bodily Injury	An incident that results in serious bodily injury to oneself or others. Serious bodily injury involves substantial risk of death; unconsciousness; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.	

Title VI and Section 504 Complaint Procedures

In accordance with the federal and state laws and regulations and Board policies, any student or parent of a student who believes that the student has been discriminated against based upon race, sex, sexual orientation, religion, national origin, age, gender identity or expression, ancestry, familial status, military status or disability may bring forward an informal or formal complaint to the building administrator. Whenever possible and practical, an informal solution to the alleged complaint is encouraged and should be attempted. If an acceptable informal solution cannot be attained, formal complaint procedures shall be followed as set forth in Board policy, beginning with filing a complaint with the building principal.

Section 504 Policies and Procedures

Section 504 is a federal law which prohibits discrimination against persons with disabilities. One of the principal purposes of Section 504 is to ensure that students with disabilities are not denied access to educational facilities, programs, and opportunities on the basis of their disability. For a student to have a disability which may be protected under this law, they must: (1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. For a student to be considered an "eligible student" under Section 504, all three criteria must be met.

Section 504 requires the District to provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met and in accordance with Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards.

A student who, because of a suspected disability, is believed to need services under Section 504 is typically referred by a parent, guardian, teacher, other certified school employee, the student (if 18 years of age or older), or other concerned adult to the building level 504 Coordinator (typically the guidance counselor) for an evaluation. Upon the receipt of a written referral, the parent and student should be provided a copy of the referral and the "Section 504 Notice of Procedural Safeguards" and be asked to provide written consent to a Section 504 evaluation. Once the District has received parent consent to evaluate, the District may begin the evaluation process. In addition, within fourteen (14) days of receiving a physician's order regarding a diabetic student's care, the District shall send written notice to the parent or guardian that the student may be entitled to a 504 Plan.

A parent who disagrees with the identification, evaluation or placement of a student with a disability under Section 504 has the right to request an impartial due process hearing. Request for a Section 504 due process hearing must be make in writing to the District's Compliance Office. Upon receipt of such request, a Hearing Officer will be appointed.

Further information regarding the District's Section 504 policies and procedures may be found on the District's website at www.ccsoh.us/section504.

Child Find

Columbus City Schools is required to locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the District's boundaries and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as Child Find. Columbus City Schools conducts Child Find activities each year, including posters and flyers at the Columbus Metropolitan Libraries, Columbus Parks and Recreation Centers, Nationwide Children's Hospital and each school building within the District.

This notice informs parents of the records the Columbus City Schools will develop and maintain as part of its Child Find activities. The Parent and Student Sign-Off Form informs parents of their rights regarding any records developed. The Columbus City Schools gathers personally identifiable information (PII) on any child who participates in Child Find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and health. This information is used to determine whether the child needs special education services. PII directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are not pupil records.

Individuals with Disabilities Education Improvement Act of 2004

The Guide to Student Success applies to all students enrolled in the District; however, students with disabilities will be treated in accordance with the provisions of the Individuals with Disabilities Education Act and the Operating Standards for Ohio's Agencies Serving Children with Disabilities, and any subsequent regulations affecting the provisions.

This does not necessarily preclude exclusion from school or school bus/vehicles as a result of a crisis or an emergency, or as provided by law.

For more information on the rights of students with disabilities, contact the Special Education and Student Support Services, or refer to the publication, ***A Guide to Parent Rights in Special Education*** which is available online or from the District's Special Education Department.

Antwan Booker, *Compliance Officer*
614-365-5143 • complianceofficer@columbus.k12.oh.us

Dr. Mikki Nelson, *Executive Director,*
Office of Accelerated and Extended Learning
614-365-5206 • mnelson@columbus.k12.oh.us

COLUMBUS CITY SCHOOLS

School Bus Expectations

Bus Location	**B**e Responsible	**U**se Respect	**S**tay Safe
Waiting for the bus *Keep Hands, Feet, and Objects to Self*	• Be on time (5 minutes before pick up) • Stay in designated area and visible to driver/aide • Be ready at the stop when the bus arrives • Pay attention to surroundings	• Treat private and public property with care • Keep conversations respectful • Show kindness to others • Be polite to your driver/aide	• Keep safe distance from the road • Approach the bus only when it has stopped, doors are open, and driver/aide signals • Be aware of your surroundings
Entering the bus *Keep Hands, Feet, and Objects to Self*	• Sit quickly and clear the aisle • Backpack off and in lap • Be courteous • Demonstrate safe behaviors	• Leave space between you and person in front • Use inside voices • Be kind	• Wait your turn • Use handrail • One person on the steps at a time (single file line)
Riding the bus *Keep Hands, Feet, and Objects to Self*	• Keep food and drinks in backpack • Pick up trash • Backpack off and in your lap • Be attentive to your actions • Keep all extra-curricular supplies bagged and secured	• Use kind & quiet voices • Use appropriate language and topics • Treat others respectfully • Be a friend, respect boundaries	• Be seated at all times • Face forward in seat • Avoid choking by not eating or drinking • Avoid being a distraction to the driver/aide • Safe hands, quiet feet • Be quiet at railroad crossings
Exiting the bus *Keep Hands, Feet, and Objects to Self*	• Be prepared for your stop • Take all personal belongings off bus	• Leave space between you and person in front • Keep aisle clear • Treat private and public property with care • Be polite to your driver/aide	• Stay seated until door opens • Exit single file • Hold the handrail • If crossing, wait for the driver/aide's instruction and cross in front of (not behind) the stopped bus • Be aware of surroundings and walk away from area of bus
Emergency Evacuation *Keep Hands, Feet, and Objects to Self*	• Stay calm throughout process • Exit quickly and safely (one row at a time)	• Assist others as needed	• Stay quiet • Listen • Follow driver/ aide direction • Leave all belongings on bus

Parent and Student Sign-Off Form 2024-2025

*This form is for reference only. Please complete your form in the Parent Portal.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorizes disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another Columbus City Schools in which a student seeks or intends to enroll. Also the District discloses "directory data" without consent, unless the parent notifies the District that it may not be released without prior parental consent.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consistent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Columbus City Schools to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office

400 Maryland Avenue, SW
U.S. Department of Education
Washington, DC 20202

Parent/Student Acknowledgement Form

I have reviewed and discussed with my child all the information contained in the 2024-2025 Columbus City Schools' Guide to Student Success. I will abide by the policies and regulations set forth by the Columbus City Board of Education and the expectations of the school staff and administrators.

Print Student Name _____ Student ID Number _____

School _____

Parent or Guardian _____ Email Address _____ Date _____

Acceptable Use Form 2024-2025

*This form is for reference only. Please complete your form in the Parent Portal.

STUDENT EMAIL ACCOUNTS

In accordance with Board Policy 7540.03, students are issued student email addresses and accounts for use within the academic setting. Student email accounts may only be used to communicate with other District email accounts and/or with limited authorized recipients outside of the school setting. Student emails will only be maintained until July 31 of each calendar year. After that date, the student emails will be deleted.

Please see the Chromebook Guardian/Student Agreement and Acceptable Use Policy for additional information regarding the use of District issued Chromebooks, MacBooks, and iPads and the expectations regarding their use.

Student:

I have read, understand, and agree to the Columbus City Schools' Internet/Network Acceptable Use Policy (AUP).

Print Student Name _____ Student ID Number _____

Parent or Guardian:

I understand that Internet/network access is used for educational purposes and that precautions to eliminate inappropriate material have been taken by the District and consent to the monitoring of my child's activity online.

I understand that despite every effort for supervision and filtering, access to the Internet may include the potential for access to materials inappropriate for school-aged students. While the District will provide age appropriate Internet safety instruction, every user must take personal responsibility for his or her own use of the network and Internet.

NOTE: ***Please mark the selection and provide your signature and requested information.***

- ☐ ***I give*** permission for my child to use the internet/network independently for educational purposes.
- ☐ ***I deny*** permission for my child to use the internet/network independently.

Parent or Guardian Signature _____ Date _____

School _____ Parent/Guardian Email Address _____

This signed consent shall remain in effect for the duration of your child's enrollment in our district.
A new form is necessary only if a parent requests a change.

Consent for Release of Student Information Form

2024-2025

*This form is for reference only. Please complete your form in the Parent Portal.

Please check the appropriate selection per each

Directory Information

Directory Information is defined as student's name, student identification number, address, parent phone number, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight (if a member of an athletic team), dates of attendance, date of graduation, awards received, honor rolls, and/or scholarships.

- ☐ I give consent.
- ☐ I do not give consent for the District to release Directory information.

Photographs, Audio, Video, or Electronic Images

This applies to photographs, audio, video, or electronic images of my student to be used by Columbus City Schools for exhibition, public display, publication, publicity materials, advertising, a news media story, video, audio, or other electronic media, such as the Internet, television, CD-ROM, or DVD. I understand that my student's first and last name may also be used with such display except that only my student's first name will be used on the District website, or by entities outside the District.

- ☐ I give consent for use inside and outside of school.
- ☐ I give consent for use inside of school only.
- ☐ I do not give consent.

Original Works of Art and Written Materials

This applies to original written materials, artwork, or other work created by my student for external exhibition, public display, publication, publicity material, advertising, a news media story, video, audio, or other electronic media, such as the Internet, television, CD-ROM, or DVD. I understand that my student's work and first and last name may also be shared with organizations or entities outside the District, such as COSI. NOTE: If consent is denied, such denial shall not apply where the student's material is incorporated into a greater or larger body of work (such as a student's voice in a choral recording).

- ☐ I give consent for use inside and outside of school.
- ☐ I give consent for use inside of school only.
- ☐ I do not give consent.

Quoted Statements

This applies to prepared statements given by my student with possible identification by first and last name, to be used for the purpose of publications, news stories or interviews about the District.

- ☐ I give consent.
- ☐ I do not give consent.

Written Letters

This applies to participation in letter writing assignments as part of the educational experience to people outside the school district (e.g. pen pals, thank-you letters, letters to authors, or letters to public officials). Such letters may include the student's first and last name and may include other personally identifiable information about the student.

- ☐ I give consent.
- ☐ I do not give consent.

Printed Student Name _____ Student ID Number _____

School _____

Parent or Guardian _____ E-mail Address _____

This signed consent shall remain in effect for the duration of your child's enrollment in our district. A new form is necessary only if a parent requests a change or if a child changes school. This signed consent only applies to the release of information by Columbus City Schools. **Any outside organization seeking to use information as it pertains to Columbus City Schools' students must use their own release form.**

Parent-Student-School Compact Form 2024-2025

*This form is for reference only. Please complete your form in the Parent Portal.

The parents of the students participating in activities, services, and programs (including those funded by Title I, Part A - Every Student Succeeds Act (ESSA), agree that his compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement, and the means by which the schools and parents will build and develop a partnership that will help children achieve the State's high standards. This School Parent Compact is in effect during school year 2024-2025.

As the Parent/Guardian, I will support our child's learning at _____ in the following ways:
School

Establish routines to support my child's academic success in school

- Ensure that my child attends school regularly and is on time
- Monitor and support my child's homework and reading requirements
- Help my child maintain appropriate bed time.
- Maintain proper nutrition and hygiene

Conference with my child's classroom teacher to share my child's strengths and needs

- Parent Teacher Conference
- Phone Meetings
- Infinite Campus Parent Portal
- Email

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail, and responding appropriately.

Parent or Guardian Signature	E-mail Address	Date

As a student of Columbus City Schools I will:

- Attend school regularly and be on time
- Complete all work and return on time
- Ask for help at school and a home when I need it
- Keep a positive attitude towards self, others, school and learning
- Keep parent(s) informed of my progress in school throughout the school year

Print Student Name	Student Signature	Student ID Number

As a Columbus City Schools Staff Member, I will support the child's learning in the following ways:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that supports the children in meeting the state's student academic achievement standards.
- Provide parents with frequent reports on their children's academic and behavioral progress. In each classroom we will provide progress reports through Parent/Teacher Conference, samples of student work, updates on reading, writing, math, and assessments. Also, highlight/prepare ways the parent can assist the learning environment at home.
- Provide parents the opportunities to volunteer in school activities and events.
- Provide parents reasonable access to staff.
- Involve parents in the planning, review, and improvement of the school's parental engagement/involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs (if applicable), and to explain the Title I, Part A programs. The school will convene the meeting at a convenient time to parents.

CCS Principal or Staff Signature/Title	School	Date

COLUMBUS CITY SCHOOLS

2024-2025
Traditional School Year Calendar

JULY 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

APRIL 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- All Schools Closed for Staff and Students
- Schools Closed for Students; Professional Development Day
- 30-Minute Early Dismissal
- First and Last Day of School for Students
- Schools Closed for Students; Records Day
- End of Quarters

Aug. 19-20	**Professional Development Days** Students Not in Attendance
Aug. 21	**First Day for Students**
Sept. 2	**All Schools Closed - Labor Day**
Sept. 18	**Professional Development Day** Students Not in Attendance
Oct. 18	**Professional Development Day** Students Not in Attendance
Oct. 22	**End of Quarter 1**
Oct. 23	**Records Day** Students Not in Attendance
Nov. 5	**Professional Development Day** Students Not in Attendance
Nov. 25-29 **Nov. 27**	**All Schools Closed - Wellness Week** Compensatory Day for Parent Conferences
Dec. 20	**30-Minute Early Dismissal**
Dec. 23 - Jan. 3	**All Schools Closed - Winter Break**
Jan. 17	**End of Quarter 2**
Jan. 20	**All Schools Closed - Martin Luther King Jr. Day**
Jan. 21	**Professional Development Day** Students Not in Attendance
Jan. 22	**Records Day** Students Not in Attendance

Feb. 5	**Professional Development Day** Students Not in Attendance
Feb. 17	**All Schools Closed** Compensatory Day for Parent Conferences
Mar. 5	**Professional Development Day** Students Not in Attendance
Mar. 21	**End of Quarter 3**
Mar. 26	**Records Day** Students Not in Attendance
Apr. 17	**30-Minute Early Dismissal**
Apr. 18-25	**All Schools Closed - Spring Break**
May 7	**Professional Development Day** Students Not in Attendance
May 26	**All Schools Closed - Memorial Day**
May 29	**Last Day for Students**
May 30	**Records Day** Students Not in Attendance
June 19	**All Schools Closed - Juneteenth**

The 2024-2025 Columbus City Schools Academic Calendar is subject to revision due to emergencies created by severe weather, energy problems, or other public calamities that force the cancellation of classes.

COLUMBUS CITY SCHOOLS

For more information about Columbus City Schools, please download our App, and visit ***www.ccsoh.us***

You may also wish to call 614-221-FACT (3228)

or follow us:

Columbus City Schools
270 East State Street
Columbus, Ohio 43215
614.365.5000