



COLUMBUS
CITY SCHOOLS

GUIDE TO STUDENT SUCCESS

2019-2020 SCHOOL YEAR



**This publication
contains important
information,
as well as four
signature-required
detachable forms.**

SUPERINTENDENT'S WELCOME LETTER

Welcome to the 2019–2020 school year! This Guide to Student Success provides an overview of the important policies put in place by our Board of Education, as well as the rules and guidelines that are designed to ensure safe and nurturing learning environments for all students and staff.



Parents or guardians are asked to sign all four of the important documents found at the end of this publication. The forms will request that you agree to or opt out of the criteria provided, then simply tear out the forms and return them to the school building where your student attends.

This is one of the first steps in what I'm hopeful will be a productive partnership between our families and our schools in the upcoming year. Since rejoining the District in March, I have been holding meetings and forums and having conversations throughout the city with many stakeholders—from families to civic leaders to non-profit and business partners.

What has emerged from these discussions is evidence of a true passion and a commitment to the success of Columbus City Schools. It is clear that we have amazing students who are eager to learn and grow and who are supported by outstanding teachers and administrators. Seeing students in their classrooms and engaged in school activities reminds you of why we are committed to our mission and why we strive to make a difference in their lives.

Educating our youth is a heavy lift that cannot be done alone. Our District and our schools must rely on strong partnerships with local community organizations but more importantly strong partnerships with our families. We are on this educational journey together with a shared mission of academic achievement and personal growth for each of our students.

I encourage our families to be active participants in their students' education, whether that is getting involved with volunteer opportunities at the school, working with local non-profit partners, or simply reinforcing the importance of schoolwork and learning at home. Our District, our schools, our staff, and our families are all in this together. And together we can achieve our goal of sustained success for all students.

Thank you for choosing Columbus City Schools. I look forward to what I'm sure will be a productive and successful school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Talisa Dixon', with a long horizontal flourish extending to the right.

Dr. Talisa Dixon
*Superintendent/CEO,
Columbus City Schools*





MISSION

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



TABLE OF CONTENTS

Letter from Superintendent	2
Mission Statement	3
Columbus City Schools Board of Education	4
Notice to Limited English Proficient (LEP) Parents	5
Positive Behavior Intervention Support	6
Rights of Students & Parents	7
Support For All Students	8
Project Connect	8
Columbus Board of Education Policies & Guidelines	9–20
Zero Tolerance	9
Anti-Harassment, Complaint Procedures	9–10
Sexual Harassment	11
Bullying, Harassment and Intimidation	12
Emergency Response/Crisis Management	13
Gun-Free School Act	13
Health Assessments	14
Food Allergies	14
Tobacco-Free Environment	14
Attendance	15
Student Dress Code	16
Acceptable Use Policy	17–19
Early Childhood Discipline Guidelines	20
Behavior Intervention Levels and Strategies (overview)	20–21
Summary of Strategies and Consequences	22
Level I: Behaviors and Intervention Strategies	23
Level II: Behaviors and Intervention Strategies	24
Level III: Behaviors and Intervention Strategies	25
Title VI, IX and Section 504; Special Education; Child Find	26
Parent and Student Sign-off Forms	27–34
Parent Student Sign-Off Form	27
Internet Acceptable Use Form	29
Consent for Release of Student Information Form	31
Parent-Student-School Compact Form	33
2019–2020 Traditional School Year Calendar	35

COLUMBUS CITY SCHOOLS BOARD OF EDUCATION

The Columbus 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, generally at 5:30 p.m. Meetings of the Board are conducted at the **Columbus Education Center**, 270 E. State Street, 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, 30-minutes prior to the start of the meeting.



COLUMBUS
CITY SCHOOLS



Standing (left to right): Eric S. Brown, Jennifer Adair, W. Shawna Gibbs, Ramona R. Reyes, James Ragland
Seated (left to right): Gary L. Baker, II, Board President; Michael Cole, Board Vice President

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, and
- 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 dhacdooyinka soo socda: parent-teacher conferences, disciplinary hearings, IEP meetings, iyo kulamada 504 Fadlan ogsonow waalidiinta waxeey soo wadan karaan intee 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 xiriih Qaybta ESL ka aad ka heli kartid 614-365-8802.

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

विधालयका विभिन्न कार्यक्रम र गतिविधिहरू सन्दर्भमा कोलम्बस सिटी स्कूलले अभिभावकहरूका लागि निशुल्क अंग्रेजी भाषा सहायता उपलब्ध गराउँदछ। अभिभावकहरूले अंग्रेजी भाषा बोल्ने, पढ्ने, लेखन वा वुझ्न सक्नु हुन्न भने यो कार्यक्रमको लागि योग्य हुनु हुनेछ। तपाईंले निम्न उल्लेखित वा अन्य कुराहरूको लागि विधालयमा यो सेवा अनुरोध गर्न सक्नुहुनेछ। जस्तै: अभिभावक-शिक्षक सम्मेलन, शास्त्रीय सुनवाई, IEP सभा, र ५०४ सभाहरू आदि। कृपया तपाईंहरूले सबै विधालय गतिविधिहरू र बैठकहरूमा परिवारका सदस्य र साथीहरू ल्याउन सक्नु हुनेछ। जिल्लाले कुनै पनि आवश्यक व्याख्या प्रदान वा सेवाहरू अनुवादका लागि जिम्मेवार हुनेछ। सहायताको लागि ESL विभागको फोन न. 614-365-8802 मा सम्पर्क गर्नुहोस्।

اعلام للاهالي الذين تكون لغتهم الانكليزية محدودة 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 الابهاء مع المدرسين, الجلسات التاديبية, اجتماع برنامج الثقافة الفردية, اجتماع 504, من فضلك: ينبغي ان ينصح انه اذا كان الابهاء يجلبون افراد العائلة او الاصدقاء لكل الانشطة المدرسية و الاجتماعات, المقاطعة ستكون مسؤولة لتزود اي خدمة ترجمة 614-365-8802 ضرورية للمساعدة من فضلك اتصل بقسم اللغة الانكليزية كلغة ثانية

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: conférences 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.

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 work with you to ensure that your child has a safe, exciting and academically successful school year. By working together, we can help each child reach his or her 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 his or her 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 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 allows 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.

Common
Languages

Common
Vision and
Values

Common
Experience

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

- Build relationships and communicate a caring attitude.
- 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 parents, guardians, and the community.
- Encourage parents and community members to be partners.
- Teach conflict management and pro-social skill development.
- Teach 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 law 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

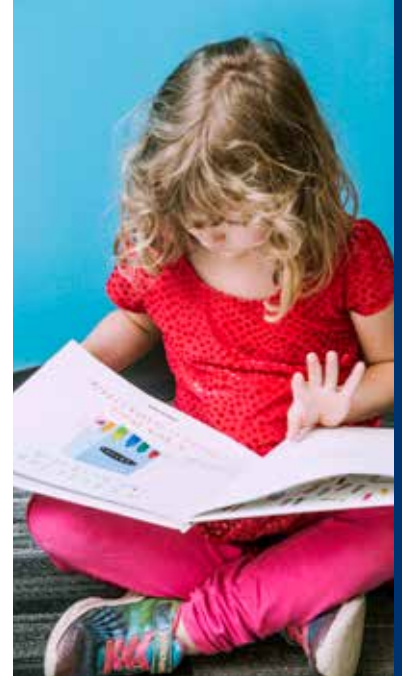
Columbus City Schools is required to identify a single point of contact for youth in the foster care system and the juvenile justice system. This person will be responsible for communicating with the respective agencies regarding student placement, records, transition planning and coordinating with local and state agencies within Ohio regarding the educational needs of the student.

PROJECT CONNECT

Project Connect ensures the educational rights of children and youth experiencing homelessness as outlined in the McKinney-Vento Homeless Assistance Act. Project Connect staff determine a family's eligibility for services, and work with parents, schools, community agencies, and surrounding school districts to ensure that homeless students in grades Pre-K through 12 have full and equal opportunity to succeed in school.

Project Connect works with several agencies and surrounding school districts to provide assistance with:

- school selection and enrollment
- school transportation
- after-school tutoring and homework assistance at shelter agencies
- book bags and 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
- dispute resolution



Juvenile Justice Liaison
Waukiina Curtis
Columbus Education Center
270 E. State Street
Columbus, Ohio 43215
380.997.7557

Foster Care Liaison
Victoria Wاكلatsi
Central Enrollment Center
430 Cleveland Avenue
Columbus, Ohio 43215
380.997.7407

Columbus City Schools
Homeless Liaison
Foster Ugbana
Central Enrollment Center
430 Cleveland Avenue
Columbus, Ohio 43215
614.365.5140 (phone)
614.365.6213 (fax)
projectconnect@columbus.k12.oh.us

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, the **Columbus City Schools will strive to maintain a constructive approach that focuses on positive changes** in behavior and minimizes 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).

Any teacher, administrator, supervisor, or other District employee or official who receives a complaint regarding unlawful harassment shall file it with the District’s Anti-Harassment Compliance Officer within two (2) school days.

Investigation and Complaint Procedure

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs 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 (ordinarily, within fifteen (15) business days of the complaint being received). 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

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser) agree to participate in the informal process.

A student who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to the Compliance Officer. All informal complaints must be reported to the Compliance Officer who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

As an initial course of action, if a student feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. The Compliance Officer is available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

The School District’s 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. Depending upon the nature of the complaint and the wishes of the student claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the student claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints 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.

A student who believes s/he has been subjected to offensive conduct/harassment/retaliation hereinafter referred to as the “Complainant”, may file a formal complaint, either orally or in writing, with a teacher, principal, or other District employee at the student’s school, the Compliance Officer, Superintendent, or another District employee who works at another school or at the District level. If a Complainant informs a teacher, principal, or other District employee at the student’s school, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer or designee within two (2) business days.

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

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the “Respondent”, that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant administrative guidelines, including the Board’s Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer or a 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 the designee shall prepare and deliver a written report 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 the Complainant has been subjected to unlawful harassment. A copy of the final decision will be delivered to both the Complainant and the Respondent.

Additional information regarding Board Policy 5517 may be found on the District’s website.



TITLE IX AND SEXUAL DISCRIMINATION

Columbus City Schools does not discriminate on the basis of sex. The District's Title IX Coordinator is available to respond to any questions, concerns or complaints regarding Title IX, which prohibits sex discrimination in education programs and activities. Title IX also prohibits retaliation against individuals who file complaints alleging violations of Title IX, who participate in Title IX investigations, hearings, or proceedings, or who advocate for others' rights under Title IX.

For Title IX, Sexual Discrimination, and Anti-Harassment Concerns Contact:

Victoria Frye, *Compliance Officer*
614.365.5143
complianceofficer@columbus.k12.oh.us

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 opposite gender.

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- Unwanted physical and/or sexual contact.
- Threats or insinuations that a person's academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of education may be adversely affected by not submitting to sexual advances.
- Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the educational environment, which may embarrass or offend individuals.
- Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based conduct must be sufficiently severe or persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

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 s/he has been or is the victim of bullying should immediately report the situation to the Building Administrator or the Superintendent. 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.

Bullying reports shall be reasonably specific, including person(s) involved, number of times and places of the alleged conduct, the target of suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and reports shall be promptly forwarded to the Building Administrator for review, investigation, and action.

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 Administrator 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 Administrator 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 complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the Building Administrator 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.

Student Safety and New Identification Cards

Emphasizing safety and academics, Columbus City Schools is piloting a new CCS SUCCESS CARD in ten schools during the 2019–2020 school year. The Student Success Card is a personalized ID card – featuring a photo, name, student number, and home school – and will be used to board the bus in the mornings and afternoons, serve as identification during the school day, and gain easy access to online learning, and check out books at any Columbus Metropolitan Library.

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.

For students attending the ten schools as part of this pilot year, students will swipe their CCS SUCCESS CARDS when they board the bus, as part of our District’s new SMART DRIVE system which prevents students from getting on the wrong bus. Students will still be permitted to board the bus if they misplace their CCS SUCCESS CARDS, but they must report the missing card to their principal immediately. All requests for replacement cards must be made through the school principal or main office.

On CCS computers, student can scan the QR Code on the CCS SUCCESS CARD to access online learning through Clever. The card can also be used as a library card. Simply visit the check-out desk at any branch of the Columbus Metropolitan 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 provided to school personnel for assisting and responding to various crisis/emergency situations.

District and/or school emergency information will be posted on the District’s website www.ccsok.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 provide 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.



ATTENDANCE – EVERY DAY COUNTS!

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.

House Bill 410

In December 2016, the Ohio General Assembly passed House Bill 410 (HB410) to address 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. HB410 removes the definition of "chronic truant." **The definition of "habitual truant" changes from days to hours.** The new definition is:

- 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

The law also includes **excessive absences** where a parent or guardian will be notified if a student is:

- d. Absent 38 hours or more in one school month with or without legitimate excuse
- e. Absent 65 or more hours in one school year with or without legitimate excuse

The law requires assignment of a student who exceeds the "habitual truant" thresholds to 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. For additional information regarding HB410 please visit the Ohio Department of Education website at education.ohio.gov.



STUDENT DRESS CODE

- 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 nor 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.
- 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.
- 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.
- Hats, caps and other types of head covering (other than for religious/cultural purposes) shall not be worn inside school buildings.
- Sunglasses are approved for wear outside, but not for inside the school building.
- Students may wear Bermuda shorts, walking shorts or other shorts within the following guidelines:
 - Shorts must be hemmed and straight legged.
 - The length of shorts must be within the bounds of decency and in good taste as appropriate for school.
 - Shorts must be no shorter than two inches above the knee, and must be worn to the waist. Sagging shorts are not allowed.
 - Short shorts or gym shorts are not to be worn other than for physical education courses.
- Long pants are allowed for both boys and girls. 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.

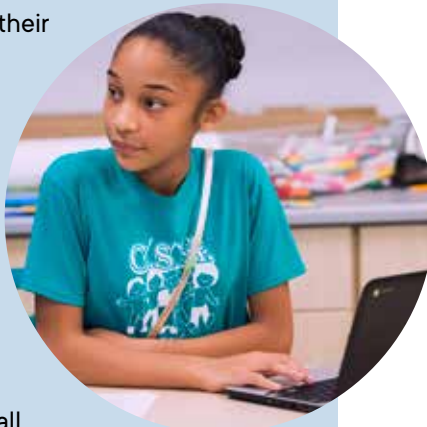
Bring Your Own Device

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 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 Internet safety, cyberbullying and bully prevention are provided on each student's **Naviance Family Connection Site** at the middle and high schools. Elementary students receive instruction in their 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 and 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



EARLY CHILDHOOD DISCIPLINE GUIDELINES

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

Engaging the children while establishing these simple rules:

- We respect ourselves and each other.
- We use our inside voices in the building.
- We clean our space when we finish our work and our play.
- We listen while others are talking.

Organizing the classroom to achieve the goal of good classroom management.

Planning activities that are appropriate and have a balance of active versus quiet activities during the day.

Showing concern, care and fairness to each child.

Consistently enforcing the rules and expectations.

Discipline in the preschool classroom is viewed as guiding the behavior of children. The ultimate goal of discipline is to help children control their own behavior.

Constructive, developmentally appropriate child guidance and management techniques are used at all times.

The measures include, but are not limited to the following: timeout, redirection, talking with the child and parent, praise for appropriate behavior and the establishment of these simple rules for the preschool classroom.

For the few children who may be disruptive or unable to settle down to a routine, the preschool staff will develop a plan of action with the parent(s) to help the child.

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 their child's individual performance levels on the statewide assessments, and know if their 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 a progressive order as:

- Level I** Minor offenses
- Level II** Repeated Level I offenses or serious misconduct
- Level III** Repeated Level I or Level II offenses, 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 the behavioral expectations. Corporal punishment in any form is not permitted.

Multiple options for correcting student behavior 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 offense and its seriousness. School personnel use intervention strategies outlined below to help increase desired behaviors.

CCS Intervention Strategies

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

School-Based Behavioral Strategies – Examples include:

- Creating a behavioral contract with the student
- Teach/Learn anger management strategies
- Loss of school-based privileges
- Re-teaching the behavioral expectation
- Referral to school counselor or school social worker
- Referral to the Intervention Assistance Team or begin the Multi-Tiered Systems of Support (M.T.S.S.)

Positive Efforts for Adjustment and Knowledge (P.E.A.K.) provides opportunities to continue the educational process for class/homework credit and provides positive behavioral support within the school.

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

In School Suspension – 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.

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. Additionally, any student expelled will not have access to the School of Choice, Community Choice or Open Enrollment Lottery process for transfer between schools on their return or for the following school year.

Options for Success – The Options for Success Program provides elementary, middle and high school students with an alternative education opportunity in lieu of potential suspension/expulsion. While students are assigned to Options for Success they receive high, quality lessons daily using a blended instructional model that includes assessment based interventions and enrichment. This instruction is provided by a team of seven (7) Highly Qualified Teachers with a support team encompassing one (1) Community Liaison, one (1) Guidance Counselor, three (3) Instructional Assistants, one (1) Secretary, and one (1) Supervisor.

Positive Alternative Learning for Students (PALS) – PALS is a structured and supervised environment for students in grades 6–12 and serves as an alternative to suspension. The students participate in educational programming and behavior modification sessions. This program is staffed with a state certified teacher, a case manager and staff assistants.

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.



PALS Program

Positive Alternative Learning for Students (PALS)

YMCA

40 West Long Street
Columbus, Ohio 43215
(614) 224-1137; ext: 102, 163, and 164

North Area Education Center

3911 Dresden Street
Columbus, Ohio 43224
(614) 447-9960

SUMMARY OF STRATEGIES & CONSEQUENCES

Strategies and Consequences		Parent Contact/Conference	School-based Behavioral Intervention	Referral to Student Support Program (Personal)	Time-Out: PEAK (Elementary Only)	PALS	Detention	In-School Suspension	Out-of-School Suspension	Options For Success	Expulsion
LEVEL I OFFENSES	Dress Code Violation	✗	✗	✗	✗	✗	✗		**		
	Disruptive Behavior	✗	✗	✗	✗	✗	✗	✗			
	Profanity	✗	✗	✗	✗	✗	✗	✗	**		
	Tardiness, Absenteeism, Truancy	✗	✗	✗	✗	✗	✗	N/A See page 15			
	Gambling	✗	✗	✗	✗	✗	✗	✗	**		
	Electronic Communication Devices	✗	✗	✗	✗	✗	✗	✗			
	Tobacco/Electronic Cigarette/Smoking	✗	✗	✗	✗	✗	✗	✗			
Forgery/Fraud/False Identification	✗	✗	✗	✗	✗	✗	✗				
LEVEL II OFFENSES	Fighting	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Improper Operation of a Vehicle	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	School Bus Disruption	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Sexual Misconduct	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Bullying, Cyberbullying, Harassment, Threats	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Insubordination	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Extortion	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Firearms Look-Alike	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Theft	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Vandalism	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Trespassing	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Cheating/Plagiarism	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Unauthorized Use of the Internet	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	LEVEL III OFFENSES	Use, Possession, Sale or Distribution of Alcohol	✗	✗	✗				✗	✗	✗
Use, Possession, Sale or Distribution of Drugs other than Tobacco or Alcohol		✗	✗	✗				✗	✗	✗	✗
Use, Possession, Sale or Distribution of a Firearm		✗	✗	✗				✗	✗	✗	✗
Use, Possession, Sale or Distribution of a Dangerous Weapon other than a Firearm, Explosive, Incendiary Device or Poison		✗	✗	✗				✗	✗	✗	✗
Use, Possession, Sale or Distribution of Explosive, Incendiary Device or Poison		✗	✗	✗				✗	✗	✗	✗
Physical Assault		✗	✗	✗				✗	✗	✗	✗
Volatile Act		✗	✗	✗				✗	✗	✗	✗
Sexual Offenses		✗	✗	✗				✗	✗	✗	✗
False Alarms/Bomb Threats		✗	✗	✗				✗	✗	✗	✗
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.

Level I: Behaviors & Intervention Strategies

Definition: Level I – Minor offenses.

Multiple options for correcting student behavior 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	Violation of Expected Behavior	Definition of Violation (Includes any repeated Level I or Level II Violation)	Strategies to Correct Behavior
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.	<p>Positive practice of desired behavior</p> <p>Conference with student/parent</p> <p>Re-teach the behavioral expectations</p> <p>Create a behavioral contract with the student/parent that includes 2-3 behavioral goals for demonstrating expected behaviors that will be monitored and revisited</p> <p>Student participates in a reflective activity and applies new learning Refer student to the Intervention Assistance Team for repeated behaviors</p> <p>**Out of School Suspension</p> <p>(OSS) is not permitted for TRUANCY or other ATTENDANCE related infractions</p> <p>Detention during which student participates in behavioral intervention PEAK (elementary only)</p> <p>Time owed outside of instructional time</p> <p>In-school suspension time during which student participates in behavioral intervention</p> <p>PALS</p> <p>Criminal charges may be filed</p>
	Follow District Dress Code Policy	Dress Code Violation	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	Arrival to school or class after the school day has begun or absence from school or the classroom without parents' and school authorities' knowledge. Truancy is defined as any unexcused absence from school.	
	Demonstrate positive social skills	Gambling	Playing any games money or items of value.	
	Be at school on time and attend regularly	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 violation of this Board policy). Students may be permitted to use electronic devices for instructional purposes.	
	Tell the truth			
	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.	

Level II: Behaviors & Intervention Strategies

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

Multiple options for correcting student behavior 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	Violation of Expected Behavior	Definition of Violation (Includes any repeated Level I or Level II Violation)	Strategies to Correct Behavior
Be Safe	Solve problems peacefully	Fighting	Mutual participation in an incident involving physical conflict.	<p>Conference with student/parent</p> <p>Create a behavior contract with the student/parent that includes 2-3 behavioral goals for demonstrating expected behaviors that will be monitored and revisited</p> <p>Restitution</p> <p>Require daily check-ins with designated staff or administration</p> <p>Refer student to the Intervention Assistance Team for repeated behaviors</p> <p>Detention during which student participates in behavioral intervention</p> <p>Link student with community agency</p> <p>PALS</p> <p>PEAK (Elementary Schools only)</p> <p>In-School Suspension time during which student participates in behavioral intervention</p> <p>Out of School Suspension with class work</p> <p>Criminal charges may be filed</p> <p>Expulsion</p>
		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.	
	Take care of school property	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: Cyberbullying/ 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).	
		Theft	Taking or assisting in taking another person's property without his/her permission.	
Be Responsible	Ask before borrowing	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.	
	Take care of school 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.	
	Follow school rules	Unauthorized or inappropriate use of Internet, computers or computer software	Any action that violates local, state or federal law or CCS Acceptable Use Policy.	
	Follow 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 offenses, illegal and/or, serious misconduct or life or health threatening offenses.

Multiple options for correcting student behavior 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	Violation of Expected Behavior	Definition of Violation (Includes any repeated Level I or Level II Violation)	Strategies to Correct Behavior
Be Safe	<p>Pay attention to health, nutrition and exercise</p> <p>Resist negative pressure and avoid dangerous situations</p> <p>Place high importance on getting to know people of other cultural/racial/ethnic groups</p>	<p>Use, possession, sale or distribution of alcohol</p> <p>Use, possession, sale or distribution of drugs other than tobacco or alcohols</p>	<p>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.</p>	<p>Conference with student/parent</p> <p>Loss of privilege</p> <p>Participation in substance abuse counseling program</p>
		<p>Physical Assault</p>	<p>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.</p>	
Be Respectful	<p>Practice conflict resolution and anger management skills</p> <p>Use impulse control</p>	<p>Use, possession, sale or distribution of a firearm</p> <p>Use, possession, sale or distribution of ammunition or a dangerous weapon other than a firearm, explosive, incendiary device or poison</p>	<p>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.</p>	<p>Refer student to the Intervention Assistance Team</p> <p>In-School Suspension time during which student participates in behavioral intervention</p>
		<p>Use, possession, sale or distribution of explosive, incendiary devices or poisons</p>	<p>Creating, setting off, attempting to set off or possessing any type of explosive device.</p>	
Be Responsible	Practice personal responsibility	<p>Volatile Act</p>	<p>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).</p>	<p>Out of School Suspension with class work</p> <p>Restitution</p> <p>Options for Success</p> <p>Expulsion</p> <p>Criminal charges may be filed</p>
		<p>Arson</p>	<p>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.</p>	
		<p>False Fire Alarms/Bomb Threats/Tampering with Automated External Defibrillator (AED)</p>	<p>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.</p> <p>Tampering with the AED means opening the cabinet without permission.</p>	
		<p>Sexual Offense</p>	<p>Any sexual act or attempted act committed on school property, or during school activities.</p>	
		<p>Serious Bodily Injury</p>	<p>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.</p>	

Title VI, IX 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, he/she 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 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. 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.

Further information regarding the District's Section 504 policies and procedures may be found on the District's website at www.ccsch.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 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. Personally identifiable information 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.

Victoria Frye, Compliance Officer

614.365.5143

complianceofficer@columbus.k12.oh.us

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

Parent/Student Acknowledgement Form

I have reviewed and discussed with my child all the information contained in the 2019–2020 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 Signature

Student ID Number

School

Parent or Guardian Signature

E-mail Address

Date



COLUMBUS
CITY SCHOOLS

**Parent and Student Sign-Off
Form 2019-2020**



Student:

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

Print Student Name

Student Signature

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 one of the selections 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

E-mail Address

Date

School

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.



**COLUMBUS
CITY SCHOOLS**

**Internet Acceptable Use Form
2019-2020**

Consent for Release of Student Information Form

2019–2020

Directory Information

Directory Information is defined as student's name, student identification number, address, parent's telephone 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.

Please check the appropriate selection per each.

- 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 of the school only.
- I give consent for use inside and outside of school.
- 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 the 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.

Print Student Name

Student Signature

Student ID Number

School

Parent or Guardian Signature

E-mail Address

This signed consent shall remain in effect for the duration of your child's enrollment at our school. A new form is necessary 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.**



**COLUMBUS
CITY SCHOOLS**

**Consent for Release of Student
Information Form 2019-2020**

Parent-Student-School Compact Form 2019–2020

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 this 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 2019–2020.

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

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/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 at 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



**Parent-Student-School
Compact Form 2019-2020**

AUGUST 2019							SEPTEMBER 2019							OCTOBER 2019							NOVEMBER 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30
25	26	27	28	29	30	31	29	30																			

DECEMBER 2019							JANUARY 2020							FEBRUARY 2020							MARCH 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7				1	2	3	4							1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	12	13	14	15	16	17	18	3	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				

APRIL 2020							MAY 2020							JUNE 2020							JULY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24/31	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	

- All Schools Closed
- Schools Closed for Students; Teachers Report for PD or Records Day
- 90-Minute Early Release
- First and Last Day of School
- End of Quarters
- 30-Minute Early Release

Aug. 19–21	Professional Development Days Teachers Report for Duty Students Not in Attendance
Aug. 22	Students Report to School
Sept. 2	All Schools Closed Labor Day
Sept. 11	90-Minute Early Release
Oct. 9	90-Minute Early Release
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. 13	90-Minute Early Release
Nov. 27	All Schools Closed Compensatory Day for Parent Conferences
Nov. 28–29	Thanksgiving Recess
Dec. 11	90-Minute Early Release
Dec. 20	30-Minute Early Release
Dec. 23–Jan. 3	Winter Break
Jan. 8	90-Minute Early Release
Jan. 14	End of Quarter 2

Jan. 15	Records Day Students Not in Attendance
Jan. 20	All Schools Closed Martin Luther King Jr. Day
Feb. 12	90-Minute Early Release
Feb. 17	All Schools Closed Compensatory Day for Parent Conferences
Mar. 11	90-Minute Early Release
Mar. 24	End of Quarter 3
Mar. 25	Records Day Students Not in Attendance
Apr. 9	30-Minute Early Release
Apr. 10–17	Spring Break
May 25	All Schools Closed Memorial Day
May 28	Last Day for Students
May 29	Records Day Teachers Report for Duty Students Not in Attendance

The 2019–2020 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.



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

You may also wish to call 614.221.FACT (3228)

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