



# Student-Parent Handbook

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Welcome to Cornerstone Academy. Our staff is pleased to have you here, whether as a student or as a supportive parent. We will do our best to help you and make your experience here productive and successful.

This **Student-Parent Handbook** has pertinent information, rules, and regulations. Therefore, it is important that **every** parent and student read and become familiar with its contents. This handbook has been developed to ensure that we can have a safe and organized program, and to create an understanding between students, parents, and the Academy.

The administration and staff appreciate your support. We hope that your child's school year will not only be educational, but enjoyable.

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*The Academy Board of Directors encourages students, staff, administration, and parents to review this document and submit proposed modifications to the office of the Head of School (HOS) no later than March 1 of each school year. The HOS will then compile all such recommendations and will provide for a review of the Student-Parent Handbook.*

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## **FOREWORD**

This handbook was developed to answer many of the commonly asked questions that you and your parents may have during the course of a school year. Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for your use and the use of your parents. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your Head of School (HOS).

The content of this handbook supersedes the content of all prior handbooks, as well as other written or oral statements regarding any item contained herein. This handbook should not be construed to accord any rights or privileges to students or families beyond those accorded by law. Revisions to this handbook may be made at any time, with or without notice.

## **OUR MISSION**

*Positively impacting every student, every day.*

Cornerstone High School is committed to offering each student a world-class, standards-based education with highly qualified professionals in a small group learning environment. When students are challenged to discover and expand their potential within a positive and consistent learning environment, there is no limit to what they can accomplish.

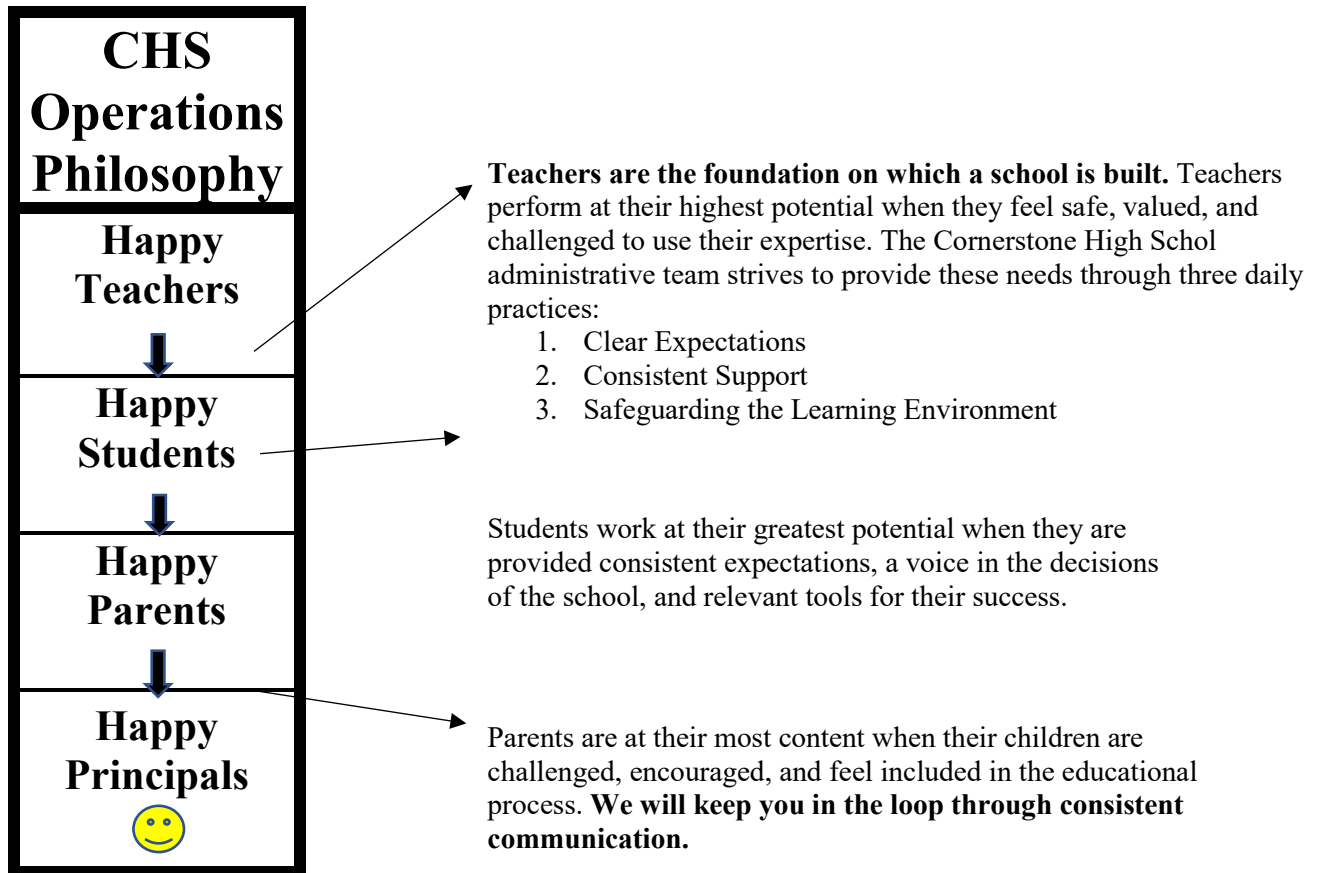
## **CORE BELIEFS:**

Students seek **three basic needs** from their secondary education experience. We meet these needs through focusing on **Character**, **Honor**, and **Scholarship**.

1. **CHARACTER**—*Students want fair and consistent expectations for themselves and others.* At CHS we start and end each day with the same mantra: **Work hard. Have faith. Be honest. Be kind.** Administrators, Staff, and students all have a common goal to uphold this mantra in their work, attitude, and interaction with others. Building our future is an endeavor that requires nothing less.
2. **HONOR**—*Students want to belong to something bigger than themselves.* Cornerstone High School is a dream born from a thriving K-8 foundation, whose loyal families wanted to see a solid, more personalized high school option in their area. Each student at CHS has a unique opportunity to help shape this school into what they want it to be. Their voice, participation, and buy-in will help make this dream a reality.
3. **SCHOLARSHIP**—*Students want to be given the tools they need to succeed.* Through daily instruction from highly qualified professionals, each student receives the skills and guidance they need to perform well on state assessments and make informed college and career choices that will positively impact their lives. College Credit Plus partnerships with academic and technical institutions, frequent visits to college campuses, and daily access to college and career advising will help stimulate this growth and interest.

**OUR PHILOSOPHY:**

Cornerstone High School is a *teacher-driven* institution that holds quality instruction as its top priority.



To maximize student time-on-task, teacher safety and productivity will be safeguarded by administration at all times. All students will be given the level of intervention and encouragement needed to help them be successful. **However, students that disrupt the classroom and do not respond to staff redirection will be removed from the classroom until their behavior improves. Students will rejoin the class when this behavior has been corrected.**

## **EQUAL EDUCATION OPPORTUNITY**

It is the policy of this Academy to provide an equal education opportunity for all students, regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category..

Any person who believes that the Academy or any staff person has discriminated against a student on the basis of race, color, creed, disability, religion, sex, gender, ancestry, national origin, or other protected characteristics, or social or economic background, has the right to file a complaint. A formal complaint can be made in person or in writing to the Academy's Head of School (HOS). The complaint will be investigated and a and appropriate remedial measures will be taken to end the discrimination and prevent future occurrences. Under no circumstances will the Academy threaten or retaliate against anyone who raises or files a complaint.

## **RELIGION IN THE SCHOOL**

Religious belief and disbelief are matters of personal consideration rather than governmental authority and the students of this School are protected by the First Amendment from the establishment of religion in the schools. Accordingly, no devotional exercises or displays of a religious character will be permitted at the School in the conduct of any program or activity under the jurisdiction of the School, nor shall instructional activities be permitted to advance or inhibit any particular religion, or religion generally. However, a student may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours. The School shall also give the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.

An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board and School acknowledge the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the School. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the students of the School, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

Accordingly, no Student shall be exempted from attendance in a required course on the grounds that the instruction therein interferes with the free exercise of his/her religion.

Consistent with the School's attendance policy, students are permitted to be absent for up to three (3) school days each school year in order to participate in holidays for reasons of faith or religious or spiritual belief systems, or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Absences shall be treated as excused,

and students shall not be penalized as a result of their absence. Students absent for religious expression days or religious holidays shall be permitted to participate in athletics or extracurricular activities on days in which the student was otherwise excused from attendance at school. The School shall also provide alternative accommodations in order to complete exams and other academic requirements missed due to a timely requested absence. Accommodations may include re-scheduling the alternative examination or other academic requirement for the approved student, which may be before or after the time and date that was originally scheduled.

Parents shall report absences due to religious expression or holidays in writing to the Principal in the usual manner required by the School’s attendance policy. Provided however, requested absences that require accommodation for an exam or academic requirement shall be made in writing by the student’s parent no later than fourteen (14) days after the start of the school year, or the date of the student’s enrollment, whichever is later, in order to be deemed timely. The Principal may require confirmation of the parent’s signature on any absence request, but may not inquire as to the sincerity of the student’s religious or spiritual belief system.

The School also shall not prohibit a student from engaging in religious expression in the completion of homework, artwork, or other written or oral assignments. Assignment grades and scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student’s work.

For questions or grievances regarding this policy, please contact the HOS.

Grievances related to this policy will be addressed through the School’s standard grievance procedure outlined in Governing Authority Policy 115.

This policy, as well as a non-exhaustive list of major religious holidays, festivals, and religious observations for which an excused absence shall not be unreasonably withheld or denied, shall be posted in a prominent location on the School’s website and conveyed to parents on an annual basis.

An excused absence for any of the below religious holidays or festivals shall not be unreasonably withheld, up to a total of three (3) school days of absences per school year. This list is non-exhaustive and will not be used to deny an accommodation for an absence due to a holiday or festival of the student’s faith or religious or spiritual belief system that does not appear on this list.

<b>Holiday</b>
Eid ul-Fitr
Good Friday
Rosh Hashanah
Yom Kippur
Passover
Eid ul-Adha

## **SCHOOL DAY**

We begin our school day promptly at 7:45am and end each day at 3:15pm with dismissal beginning at 3:10pm

## **TESTING AND COMPULSORY ATTENDANCE**

The Academy is a community school established under Chapter 3314 of the Ohio Revised Code. The Academy is a public school and students enrolled in and attending the Academy are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the Academy that are prescribed by law. Students who have been exempt from the compulsory attendance law for the purpose of home education pursuant to Section 3321.042 of the Revised Code shall no longer be exempt for that purpose upon their enrollment in a community school. For more information about this matter contact the HOS or the Ohio Department of Education and Workforce.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The rules and procedures of the Academy are designed to allow each student to obtain a safe, orderly, and appropriate education. Students are expected to follow teachers' directions and obey all Academy rules. Disciplinary procedures are designed to ensure fairness before a student is removed from curricular activities because of his/her behavior. Students may be removed from extracurricular activities at the discretion of the HOS or of the person responsible for directing, supervising, or coaching the activity.

Students in the Academy system have the responsibility to act in such a way as not to interfere with the rights of others to the same educational opportunity. By accepting the right to participate in Academy programs on or off Academy property, students shall accept the responsibility to conduct themselves according to the rules, regulations, and provisions governing the operation of those programs. The ideal of any educational experience is for students to become self-disciplined.

The Academy's HOS is responsible for establishing and enforcing procedures necessary to ensure that student rights are preserved and that accompanying responsibilities are carried out. Students may forfeit certain rights when it can be demonstrated that they are not assuming or showing responsibility. There is a right of appeal by students who believe their rights have been violated. An appeal process for suspension and expulsion is outlined in the appropriate section of the guidelines. It should be noted that the Academy's HOS must use discretionary judgment in taking disciplinary action.

Parents have the right to know how their child is succeeding in the Academy and will be provided information on a regular basis and as needed, when concerns arise. Many times, it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

The staff expects students to arrive at the Academy prepared to learn. It is the student's responsibility to arrive on time and be prepared to participate in the educational program.

## **STUDENT WELL-BEING**

Student safety is the responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

The Academy requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the Academy office. A student may be excluded from the Academy until this requirement has been fulfilled.

Parents of students with specific health care needs **MUST** submit those needs, in writing and with proper documentation by a physician, to the Academy office. The Academy retains the discretion to reject requests for administration of medicine (see Use of Medication section). The Academy will permit a student to possess and use an asthma inhaler upon compliance with the Academy's medication policy.

## **SECTION I – GENERAL INFORMATION**

### **ENROLLING IN THE ACADEMY**

Students who are new to the Academy are required to enroll with their parent/guardian. To enroll your child, parents are required to provide the following:

- A Birth Certificate or other certification permitted by state law
- Proof of Residency
- Proof of Immunization
- Custody/Guardianship papers from the court, when appropriate
- Last Report Card, when appropriate

In some cases, a temporary enrollment may be permitted. If that is done, the parents will be told what records are needed to make the enrollment complete and the date by which such records must be provided.

Admission to the Academy is open to any individual who, as of September 30, is entitled to attend the Academy in the State of Ohio pursuant to Section 3313.64 or 3313.65 of the Ohio Revised Code in a school district in this state. Enrollment is open to residents of Ohio.

There will be no discrimination in the admission of students to the Academy on the basis of race, creed, color, disability, or sex. Upon the admission of any handicapped student, the Academy will comply with all federal and state laws regarding the education of handicapped students. The Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. The Academy will admit the number of students that does not exceed the capacity of the Academy's programs, classes, grade levels, and facility. If the number of applicants exceeds the capacity restrictions of the Academy, students shall be admitted by lot from all those submitting applications, with the exception that preference shall be given to students attending the Academy the previous year and who reside in the district in which the Academy is located. Preference may also be given to siblings of students attending the Academy the previous year.

### **SCHEDULING AND ASSIGNMENT**

The HOS or designee will assign each student to the appropriate classroom and the program in which the student will participate. Any questions or concerns about assignment should be discussed with the Administrative Team.

### **TRANSFERRING OUT OF THE ACADEMY**

If a student plans to transfer from the Academy, the parent must notify the Academy in writing. Transfer of educational records will be authorized only after the parent has completed the withdrawal form, returned all Academy materials, and paid any fees or fines that are due. Academy records may not be released if the transfer is not properly completed. Parents are encouraged to contact the Academy Office for specific details.

### **IMMUNIZATION**

Each student must have the immunizations required by law or have an authorized waiver. Waivers are issued consistent with state law and may include parent or guardian objection to an immunization for good cause, including religious conviction, or upon certification by a physician that immunization against any disease is medical contra indicated. **If a student does not have the necessary immunization or waiver, the HOS may remove the student from the Academy and require compliance within fourteen days of enrollment.** This requirement is for the safety of all students and in accordance with state law. Any questions about immunizations or waivers should be directed to the Academy Office.

## **INJURY AND ILLNESS**

All parents are required to supply Address, Telephone Number, and Health Information for emergency procedures when a child is ill. This information helps the Academy decide what to do when a child becomes sick or has an accident while in school. Parents are required to keep this information up to date, especially telephone numbers for home and work.

Enrollment-Emergency cards are provided at the beginning of each school year; the cards are sent home periodically to ensure all information is up to date. PARENTS ARE REQUIRED TO CONTACT THE ACADEMY WHEN ANY OF THE INFORMATION ON THE EMERGENCY CARD CHANGES.

All injuries must be reported to a teacher, aide, or to the office. If the injury is minor, the student will be treated and returned to class. If medical attention is required, the office will attempt to contact the parent. If the parent cannot be contacted, emergency numbers will be used.

A student who becomes ill during the school day should request permission from his/her teacher or aide to go to the nurse's office. The nurse will determine whether or not the student will remain in school. No student will be released from school without proper parental permission.

## **USE OF MEDICATIONS**

The Academy's policy allows medication to be administered by the HOS or his/her designee under the following conditions:

1. Parents must have a medication permission form completed to administer medication. DOCTOR'S INSTRUCTIONS INCLUDING STUDENT'S NAME AND ADDRESS, NAME OF MEDICATION, DOSAGE, DATE AND TIME OF ADMINISTRATION, POSSIBLE SIDE EFFECTS, ANY SPECIAL INSTRUCTIONS AND DOCTOR'S SIGNATURE ARE NEEDED TO COMPLETE THIS FORM. This form must be dated and signed by the student's parent/guardian. It will be the student's responsibility to report to the office at the proper time for medication.
2. New medical request forms must be submitted each school year and as necessary for changes in medication orders.
3. Medication must be in ORIGINAL CONTAINER and have an affixed label that includes the Student's Name, Name of Medication, Dosage, Route of Medication, and Time of Administration.
4. It is REQUIRED that the medication and the signed permission forms BE BROUGHT TO THE ACADEMY BY THE PARENT/GUARDIAN.
5. Non-prescription medications, such as Tylenol, cold remedies, etc. will be treated as prescription medications as in #1 above. Parents may, at their choice, come to the Academy and administer medication to their child. Cough Drops may be allowed with written parental permission at the discretion of the HOS.
6. Students are NOT permitted to keep medication of ANY KIND on their person, in their lunch boxes, or in their desks unless prior permission has been given, as outlined in #7.
7. If the student is authorized by his/her physician and the written approval of the parent or guardian to carry an emergency medication and self-medicate, all of the steps 1-3 will be required. The physician's

written approval shall also include instructions that outline procedures that Academy personnel should follow in the event that the medication does not produce the expected relief from the student's attack; identification of any severe adverse reactions that may occur to the child using the medication that should be reported to the physician; any severe adverse reactions that may occur to another child, for whom the medication is not prescribed, should such a child receive a dose of the medication; at least one emergency telephone number for contacting the physician in an emergency, as well as at least one emergency telephone number for contacting the parent or guardian in an emergency; and any other special instructions from the physician. . Most medications are not suitable for student self-administration of this nature, and authorization of these requests will be limited.

8. If a student shows unsafe or irresponsible behavior, the right to self-medicate may be revoked.

The Academy retains the discretion to reject requests for administration of medicine, except where required by law.

### **CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS**

Because the Academy has a high concentration of people, it is necessary to take specific measures when the health and/or safety of the group are at risk. The Academy's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash, or has been exposed to a communicable disease or highly transient pest, such as lice.

Amongst others, specific diseases include: Chickenpox, diphtheria, scarlet fever, ringworm, strep infection, whooping cough, mumps, measles, rubella, Streptococcal infection, Tuberculosis (TB), pink eye, impetigo, and other conditions indicated by Local and State Health Departments.

**If a child contracts a Communicable Disease, the Academy Office should be notified as to the nature of the illness and the student shall not return to the Academy until a Physician gives him/her written permission to do so. This is a means of protecting all children.**

Any removal will only be for the contagious period, as specified in the Academy's administrative guidelines or the instructions of a treating physician.

### **CONTROL OF NON-CASUAL-CONTACT COMMUNICABLE DISEASES**

In the case of non-casual-contact communicable diseases, the Academy still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the applicable Board of Health, to ensure that the rights of the person affected and those in contact with that person are respected. The Academy will seek to keep students and staff persons in the Academy unless there is definitive evidence to warrant exclusion.

Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), AIDS Related Complex, HIV (Human-immunodeficiency), Hepatitis A, B and C, and other diseases that may be specified by state law or applicable regulation.

### **HEAD LICE**

**THE ACADEMY HAS A NO NIT POLICY.**

Any child found to have head lice will be temporarily excluded from the Academy learning environment until ALL NITS AND/OR LIVE LICE are removed from the child's head. The excluded child will be rechecked for head lice by the Academy medical staff or designee prior to being permitted to return to class. As a precaution, the child will be rechecked within 10 days after returning to class for possible re-infestation.

### **CHILD FIND**

The Academy supports and complies with all applicable federal and state laws, procedures, and policies regarding the Academy's child find responsibilities. The Academy will conduct all child find activities for students who are enrolled in the Academy (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law to be released).

Pursuant to Ohio law, the Academy is required to perform the same child find duties as city, local, exempted village school districts and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts. For more information regarding the Academy's Child Find practices, please visit the Academy's website.

### **AMERICANS WITH DISABILITIES ACT - SECTION 504**

The American's with Disabilities Act (A.D.A.) requires the Academy to ensure that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but also to all individuals.

All reasonable efforts shall be made to serve the Academy's special needs children eligible for special education and/or related services in accordance with the Academy's policies. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier free facilities comparable to those provided for non-disabled students. To the maximum extent appropriate to the student's disability, a disabled student shall be placed in an educational setting with non-disabled or less severely disabled students. No student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the students of the Academy.

It is the intent of the Academy to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended (29 USC 794), are identified, evaluated, and provided with appropriate educational services. Parents who believe their child may have a disability should contact the HOS. The HOS will be the Section 504 Compliance Officer.

The Academy has adopted the Model Procedures for the Education of Children with Disabilities, and will serve its students with disabilities consistent with the model procedures.

### **HEARING AND VISION SCREENINGS**

All Kindergarten students will receive a hearing screening prior to November. Students in grades K, 1, 3, 5, 7, 9, 11, and all new students will receive a vision screening. Both assessments are conducted by a trained practitioner.

## **SPECIAL EDUCATION**

The Academy provides a special education program for students identified as having a disability defined by the Individuals with Disabilities Education Improvement Act (IDEIA).

A student can access special education services through the proper evaluation and placement procedure. Parent involvement in this procedure is crucial. The Academy wants the parent to be an active participant. To inquire about the procedure or programs, a parent should contact the HOS.

The Academy has adopted the model procedures for the education of children with disabilities and will serve its students with disabilities consistent with the model procedures.

## **STUDENT RECORDS**

Confidential records contain educational and behavioral information that has restricted access based on the Family Educational Rights and Privacy Act (FERPA) and Ohio law. This information can only be released with the written consent of the parents, the adult student, or a surrogate, subject to limited exceptions.

Included in the confidential records may be test scores, psychological reports, behavior data, disciplinary actions, and communications with the family and outside service providers. Confidential information that is in a student's record that originates from an outside professional or agency may be released to the parent only with permission of the originator. Such records shall be placed in a student's file only with knowledge of the parent. Parents may obtain such records from the originator and should maintain them in a home file. Parents may also provide the Academy with copies of records made by non-Academy professional agencies or individuals.

Students and parents have the right to review all educational records generated by the Academy, request amendment to these records, insert addendums to records, and obtain copies of such records. Copying costs may be charged to the requestor. If a review of records is desired, please contact the building HOS, in writing, stating the records desired. The records will be collected and an appointment will be made within forty-five (45) days of the request, with the appropriate persons present to answer any questions there may be. **Academic transcripts or report cards may be withheld if an outstanding account balance exists.**

## **STUDENT FEES, FINES, AND CHARGES**

The Academy charges specific fees. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to Academy property. The Academy and staff do not make a profit or charge fees for necessary textbooks.

Students using Academy property and equipment, including textbooks, lockers, and desks, can be fined for excessive wear and abuse, or loss, of the property and equipment. The fine will be assessed at replacement cost.

The Academy may withhold a student's grades and/or credit for failure to pay assessed fees for materials used in a course of instruction other than textbooks or electronic textbooks, and for outstanding account balances.

## **USE OF ACADEMY MEDIA**

Books, chromebooks, chromebook chargers, and graphing calculators are among the most valuable assets of the Academy. Books must be checked out and checked in appropriately. Students are held responsible for books checked out to them. Students not returning books will be charged for the book replacement.

Chromebooks and chromebooks chargers are assigned to students for their usage and safe-keeping once ACCEL and Cornerstone usage agreements are signed and returned by the student's guardian. Students are held

responsible for any loss or damage to these items that occurs from careless usage or the items. All damage repairs or replacement of the item will be invoiced to the guardian for payment.

Graphing calculators are an expensive item that not all families can afford to purchase for their child(ren). Cornerstone High School has a small amount of these items available for the student usage during the school day. These devices must be checked out and checked in appropriately. Students are held responsible for calculators checked out to them. Students not returning will be charged for the item's replacement.

### **USE OF ACADEMY EQUIPMENT AND FACILITIES**

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the HOS to use any other Academy equipment or facility. Students will be held responsible for the proper use and safe-keeping of any equipment or facility they are permitted to use.

### **CAFETERIA/STUDENT EATING AREA**

The Academy cafeteria/student eating area is available to all students whether lunch is purchased at the cafeteria/student eating area or brought from home. The cafeteria/student eating area is expected to be enjoyed, but not abused. In the cafeteria/student eating area and multipurpose room, the quality of student citizenship can be most clearly observed. Because of the number of students involved, basic rules of etiquette and courtesy are necessary. Students are expected to conduct themselves properly at all times. Failure to do so may result in revoking cafeteria/student eating area privileges.

#### **CAFETERIA/STUDENT EATING AREA PROCEDURES:**

- Students are expected to talk in quiet voices to their friends
- Students are not allowed to eat from other student's lunches
- Students are expected to leave the table and floor clean after eating
- Proper lunchroom manners are expected
- Carbonated/caffeinated beverages are not permitted unless otherwise permitted by the HOS

### **REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES**

Parents have the right to review any instructional materials being used in the Academy. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the HOS prior to coming to the Academy. Parents are only allowed to observe instructional activities within the classroom if approved by the HOS and must respect the preferences and routines of the classroom teacher. Parents that are approved to observe within the classroom must have a current and clear FBI/BCI background check that has been sent directly to the school. Visitation times will be limited to 30 minutes of observation unless otherwise specified by the HOS.

### **VISITORS**

Visitors, particularly parents, are welcome at the Academy. **For the safety of students and staff, ALL visitors MUST report to the office to sign in and pick up a visitor's pass.** Any visitor found in the building without signing in shall be reported to the HOS, and may be reported to law enforcement. If a person wishes to confer with a member of the staff, s/he **MUST** call for an appointment prior to coming to the Academy in order to prevent any inconvenience. Any visitor, including a parent or guardian, failing to comply with the Academy's visitor procedure or the direction of the HOS may have restrictions placed on visiting, up to and including prohibition from the premises. The HOS may utilize law enforcement officials in the enforcement of the visitor policy and for ensuring the safety and security of the Academy.  
**Students may not bring visitors to the Academy without first obtaining permission from the HOS.**

## **USE OF TOBACCO AND SMOKING/VAPING DEVICES ON SCHOOL PREMISES**

The use of tobacco and some oral, stimulants, including betel nuts, present a health hazard that can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Academy.

For purposes of this restriction, “use of tobacco” shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco, as well as electronic, “vapor,” or other substitute forms of cigarettes. Additionally, “use of betel nuts” shall mean any and all use, possession, consumption or chewing of the areca nut (commonly known as the betel nut) or substances containing the areca nut.

The School prohibits the use of tobacco or betel nuts on school property by all individuals, including parents, visitors, and students.

## **DANGEROUS WEAPONS**

Any visitor found possessing a weapon or other device designed to inflict serious bodily harm on school premises or on property being used by the Academy for Academy purposes may be charged with a felony. This restriction applies to visitors licensed to possess firearms unless serving as an authorized security officer or unless the Governing Authority has provided them with written authorization to convey or possess deadly weapons or dangerous ordnance in(to) the school safety zone. This policy does not apply to law enforcement personnel or state or federal officers, agents, or employees who are authorized to carry a deadly weapon or dangerous ordnance and are acting within the official duties of such position.

## **PARENT INVOLVEMENT**

The Academy encourages volunteerism in the school. Volunteers are important to our educational program. When parents volunteer in the Academy, they should be a positive role model for our students and follow all Academy rules. Volunteers are **REQUIRED** to complete a criminal background check (both BCI and FBI reports), and have it sent directly to the Academy’s HOS. Volunteers are required to sign in and out at the Academy office and obtain a visitor’s pass each time they are volunteering in the building. To ensure the safety of all students and promote the best learning environment, access to all classrooms is restricted during the educational hours of the school day. Parents may contact the HOS to make arrangements to visit the classroom if needed. All parent visitation to observe instruction must be approved by the HOS.

## **SCHOOL-FAMILY COMPACT**

The Academy and all Parents and family members (family) of students, including the family of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act ("ESEA"), agree that this compact outlines how the family, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and family will build and develop a partnership that will help children achieve the State's high standards.

This school-family compact is in effect during the 2025-2026 school year.

### School Responsibilities

The School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic standards
2. Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide family with frequent reports on their children's progress.
4. Provide family reasonable access to staff.
5. Provide family opportunities to volunteer and participate in their child's class, and to observe classroom activities
6. Treat all members of the School's family with respect and dignity.
7. Know the curriculum and state standards.
8. Establish clear rules for acceptable behavior, class participation, grades and assignments.
9. Discipline students in a fair and consistent manner.

Additional details regarding the Academy's commitments are outlined herein.

### Family Responsibilities

You, as family, agree to support your children's learning in the following ways:

1. You will treat all members of the School family with respect and dignity.
2. You will know and understand school rules and cooperate with school personnel in the enforcement of school rules.
3. You will support the school's zero tolerance policy toward any physical aggression.
4. You will communicate our comments, questions, and concerns to the appropriate personnel.
5. You will send our child to school in accordance with the school dress code.
6. You will attend any meeting concerning the welfare and well-being of our child, including report card conferences, IEP meetings, and any other intervention meetings.
7. You will send our child to school on time and on a regular basis as required by the law.
8. You will inform the school of change of phone numbers and addresses.
9. You will support the completion of all homework and our child's reading for 15 minutes daily.
10. You will monitor the amount of television our child watches.
11. You will participate, as appropriate, in decisions relating to our child's education.
12. You will stay informed about our child's education and communicate with the school by promptly reading and responding to all notices from the school.
13. You will serve; to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School's School Improvement Team, the Title I Policy Advisory Committee, the Policy Advisory Council, the School Support Team, or other school advisory or policy groups.
14. You will be sure that our child attends all Extended Day Educational Services, such as tutoring sessions before or after school or during weekends. We recognize that those supplemental activities are a required part of the child's educational program and the School curriculum and the failure to assure a child's attendance at such sessions could result in retention or discipline under school policy.

### Student Responsibilities

I, as a student, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

1. Do my homework every day and ask for help when I need to.

2. Read at least thirty minutes every day outside of school time.
3. Give my family or the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. [Describe other ways in which the student will support his or her academic achievement.]

#### Parent's Right-to-Know

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

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

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

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications. Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are qualified. If you have any questions about your child's assignment to a teacher or paraprofessional or about required assessments, please contact the HOS.

The Academy will also make available for review by parents, upon a reasonable request, any instructional material used as part of the educational curriculum for students, including instructional material as required by R.C. 3313.473. Please contact the HOS if you have any questions.

#### **WELLNESS POLICY**

The Academy believes that healthy students are more likely to successfully complete their formal education. The Academy recognizes that it plays an important role in the development of students' health and nutrition habits by providing nutritious meals and snacks, supporting the development of good eating habits, and promoting increased physical activity.

The Board sets forth the following goals in an effort to enable students to establish good health and nutrition habits:

##### Nutrition Promotion and Education Goals

- The Academy shall provide for interdisciplinary, sequential skill-based health education that that supports hands-on classroom activities that promote health and reduce obesity.
- Nutrition and healthy living skills shall be integrated into classroom curriculum when appropriate.
- Students in grades pre-K-12 shall receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.

- Nutrition education shall be offered and promoted in the Academy cafeteria as well as in the classroom with coordination between the foodservice staff and teachers.
- Nutrition education and promotion information will be shared with parents and the community.

#### Physical Education and Activity Goals

- Students shall be provided opportunities for physical activity during the school day through physical education classes, daily recess periods for elementary students, and the integration of physical activity in the classroom.
- Physical education classes shall stress physical fitness, encourage healthy, active lifestyles and consist of physical activities as part of the curriculum.
- Physical activity will not be used as a form of discipline or punishment.
- Physical activity and promotion information will be shared with parents and the community.
- The Academy shall encourage parents and the community to support physical activity, to be physically active role models, and to include physical activity at events.

#### Other Academy Based Activities

- Academy based activities shall promote student wellness and, if appropriate, shall encourage nutrition and physical education.
- Nutrition shall be considered when planning school-based activities such as classroom snacks, fundraisers, etc.
- The Academy will provide students with a clean and safe environment and adequate time for eating meals.

#### Nutrition Guidelines

- In accordance with the Academy's Food Standards Policy, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages sold in the Academy.
- Any food provided outside of the food service program, but not sold during the school day on the Academy premises, shall align with the goals and standards stated in this Wellness Policy.
- Marketing of foods and beverages at the Academy during the school day shall be limited to those foods and beverages that meet the standards set forth in the Academy's Food Standard Policy. The Board reserves the right to further limit marketing of food and beverages.
- The food service program will provide all students affordable access to a variety of nutritious foods.

#### Implementation and Evaluation

- The HOS shall ensure that the Academy implements, complies with, and annually evaluates this Policy.
- The Academy will consult with administrators, board members, parents, students, community members, school health professionals, physical education teachers (if applicable), or representatives of the school food authority. The committee will be provided the opportunity to participate in the development, implementation,

periodic review, and update of the Policy. In developing or updating goals, the committee will review and consider evidence-based strategies and techniques.

- At least once every three (3) years, the Academy will measure the implementation of this Policy, focusing specifically on the extent to which the Academy has complied with the Policy, the extent to which the Policy compares to model local wellness policies, and the extent to which the Academy has progressed toward achieving its stated goals in the Policy. The Academy will create a written assessment for each periodic measurement that it will disseminate to students, their families, and other members of the community or post on its website. The Academy will make appropriate modifications to this Policy, if necessary, based on this assessment.
- At the start of each school year, the Academy will disseminate this Policy and information about its implementation to families of school children and other members of the community or post it on its website and will notify such individuals of changes to the Policy in the same manner.

### **EARLY DISMISSAL**

No student will be allowed to leave the Academy prior to dismissal time without a parent coming to the Academy office to request the release of and sign out the student. No student will be released to a person other than a parent or legal guardian (or name listed on emergency card) without a permission note signed by a parent or legal guardian. Students may be picked up from the front office prior to 2:45pm at CHS. After this time, students will only be released via normal dismissal and pickup procedures at the regular dismissal time, except in the case of a bona fide emergency. The Academy will not call students to the front office until the parent or guardian has arrived to sign out student for the day. We will make every effort to have a student ready and waiting within the classroom if a call is received just prior to pickup to make those arrangements.

### **LEAVING THE ACADEMY**

Students may not leave the Academy grounds without permission from office personnel. Before this can be granted, a written request from the parent must be presented. **STUDENTS MUST BE SIGNED OUT IN THE OFFICE BY A PARENT/GUARDIAN BEFORE LEAVING THE BUILDING DURING THE ACADEMY DAY AND/OR AFTER SCHOOL.** Students leaving the Academy without permission will be considered truant.

### **ARRIVAL AND DISMISSAL**

Students of the high school campus may arrive as early as 7:15am and are released to their classrooms at 7:40am. During morning drop off or afternoon pickup, we ask that parents follow Academy procedures closely to protect all students. Please refer to the Arrival and Dismissal Procedures Map on page 16 of this handbook to ensure that you are entering and exiting our campus correctly. Students arriving after 7:50am will sign in at the office before going to class. Students are considered tardy if they arrive after 7:50am. Breakfast buyers may only purchase breakfast between 7:20-7:44am. Dismissal begins at 3:00pm and ends by 3:30pm. **PLEASE DO NOT USE CELL PHONES WHEN DROPPING OFF OR PICKING UP STUDENTS.**

## USE OF TELEPHONES

Under the advisement of the government of the state of Ohio, all schools must adopt/sharpen their technologies policies to limit student usage and dependance upon cellphones. As a result of these new regulations, Cornerstone High School will implement and enforce the following policies:

1. Students are not permitted to text or make calls on cell phones or the school telephone during regular school hours without the express permission of the HOS or staff. **ALL COMMUNICATION DURING SCHOOL HOURS SHOULD BE DONE VIA THE SCHOOL'S OFFICE PHONE.** In an effort to create a focused learning environment, and out of respect for both teachers and students, it is essential that all personal communications take place during breaks between classes, lunch time, etc., so that there is minimal disruption of the classroom. For this reason, **STUDENTS WILL NOT BE PULLED FROM CLASS FOR TELEPHONE CALLS.** Additionally, no telephone calls will be forwarded to the classrooms. Phone messages from parents/guardians to students may be given to the office staff, who will deliver the message to the student. If the message for the student is one of a sensitive nature, it can be delivered privately or directly by parents/guardians when the student is able to return their phone call.
2. **TEXT MESSAGING AND THE USE OF SOCIAL MEDIA IS STRICTLY PROHIBITED DURING SCHOOL HOURS.** Students are not allowed to use cell phones for any purpose during the school day without permission from the HOS. Any cell phone found out during the school day for any reason will be confiscated, unless the student has been granted permission for its use by the HOS. All confiscated cell phones will be kept in the school safe until picked up by the student's parent or guardian.

## STUDENT VALUABLES

Students are discouraged from bringing items of value to the Academy. Items such as jewelry, expensive clothing, electronic equipment, and the like are tempting targets for theft and extortion. The Academy cannot be held responsible for their safekeeping and will not be liable for loss or damage to personal valuables. Valuable classroom materials supplied by the school for student use (TI-84 calculators) will be stored in the school safe until needed.

## MONEY AND OTHER VALUABLES

If money is being sent to the Academy, parents should:

- Place the money in an envelope
- Include a note inside, stating the reason for the money being sent
- Write the teacher's name and the student's name on the outside of the envelope

We discourage parents from allowing children to bring large sums of money to the Academy. We no longer allow breakfast/lunch money to be brought to school by students. Rather, money can be deposited online via EZ-Pay (see school website) or dropped off at the front office by a parent/guardian, where a receipt will be provided.

**Students are not allowed** to bring valuable equipment such as tablets, drones, wireless earbuds/Airpods/Beats, Bluetooth speakers/games/devices, Smart glasses, Apple/Smart watches, Oculus/VR headsets and/or equipment unless there is a special occasion AND prior permission has been granted by the teacher and parent/guardian. If such items are brought to the Academy, they will be confiscated and a parent/guardian will be required to pick the item(s) up.

## **LOST AND FOUND**

A lost and found area is located near the main office. Students may check for lost items. Parents are invited to come and check for lost items. Lost items or valuables found in or around the Academy should be turned in to the office. Parents are asked to mark each child's coats, sweaters, hats, boots, backpacks, and lunch boxes for identification. Unclaimed items will be donated to charity at the end of each month.

## **FIRE AND TORNADO DRILLS**

The Academy has a Multi-Hazard Plan in place and practices all necessary drills, such as fire and tornado, in compliance with State regulations and laws.

The Academy complies with all fire safety laws and will conduct fire drills in accordance with state law. Tornado drills will be conducted during the tornado season using the procedures provided by the State. Specific instructions on how to proceed will be provided to students by their teachers, who will be responsible for safe, prompt, and orderly evacuation of the building.

## **EMERGENCY CLOSINGS AND DELAYS**

If the Academy must be closed because of inclement weather, it will be announced via local radio/television stations and listed specifically under **CORNERSTONE ACADEMY**. The Academy will also issue alerts via SchoolMessenger to all contact email addresses and telephone numbers provided during registration.

Parents and students are responsible for knowing about emergency closings. If transportation is provided to you by a district that calls a delay, operating hours for the Academy will remain unchanged. The Academy day will begin at the regular time of 7:45am. The Academy will not delay the start of school for any reason.

There may be some emergency instances which will require the Academy to be closed early. **IT IS EXTREMELY IMPORTANT THAT PARENTS DISCUSS WITH THEIR CHILD THE EMERGENCY PROCEDURES THEY SHOULD FOLLOW IN THE EVENT THE ACADEMY IS CLOSED EARLY.**

## **STUDENT PICTURES**

Families may purchase student pictures each year. Students will have their individual pictures taken early in the school year. Specific information about the procedure and purchase of pictures will be sent home prior to picture day. Specific times for pictures will be established.

## **CLASSROOM EVENTS**

Teachers may enlist the aid of parents with plans and/or treats for events in their classrooms. Watch for information from your child's teacher. The dates and times of these events will be determined at the building level. Please contact the teacher first before sending any treats to the Academy.

## **FOOD DELIVERIES**

Food ordered and delivered to the school from a restaurant must be completed by the student's guardian, and communicated to school administration within 24 hours for approval. This is to ensure that school personnel are aware of all potential visitors to the campus so safety protocols can be efficient. Students are NOT permitted to place food orders to the school AT ANY TIME.

Cornerstone High School reserves the right to deny delivery of any food to the school when these protocols have not been followed. Cornerstone High School will not be held liable for payment of any fees for the denial of this delivery.

## **STUDENT SALES**

**No student is permitted to sell any item or service in the Academy without the approval of the HOS.**

Violation of this policy may lead to disciplinary action. For example, trading or selling of the following items is not allowed: cell phones, toys, dolls, trading cards, and other spare-time items. Students are also prohibited from selling food or drinks of any kind from their lockers or bookbags. These items or others like them shall not be brought to the Academy unless a teacher or the HOS has given specific permission for them. All items brought by a student with an intent to sell without following these protocols will be confiscated by the staff.

## **ADVERTISING OUTSIDE ACTIVITIES**

No announcements or posting of outside activities will be permitted without the approval of the HOS. A minimum of twenty-four (24) hours' notice is required to ensure that the HOS has the opportunity to review the announcement or posting.

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## **SECTION II – ACADEMICS**

### **STUDENT ASSESSMENT**

Progress is only truly known when it is appropriately gathered, tracked, and analyzed. The following systems are used to assess student learning at CHS. When these tools are implemented effectively, the data from each provides an accurate picture of student mastery, and any needs for remediation and intervention.

### **WRITTEN EXPRESSION IS A MUST**

Each Annex student receives daily instruction on the use of the VWE and RAGES graphic organizers. These tools help students to dissect extended response and essay questions, and develop answers that address each part of the question.

### **THE VWE GRAPHIC ORGANIZER**

<b><u>V</u>erb</b>	First action word found in the prompt.	Second action word Found in the prompt. <b>(If more than 1)</b>
<b><u>W</u>hat?</b>	What does the first action word tell you to do?	What does the second action word tell you to do?
<b><u>E</u>vidence</b>	List the evidence you found to support your answer.	List the evidence you found to support your answer.

### **THE RAGES GRAPHIC ORGANIZER**

**Restate the question**—Restate what the question is asking about or focused on.

**AnsWER the question**—State your answer to the question(s).

**Give evidence**—Cite each piece of evidence you listed in the VWE to support your answer.

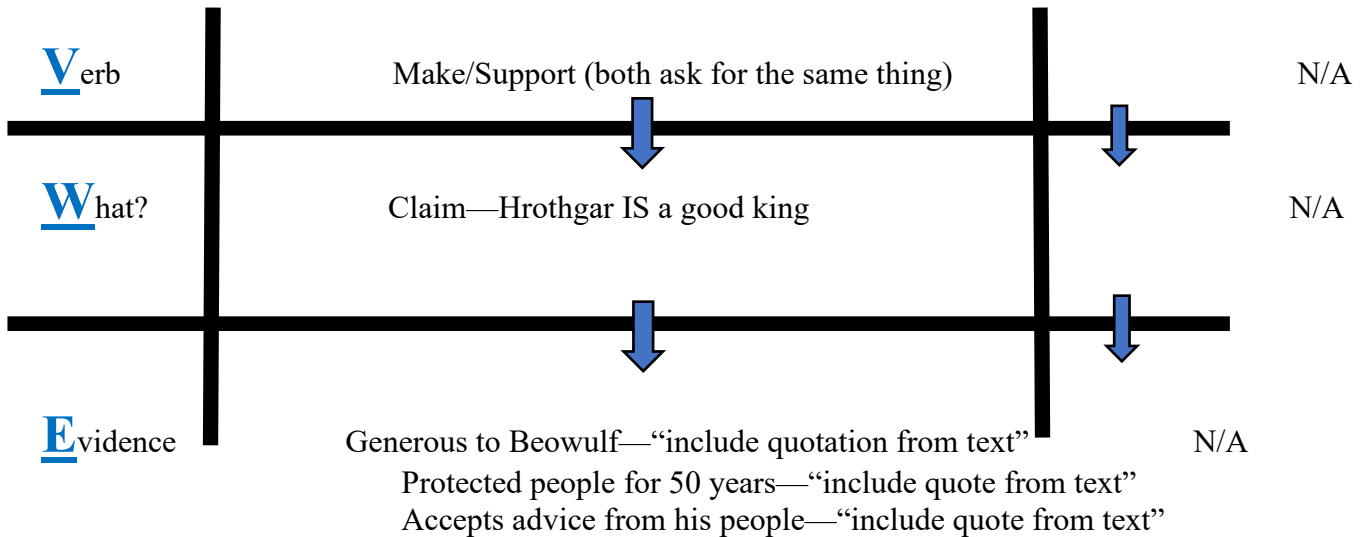
**Explain the evidence**—Explain how each piece of evidence proves or supports your answer.

**State your conclusion**—State a conclusion that summarizes your answer.

**HOW TO USE THE VWE & RAGES:**

**1. The first step a student makes is breaking down the prompt using the VWE graphic organizer.**

Prompt: In *Beowulf*, the poet tells the audience that Hrothgar “was a good king.” Make and support a claim about whether or not you believe this statement to be true. Your response must be based on ideas and information found in the poem.



**2. The second step a student makes is using the information from their completed VWE to compose a written response following the RAGES graphic organizer.**

(R) When it comes to the poem *Beowulf*, people can debate as to whether Hrothgar may be viewed as a good king or not. (A) In looking at the poem, there is a lot of evidence to support the idea that Hrothgar is, in fact, a good king. (G) Hrothgar is very generous to his people, providing them with food and entertainment in Heorot, and distributing treasure to Beowulf after his victory over Grendel and Grendel’s mother. The poet states that Hrothgar “offered to Beowulf a golden standard, as reward for the victory, a banner embossed, burnie and helmet.” (E) The Anglo-Saxons viewed generosity as an essential characteristic of a good king. (G) Although he was unable to fight Grendel himself because of his old age, Hrothgar had reigned over the Scyldings for 50 years. In the poem, Hrothgar tells Beowulf, “the Danes a half-century I held under heaven, helped them in struggles.” (E) This proves that he was a good king because he protected his people and kept them safe from enemies for many decades. (G) Finally, Hrothgar listens to the advice of Wulfgar, the door guardian, when he tells Hrothgar to admit Beowulf, saying, “Do not refuse them your answer, gracious Hrothgar!” He also listens to Beowulf’s advice when Beowulf asks Hrothgar to allow him to defend Heorot against Grendel. (E) The Anglo-Saxons believed that good leaders listened to the advice of their counselors and didn’t make decisions entirely on their own. (S) Because Hrothgar is generous, reigns for 50 years, and accepts advice, he can be viewed as a good king.

**VWE CONTESTS**

At the end of every quarter, the whole school will compete in a four-day contest. Each teacher will create an extended response question for each subject and grade level they teach. Each day of the week will focus on a different core subject (ELA, Math, Science, Social Studies) where students will complete their teacher’s ERQ. Teachers grade the ERQs by Friday, and report each classroom’s PI to administration. At the end of the week,

administration will decide which subject's ERQs will be used to judge the contest. The homeroom that has the highest PI wins a pizza party. The highest achieving student from this winning homeroom receives a gift card. ***Students must correctly complete a VWE for the ERQ before their answers will be considered.***

## **OTHER ASSESSMENTS**

### **Short-cycle assessments (Scrimmages)**

All staff members receive ample professional development on the creation of short-cycle assessments. These assessments are formatted to match OSTs and are composed of 4 multiple choice, 1 extended response, and 1 essay question. These are completed every two or three weeks to offer a snapshot of student understanding. All results are tracked, and available for parents. **These assessments are the primary tools used to determine student academic success and level of mastery.**

### **OSTs**

State achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. We use this data to assess our ability to prepare students for success in their future grade level, and to make decisions to improve our practices. This data is also used by the state to compare the performance of our school to other schools in the area.

### **Midterm & End of Course Exams**

Student grades at CHS are divided into semester grading periods. These semesters are composed of two parts: 80% student work, homework, quizzes and tests; 20% midterm assessment. End of Course exams are only taken at the end of the second semester of study, and are 20% of the second semester grade.

Midterms & EOC exams are **NOT** able to be taken before their assigned week of administration. Students will only be allowed to make-up a missed midterm/EOC exams with a valid medical excuse. Students that miss a midterm/EOC exam due to vacation will not make-up their midterms. Their grades will be finalized based on their earned marks for the term, and will be excused from their exams. This could be detrimental to their final grades if their marks for the term are not at a passing average.

### **Online Supplemental Assessments**

Teachers use two online programs to provide supplemental progressive assessment of student learning. iReady, Restart Readiness and IXL Math are used to enhance student learning in all core subjects and offer assistance to teachers in the creation of short-cycle assessments.

### **AASCD**

Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is designed to allow students with significant cognitive disabilities to demonstrate their knowledge and skills on an appropriately rigorous assessment.

## GRADING

Cornerstone High School introduces a 4.0 GPA scale into student performance summaries. A student's GPA (grade point average) is calculated by dividing the number of points a student has earned from their grades by the number of overall grades in the semester. This calculation is included on student report cards and transcripts, and is often requested by colleges to complete the application process.

### Grading scale:

Grade	Scale%	GPA
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	Below 60	0.00

## GRADING PERIODS

Student grading periods are divided into two semesters of reporting. The end of quarter 1 serves as the interim period for semester 1, and the end of quarter 3 as interim period for semester 2. **Report cards are sent out at the end of each year only.** Each student and parent is granted access to PowerSchool at the beginning of each year. We encourage you to use this access to stay up to date on all academic progress. A formal transcript may be requested in writing at any time via the school office; however, please allow up to 2 business days to process requests.

Semester 1 (S1) is divided into two portions:

- Term 1 (T1) = 80% of semester grade. This includes all classwork, homework, Scrimmages, and projects for the semester.
- Exam 1 (E1) = 20% of semester grade. This grade comes from the midterm given at the end of the semester.

Semester 2 (S2) is also divided into two portions:

- Term 2 (T2) = 80% of semester grade. This includes all classwork, homework, Scrimmages, and projects for the semester.
- Exam 2 (E2) = 20% of the semester grade. This grade comes from the End of Course exam grade given at the end of the year.

Year 1 (Y) = The cumulative grade for the course. This is a combined average of all grades from semester 1 and semester 2.

## PARENT/TEACHER CONFERENCES:

Formal parent/teacher conferences are scheduled in the fall and spring each year. The school's calendar will list the exact dates. All conferences on these formal days are arranged by staff to schedule appointments for students with the highest level of academic/behavioral concerns first. Parents are welcome to request a conference during these formal conference days, but due to space, first priority will be given to the students with the highest level of academic or behavioral concerns. If a request to meet on one of the formal conference days is not possible, the teachers and staff will offer alternative dates and times for a conference.

## **PROMOTION, PLACEMENT, AND RETENTION**

Many factors are taken into consideration when a student is promoted to the next level or retained at their current grade level. Each child is treated as an individual case and will be given individual consideration. The *Academy does not endorse social promotion*. The teachers are to confer with the HOS concerning all retentions. Parents are to be notified of possible retention in writing near the end or directly after the third ten-week grading period.

A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the HOS and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

The Academy may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment. However, the Academy will not utilize a student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a student's promotion to a higher grade level, except that the Academy may use a student's failure to attain a score in at least the basic range on certain state assessments as a factor in deciding to deny a student's promotion.

A final decision to retain a student will be made no later than one week before the Academy year ends, and parents will be notified in writing. Teachers will arrange conferences with the parent to explain the benefits of retention and the probable effect it will have on the student's educational growth. The HOS will be available to discuss the reasons for promotion or retention of any student.

## **HOMEWORK**

The assignment of homework should be expected as practice of covered material. Student grades will reflect their effort toward completion of all work, including outside assignments. It is the **student's** responsibility to complete and turn in homework assignments to the best of their ability. Homework is part of the student's preparation for the standardized tests and graduation.

## **COMPUTER TECHNOLOGY AND NETWORKS**

Before any student may enhance his/her Academy career through participation in the Academy's computer network, s/he and his/her parents must sign an agreement, which defines the conditions under which the student may participate. Failure to abide by all of the terms of the agreement may lead to termination of the student's computer account and possible disciplinary action consistent with the student Code of Conduct and referral to law enforcement authorities. The Academy retains the right to review and monitor computer equipment and networks, and users of Academy computer equipment or networks should have no expectation of privacy.

The use of the Network is a privilege, which may be revoked by the Academy at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software or the placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages. The Academy reserves the right to remove files, limit or deny access, and refer the student for other disciplinary actions.

All students and parents will be required to sign a copy of the Academy's policy on Technology and Internet Acceptable Use demonstrating agreement with its terms.

## **FIELD TRIPS**

Field trips are academic activities that are held off Academy grounds. Buses will transfer students to and from field trips. There are also other trips that are part of the Academy's co-curricular and extra-curricular programs. **No student may participate in any Academy-sponsored trip without written parental consent.**

Field trips are designed to extend curricular areas for our students. Parents/guardians may be asked to act as chaperone on a field trip. The role of a chaperone is to supervise students; therefore, **siblings are not allowed to accompany parents on any field trip.** Parents/guardians who wish to chaperone a school activity must be invited by the teacher, have a clear BCI/FBI background check from the current year, and be approved by the HOS.

Students whose behaviors present safety concerns may be excluded from participation in a field trip.

## COURSE CATALOG 2025-2026

### Parental Notification of Ohio Core Curriculum Requirements

The Academy has numerous resources available to assist your child in progressing towards meeting Ohio high school graduation requirements, including offering additional instructional and support services as needed. However, your child's failure to complete curriculum requirements may result in your child's ineligibility to enroll in most Ohio state universities without additional coursework.

Graduating and earning a high school diploma is important to your child's future. Please know that the Academy hopes for the success of each of its students throughout the process of earning a diploma. Should you have any questions or concerns, or would like additional details regarding the specific course components of each credit requirement, please do not hesitate to contact the HOS.

#### **GRADUATION REQUIREMENTS:**

*Students must successfully earn a minimum of 20 credits to graduate and must take required Ohio State End-of-Course examinations. Graduation requirements include:*

- **English Language Arts:** 4 credits (ELA 1, ELA 2\*, ELA Electives)
- **Math:** 4 credits (including Algebra 1\*, Geometry\*, Algebra 2, Algebra 2 Part 1 & 2, and Pre-Calculus)
- **Science:** 3 credits (including Physical Science, Biology\*, and an advanced science, like Chemistry and Physics or Environmental Science)
- **Social Studies:** 3 credits (including U.S. History\*, Modern World History, and American Government\*)
- **Physical Education:** 0.5 credit
- **Health:** 0.5 credit
- **Financial Math:** 0.5 credit
- **Fine Arts:** 1 credit
- **Additional Electives:** 4 credits (courses may be from any subject and are chosen by the student from the courses available)
- **Take Required Ohio End-of-Course tests** (subjects that require EOC tests denoted by an \* above)
- **Demonstrate Competency:** this is done by taking and passing *BOTH* the Algebra I and the ELA II state tests with a score of 684 or higher. Students who fail to achieve the competency score will be remediated and tested a second time. Students who do not meet competency on their second attempt will have to choose an Alternative Pathway for demonstrating competency. Please see below.
- **Demonstrate Readiness by Earning a Minimum of Two Diploma Seals** (at least one of which must be a state-defined seal). Please see below.

College Credit Plus courses may be used to fulfill any of these graduation requirements (as dual credit), provided that the CCP course selected by the student meets the content requirement of the high school course it is replacing. CCP Students are still required to take and pass EOCs in both Algebra I and ELA II, per Ohio Department of Education requirement. To ensure that graduation requirements are being met while the student is taking CCP, students and parents are encouraged to check in regularly with the CCP Coordinator for Cornerstone.

## **Alternative Pathways for Demonstrating Competency**

Students must earn a competency score of 684 or higher on the Algebra I and ELA II End-of-Course tests administered by the state of Ohio. Any student who fails to meet the competency score on their second attempt will have to meet competency through ONE (1) of the following alternative pathways:

- **Demonstrate two of the following career-focused activities through a Career-Tech program:**
  - Earn a cumulative score of proficient or higher on 3 or more WebXams in a single career pathway
  - Earn a 12-point industry credential
  - Receive a pre-apprenticeship or acceptance into an approved apprenticeship program registered with the Ohio State Apprenticeship Council
  - Participate in work-based learning
  - Earn the required score on WorkKeys
  - Earn the OhioMeansJobs Readiness Seal
  
- **Enlist in the Military**
  - Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.
  
- **Complete College Coursework**
  - Earn credit for one college-level math and/or college-level English course through Ohio's College Credit Plus program.
  
- **Receive Remediation-Free Scores in Math and/or English on either the ACT or the SAT**
  - **To demonstrate Competency in English**
    - Achieve a score of 18 in English AND a 22 in Reading on the ACT, or
    - Achieve a score of 480 on Evidence-Based Reading and Writing on the SAT
  - **To demonstrate Competency in Math**
    - Achieve a score of 22 in Math on the ACT
    - Achieve a score of 530 in Math on the SAT

Students with individualized education programs (IEPs) may be excused from meeting the competency score requirements but must still attempt both the Algebra I and ELA II end-of-course exams TWICE before that exemption may occur.

## **Demonstration of Readiness Requirements for Graduation**

Students must demonstrate readiness by earning at least two diploma seals, one of which must be state defined. Each seal has multiple means by which a student may earn it; please read all of the options below each seal carefully and speak with an administrator if you have any questions.

### **State-Defined Diploma Seals**

- **Citizenship Seal**
  - Students must complete one of the following:
    - Score a Proficient or higher on BOTH the American History AND the American Government end-of-course exams administered by the state.

- Earn final course grades of “B” or higher in BOTH an American History AND an American Government course.
  - Earn final course grades of “B” or higher in CCP courses in BOTH American History AND American Government.
- **Science Seal**
  - Students must complete one of the following:
    - Score a Proficient or higher on the Biology end-of-of course exam administered by the state.
    - Earn a final course grade that is equivalent to a “B” or higher in an Advanced Science course.
    - Earn a “B” or higher in a College Credit Plus science course.
- **College-Ready Seal**
  - Receive Remediation-Free Scores in Math and/or English on either the ACT or the SAT
    - ACT: 18 in English; 22 Reading; 22 Math
    - SAT: 480 Evidence-Based Reading and Writing; 530 Math
- **Honors Diploma Seal**
  - Students must meet **all but one** of the following criteria for the Honors Diploma (but must also meet the minimum state and local number of units required for graduation):
    - Math: 4 units
    - Science: 4 units, including 2 units of advanced science
    - Social Studies: 4 units
    - GPA: 3.5 on a 4.0 scale
    - ACT: Score of 27 or higher **OR** SAT: Score of 1280 or higher
    - Fine Arts: 1 unit
    - World Languages: 3 units of one world language, or no less than 2 units of each of two world languages studied
- **Military Enlistment Seal**
  - Students must complete one of the following:
    - Show evidence of enlistment in a branch of the armed services; or
    - Participate in a junior reserve officer training corps (JROTC) program for at least two school years
- **Technology Seal**
  - Students must satisfy at least one of the requirements below:
    - Earn a “B” or higher in an appropriate College Credit Plus technology course; or
    - Complete a technology course that meets criteria established by the Ohio Department of Education. (Cornerstone has courses that meet the criteria.)
- **Industry-Recognized Credential Seal**
  - Students must do one of the following:
    - Earn a 12-point industry-recognized credential; or

- Earn a group of credentials totaling 12 points in a single career field; or
  - Obtain a state-issued license for practice in a vocation that requires an examination.
- **OhioMeansJobs-Readiness Seal**
    - Students must satisfy each of the following:
      - Demonstrate proficiency in each of 14 identified professional skills;
      - Use the OhioMeansJobs-Readiness Seal form to record demonstration of each professional skill; and
      - Work with a mentor to validate demonstration of each skill across at least two of the following three environments: 1. School, 2. Work, and 3. Community.
  - **Seal of Biliteracy**
    - Students must demonstrate high levels of proficiency in English and at least one other language. A school or district gives this award by following state-established guidelines. There are many steps to proving a student’s fluency in both English and another language, so please meet with school administration to learn more about these requirements, as the process is lengthy.

**Locally-Defined Diploma Seals**

- **Community Service Seal**
  - Students must perform a school-approved community service project or, beginning in 9<sup>th</sup> grade, perform **sixty** (60) hours of unpaid community service over **four** (4) years with a charitable non-profit organization. All projects must be validated by documented hours with supporting documentation, and supervisor verification and evaluation. Students may submit multiple community service experiences to reach the total of **sixty** (60) hours. Community service forms can be found in the Main Office.
- **Fine and Performing Arts Seal**
  - Students must complete ONE (1) of the following:
    - Participation in **two** (2) full years of school sponsored marching band;
    - Earn two (2) full units of high school credit from courses in Fine or Performing Arts with an average grade of “C” or better; or
    - Earn a grade of “B” or better in any two (2) Visual or Performing Arts courses taken through College Credit Plus.
- **Student Engagement Seal**
  - Students must participate in at least TWO (2) of the following, in any combination, and have the activities validated by documented hours as verified by a coach/faculty advisor:
    - Completion of one (1) athletic season of any school sponsored team; or
    - Completion of thirty (30) hours per year of participation in any school sponsored club, including student government.

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## ***English Department***

### ***English Language Arts I: 1 Credit***

English Language Arts instruction addresses the content and skills of Ohio’s Academic Content Standards for English Language Arts. Instruction is based on the benchmarks for grades 9-10 and grade level indicators for grade nine. Students will read a variety of texts for different purposes, including novels, short stories, informational texts, and historical documents; utilize the writing process; write for different purposes and different audiences; study and apply standard English grammar rules for writing; learn techniques for growing their vocabulary; apply what they’ve learned from what they’ve read to the modern world; and discuss real-world issues, using appropriate form to communicate their opinions and continue to use effective communication techniques, supporting those opinions with evidence to expand their critical thinking skills.

### ***English Language Arts II: 1 Credit***

English Language Arts II follows the content and skills of Ohio’s Academic Content Standards for English Language Arts and focuses on higher order thinking about novels, nonfiction works, short stories, poems, and plays. Literary analysis is emphasized and evaluated through numerous narrative, argumentative, and informational compositions; in-class essays; and projects. This course focuses on 10<sup>th</sup> grade grammar, core competencies, and preparation for state testing in vocabulary and writing. *The Ohio State End-of-Course Exam will be administered at the end of this course.*

### ***American Literature I and II: each 0.5 Credit***

Each of these upper-level ELA topics courses utilize the scaffolded standards and advanced literary/writing processes for grades 11 and 12 for English Language Arts in Ohio to study literature written in the United States. American Literature I will focus on literature written from the colonization of North America through to the advent of the Civil War. American Literature II will examine more modern literature, beginning with texts produced during the Civil War and proceeding through 20<sup>th</sup> and 21<sup>st</sup> century American works. Students will read, analyze, and interpret significant literary works produced by American authors within their social, cultural, and historical contexts. ***Prerequisites: Successful completion of ELA I and ELA II or permission of the instructor.***

### ***British Literature I and II: each 0.5 Credit***

Each of these upper-level ELA topics courses utilize the scaffolded standards and advanced literary/writing processes for grades 11 and 12 for English Language Arts in Ohio to study literature written in the British Isles (England, Scotland, Wales, and Ireland). British Literature I will focus on literature written the medieval period in England up to approximately 1800. British Literature II will examine more modern literature, beginning with works produced during the 19<sup>th</sup> century and proceeding through 20<sup>th</sup> and 21<sup>st</sup> century British texts. Students will read, analyze, and interpret significant literary works produced by British authors within their social, cultural, and historical contexts. ***Prerequisites: Successful completion of ELA I and ELA II or permission of the instructor.***

### ***Creative Writing: 0.5 Credit***

This upper-level ELA Creative Writing course will focus on techniques for crafting and developing creative prose in varying formats, exploring imaginative uses of language through fiction, poetry, lyrical music, short story, literary nonfiction, vignette, and novellas. This course will emphasize the crucial development of setting, theme, plot, character development, and conflict in a student’s creative craft, utilizing their unique style and voice in their chosen subject matter. ***Prerequisites: Successful completion of ELA I and ELA II or permission of the instructor.***

### ***Drama: 0.5 Credit***

This upper-level ELA topics course utilizes the scaffolded standards and advanced literary/writing processes for grades 11 and 12 for English Language Arts in Ohio. In Drama, students will be introduced to the theatre, including theatrical elements and terminology related to the stage; however, the bulk of the course will be spent reading and analyzing plays from a wide variety of cultures, languages, and historical periods. Although students will not be expected to act in this course, they should be prepared to read aloud and engage in activities that allow them to consider the nuances of staging within a classroom environment. ***Prerequisites: Successful completion of ELA I and ELA II or permission of the instructor.***

### ***Literature to Film: 0.5 Credit***

This upper-level ELA topics course utilizes the scaffolded standards and advanced literary/writing processes for grades 11 and 12 for English Language Arts in Ohio. Students will read and analyze a selection of novels, short stories, and poems that have been adapted into film and other media, conducting in-depth comparative analyses of the written source material with the visual interpretation of literary techniques, including the limitations of the multimedia presentation of literary work. Students will closely examine the effectiveness of literature and film's portrayal of the human condition, as well as the universality of literary themes in the past and present. ***Prerequisites: Successful completion of ELA I and ELA II or permission of the instructor.***

### ***Science Fiction and Fantasy: 0.5 Credit***

Science Fiction and Fantasy is a Junior & Senior level, semester-long course that addresses the content and skills of Ohio's Academic Content Standards for English Language Arts in grades 11-12. Students will examine works of literary science fiction and fantasy from diverse authors and consider how those authors approach these genres in ways that push the boundaries of human intellect and imagination. Students will examine the historical and cultural contexts of these works, and engage in both analytic and creative writing in response to these texts. ***Prerequisites: Successful completion of ELA I and ELA II or permission of the instructor.***

### ***Journalism: 1 Credit***

This ELA course utilizes the scaffolded standards and advanced literary/writing processes for high school English Language Arts in Ohio. In this course, students will be responsible for researching and writing articles for both Cornerstone High School's newspaper, *The Gray Gazette*, and the school's yearbook. Students will study and analyze journalistic publications and programs as they find their own voices for making contributions to the school's publications. Additionally, students will have opportunities to learn about photography, graphic design, formatting, and software used to produce both the newspaper and the yearbook. ***Prerequisites: Grade of "B" or higher in prior ELA courses or permission of the instructor.***

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## ***Mathematics Department***

### ***Algebra I: 1 Credit***

This course will have an in-depth study of algebraic concepts and processes to represent and solve problems that involve variable quantities. It includes using and relating graphical and symbolic representations and techniques. Students will engage in methods for analyzing, solving, and modeling with these functions. Students will graph and interpret characteristics of functions and solve both algebraically and graphically. Students will reason with equations and inequalities, with a focus on modeling. *The Ohio State End-of-Course Exam will be administered at the end of this course.* ***A TI-84+ calculator is required for this course.***

### ***Algebra I Resource: 1 Credit***

Algebra I Workshop provides an opportunity for students to receive additional instructional support as they study and develop mathematical strategies that lead to understanding and success in the companion course, Algebra I. In addition, they work with their instructor to evaluate strengths and needs of foundational mathematical concepts and establish goals for mathematical growth. This course may be required of students who received a “C” or lower in 8<sup>th</sup> grade Math. *This course does not qualify as a math credit but will be counted as an elective credit. Prerequisites: Concurrent enrollment in Algebra I, teacher recommendation, Director of Academics review of student data.*

### ***Geometry: 1 Credit***

This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content. *The Ohio State End-of-Course Exam will be administered at the end of this course. A TI-84+ calculator is required for this course.*

### ***Geometry Resource: 1 Credit***

Geometry Workshop provides an opportunity for students to receive additional instructional support as they study and develop mathematical strategies that lead to understanding and success in the companion course, Geometry. In addition, they work with their instructor to evaluate strengths and needs of foundational mathematical concepts and establish goals for mathematical growth. This course may be required of students who received a “C” or lower in Algebra I. *This course does not qualify as a math credit but will be counted as an elective credit. Prerequisites: Concurrent enrollment in Geometry, teacher recommendation, Director of Academics review of student data.*

### ***Algebra 2: 1 Credit***

Building on their work with linear, quadratic, and exponential functions from Algebra I, students in this course extend their repertoire of functions to include polynomial, rational, radical, logarithmic, and trigonometric functions, and transformations of each of these. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using logarithms. Additionally, students discover data gathering techniques, data distributions, and make inferences from data within the statistical unit using the GAISE framework. *A TI-84+ calculator is required for this course. Prerequisites: Successful completion of Algebra I and Geometry.*

### ***Statistics and Probability: 1 Credit***

Fulfilling an Algebra II equivalency requirement for graduation credit, this course is designed to help students build on the conceptual knowledge and skills they mastered in previous mathematics courses in areas such as probability, data presentation and analysis, correlation, and regression. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions. Key concepts covered in this course are probability, probability distributions, descriptive statistics, inferential statistics, correlation and regression, and statistical research. *A TI-84+ calculator is required for this course. Prerequisites: Successful completion of Algebra I and Geometry.*

### ***Pre-Calculus: 1 Credit***

Pre-Calculus is for students who have passed Algebra 2. This course is aligned to the Ohio Math Learning Standards. Units in this course include Polynomial and Rational Functions, Exponential & Logarithmic Functions, Trigonometric Functions, Analytic Trigonometry, Vectors and Matrices, Conic Sections, Probability, and Discrete Mathematics. **A TI-84+ calculator is required for this course.** ***Prerequisite: Successful completion of Algebra II.***

### ***Consumer Math: 1 Credit***

This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management. ***Prerequisite: Successful completion of Statistics and Probability or Algebra II.***

### ***Financial Math: 0.5 Credit***

***This mandatory half-credit course specifically fulfills Ohio's Financial Literacy graduation requirement.*** This math course teaches students about real-world usages of math for their post-secondary life. Areas of study in Financial Math include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and renting vs. buying a home. The course will focus on learning the mathematics and formulas necessary while problem solving. *This course is reserved for Juniors and Seniors.* ***Prerequisites: Successful completion of Algebra I and Geometry.***

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## ***Science Department***

### ***Physical Science: 1 Credit***

This course includes the study of atoms, chemical reactions, physical properties, mixtures and solutions, laws of motion, forces, energy, waves, historical perspectives and emerging issues; processes within and on the Earth, Earth's history through geologic evidence, resources; relationship between technology and science; diversity of scientific investigations, scientific theories, scientific literacy, scientific conclusions, and modeling investigations.

### ***Biology: 1 Credit***

Biology means the study of life and in this course, phases of life from plants all the way up to human genetics. This course requires students to think critically about mechanisms that are introduced and apply them to novel situations. Students will be utilizing the scientific method and building their knowledge of biology through labs as well as projects and research papers. *The Ohio State End-of-Course Exam will be administered at the end of this course.*

### ***Chemistry: 1 Credit***

This year-long course will introduce students to the concepts and theories that are the foundation for all fields of science. Lectures will include the topics of atomic and molecular structure, periodic classification, chemical reactions, stoichiometry, acids and bases, pH and buffers, the behavior of solids, liquids, and gases, thermochemistry, kinetics, gas laws, electrochemistry, quantum theory, and electron configurations. Labs will

teach students standard laboratory methods by using experiments that are tailored to the topics from lectures. Continuous and vigilant safety procedures will be implemented in labs. Goggles, lab coats or aprons, and gloves are required for all laboratory sessions. **Prerequisites: Successful completion of both Physical Science and Biology.**

#### ***Physics: 1 Credit***

Physics is the study of the structures of matter and how the fundamental constituents of the universe interact. It studies objects ranging from the very small using quantum mechanics to the entire universe using general relativity. **Prerequisite: Successful completion of Biology.**

#### ***Human Anatomy and Physiology: 1 Credit***

This course comprises a systematic study in which students will examine human anatomy and physical functions, as well as homeostatic imbalances. Students will analyze descriptive results of abnormal physiology and evaluate clinical consequences, as well as gain a workable knowledge of medical terminology. Investigations are used to understand and explain the human body in a variety of investigative scenarios that can incorporate evolutionary concepts, scientific reasoning, comparative analysis, communication skills and real-world applications. **Prerequisite: Successful completion of Biology.**

#### ***Entomology: 0.5 Credit***

This semester-long course will introduce the incredible biological diversity represented by insects, the largest group of animals. Lectures will cover the basic biology, development, reproduction, behavior, evolution, classification, and ecology of insects and their relatives in the phylum Arthropoda. Labs will teach students the major patterns among different orders of insects and develop students' abilities to identify various insects. Creating a personal insect collection is a required part of the course. **Prerequisite: Successful completion of Biology.**

#### ***Forensic Science: 0.5 Credit***

This course explores the riveting job of crime scene analysis, teaching the techniques and practices applied during a crime scene investigation, including how clues and data are recorded and preserved. Students will delve into the science of forensics and the basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, fingerprinting, and forensic anthropology. Discover how technology is applied to make discoveries and bring criminals to justice. **Prerequisite: Successful completion of Biology.**

#### ***Plant Biology: 0.5 Credit***

This semester-long course is an in-depth study of plants. Students will study the identification, growth, and management of a wide variety of plants. Plant growth and development, soils and growing media, plant propagation, and the use of growth regulators and chemicals will be taught in the classroom, as well as in a hands-on manner. Students should expect to learn not only about plants native to Ohio's outdoors, but also about common house plants and how best to care for them.

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## ***Social Studies Department***

#### ***World History I: The Developing World: 0.5 Credit***

This course is a survey of Modern World History and Integrated Human/Physical Geography from the beginning of the Scientific Revolution and Enlightenment all the way through Revolutions and Imperialism

(1650-1900). Students will learn about the socio-economic, political, and ideological conditions of various time periods as they study historical events leading up to modern wars.

***World History II: Modern Wars: 0.5 Credit***

This course survey covers modern wars from 1900 to the present. Students will learn about political, social, and ideological conditions that led to our world's greatest modern conflicts and humanitarian crises—including (but not limited to) World War I, World War II, the Holocaust, Cold Wars, the Rwandan Genocide, Middle Eastern conflict, OPEC wars, and Apartheid.

***American History: 1 Credit***

This course covers the years of 1865 to the present. Students will study the life of Native Americans, the Industrial Nation, Imperialism, the Great Depression, the US involvement in WWI and WWII, the Civil Rights movement, and Vietnam and the Cold War. *The Ohio State End-of-Course Exam will be administered at the end of this course.*

***American Government: 1 Credit***

This course teaches students about how the American people govern themselves at national, state, and local levels, following Ohio's content Standards. Students will learn about civic involvement and participation, the U.S. Constitution, the structure and function of the federal government, and public policy. Students can also impact issues addressed by local governments through service learning and individual projects. *The Ohio State End-of-Course Exam will be administered at the end of this course. Prerequisites: Successful completion of American History and World History I or II.*

***World Geography: 0.5 Credit***

World Geography explores themes of geography which may include analyzing the earth's processes and how those processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts across the globe. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.

***American Civil War: 0.5 Credit***

In this course, students will be provided with an overview of the causes, nature, outcomes, and significance of America's deadliest war—the Civil War. We will examine the concepts, major battles, and figures of the war from the Battle of Fort Sumter in 1861 to the surrender at Appomattox Courthouse in 1865. ***Prerequisites: Successful completion of American History and World History I and II.***

***U.S. Military History: 0.5 Credit***

In this course, students will be provided with an overview of American military history and examine the causes, nature, outcomes, and significance of major wars and related issues. We will examine the concepts, events, leaders, and outcomes of American military history from the American Revolution to the present. ***Prerequisites: Successful completion of World History I and II.***

***Introduction to Sociology: 0.5 Credit***

This introductory course examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around

social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective. *Course only open to 11<sup>th</sup> and 12<sup>th</sup> grade students.*

***Introduction to Psychology: 0.5 Credit***

This upper-level elective Social Studies course introduces students to the fundamental concepts and theories of psychology, the science of the mind and study of human behavior. The course provides an in-depth excursion into psychological research, including biological bases of our own behavior, learning and memory, sensation and perception, cognitive development, language acquisition, personality, and social influences on behavior. *Course only open to 11<sup>th</sup> and 12<sup>th</sup> grade students.*

***Architectural History I and II: each 0.5 Credit***

In this course, students will examine the development of buildings and structures made by humans through the course of history. Architectural History I will focus on a survey of architectural and structural forms from the Neolithic age through the European Gothic period (10,000 BCE to 1450 CE). Other areas of study will include the contemporaneous architectural styles of Asia, Africa and North and South America. Architectural History II will bring the survey of architecture up to the 1980s and will also touch upon midwestern, specifically Ohio, vernacular architecture. *These courses may be used to fulfill either a social science or a fine art requirement. Prerequisites: Successful completion of World History I and II, or permission of the instructor.*

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## ***Physical Education & Health Department***

***Health: 0.5 Credit***

This course is required for graduation Upon the successful completion of this course, students will be able to understand the functioning of their bodies and the importance of making wise decisions to protect their health and well-being. Students will be able to base present and future decisions on topics such as drugs, alcohol, sexual relationships, diet and exercise, upon knowledge of current facts rather than upon hearsay from friends and media. Additionally, students will be presents with the full Infant, Child and Adult CPR and First Aid curriculum which will prepare them for certification. *This course is required for graduation and can count as a high school credit for 8<sup>th</sup> graders taking it.*

***Physical Education I: 0.25 Credit (Semester-long Course)***

This will be a comprehensive course which will incorporate fundamental motor skills, body control and balance, physical fitness, leisure sports and game skills, cognitive skills, and stress management skills. *Two semesters of Physical Education are required for graduation. This course is a prerequisite for all future PE courses.*

***Physical Education II: 0.25 Credit (Semester-long Course)***

This is the second half of the comprehensive course in physical education, which incorporates fundamental motor skills, body control and balance, physical fitness, leisure sports and game skills, cognitive skills, and stress management skills. *Two semesters of Physical Education are required for graduation. Prerequisite: Successful completion of PE I*

### ***Physical Conditioning I: 0.25 Credit (Semester-long Course)***

The purpose of Physical Conditioning is to provide students with the knowledge, skills, and practices to maintain lifelong wellness. Students taking this course will engage in activities and exercises that promote improvements in their total body strength and endurance, cardiovascular health and capacity, and mobility and flexibility. *Two semesters of Physical Education are required for graduation. Prerequisite: Successful completion of PE I*

### ***Physical Conditioning II: 0.25 Credit (Semester-long Course)***

The purpose of Physical Conditioning is to provide students with the knowledge, skills, and practices to maintain lifelong wellness. In Physical Condition II, students will continue to engage in activities and exercises that promote improvements in their total body strength and endurance, cardiovascular health and capacity, and mobility and flexibility. *Two semesters of Physical Education are required for graduation. Prerequisite: Successful completion of Physical Conditioning I*

### ***Yoga: 0.25 Credit (Semester-long Course)***

In this course students will learn practical life skills through the use of introspective yoga, breathing techniques, and mindfulness themes. Students will discover what it means to establish balance on and off the mat, create strength, and build endurance. They will come to understand first-hand the relationship between stress and attention as their ability to focus improves and their stress levels decline. *Two semesters of Physical Education are required for graduation. Prerequisite: Successful completion of PE I. Registration priority will be given to upperclassmen.*

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## ***Computer Science Department***

### ***Computer Science Discoveries: 0.5 Credit***

A semester-long course offered both semesters, Computer Science Discoveries is a high school level course offering a more in-depth look into the world of computer science. This course will cover topics such as problem solving and computing, web development, interactive animations, and gaming. Students will create apps, websites, and interactive programs. Students will become familiar with the programming concepts and the design process computer scientists use daily.

### ***Video Game Design: 0.5 Credit***

Video game design is a course that will engage you with project-based learning and get you excited about computer programming! You will go from simple “drag-n-drop” programming to writing code. The course also covers the basic math & physics concepts used in game development and how the engineering design cycle is used to design games and to solve problems.

### ***Principles of IT: 0.5 Credit***

Ready to develop your understanding and proficiency in computers? Explore a range of concepts to gain the foundational knowledge you'll need to start exploring careers in this field to find out which ones suit your interests and abilities. Learn about computer hardware and maintenance to data management and storage options to network systems, administration, and troubleshooting. Then dive into word processing, spreadsheets, and databases to cement your knowledge of information technology! This is a fast-paced course and beginning course of the CTE pathway.

### ***Robotics: 1 Credit***

Robotics is a year-long course designed for students to engage in the future. In this course students will be learning about, designing, building, programming, rebuilding, and reprogramming a real table-top robotic vehicle. Activities are structured around iterative, Engineering processes, real-world applications, and opportunities for students to build teamwork and collaboration skills. Students will get hands-on, minds-on engagements that encourages students to design creative solutions and innovate through experimentation. This course is centered around competition games, where students will apply their learning, use the Engineering process, and collaborate with teammates to compete in classroom competitions. There will only be one section of Robotics, capped at 20 students, open to all grades. ***Prerequisite: Must have earned a grade of “B” or higher in Algebra and Physical Science, or with permission of the instructor.***

### **Advanced Computer Programming: 1 Credit**

Computer Science Programming introduces students to software engineering and object-oriented programming and design using the Java programming language. This curriculum covers a broad range of topics, including the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. This course is generally reserved for students in 11<sup>th</sup> and 12<sup>th</sup> grades, or any student who otherwise meets the requirements for the course. ***Prerequisite: Must have earned a grade of “B” or higher in Geometry, or with permission of the instructor.***

## ***Fine Arts Department***

### ***Art Courses***

#### ***Art I: 0.5 Credit***

This introductory level course will prepare students for further high school art experiences. Become familiar with the art studios at Cornerstone while you dabble and delve into different art making techniques, styles, and approaches. This course will introduce methods of art criticism and aesthetic valuing while exploring cultural and personal influences on art. Your main tools for this class will be a sketchbook/visual journal, your imagination, and your willingness to try new things. *This course meets half of the Fine Arts graduation requirement.*

#### ***Art II: 0.5 Credit***

This course expands upon the information, styles, and techniques learned in Art I. Students will continue to explore various media and methods of art production, engage in thoughtful and constructive peer review and critiques, and will continue to learn more about art history and styles of art produced across cultures and continents. Your main tools for this class will be a sketchbook/visual journal, your imagination, and your willingness to try new things. *This course meets half of the Fine Arts graduation requirement.*

#### ***Drawing I: 0.5 Credit***

If you like visual art and want to get better, this is the class for you! This course will further develop the topics and principles introduced in the Art I course with an emphasis on drawing techniques and mediums. This course offers exposure to a wide range of art concerns, including drawing, color theory, and composition. You will complete this course with an understanding of many processes and modes of working and will be ready and inspired to take next-level visual arts classes. This course meets half of the Fine Arts graduation requirement.

### ***Drawing II: 0.5 Credit***

This upper-level course provides an opportunity for students to expand on the drawing and painting concepts introduced in Drawing I. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more confident through a wide exposure to a variety of media and techniques. This course meets half of the Fine Arts graduation requirement. ***Prerequisite is Draw I.***

### ***Paint I: 0.5 Credit***

An upper-level course designed for students wanting to further develop skills and techniques introduced in previous art courses, but with an emphasis on styles of painting. This course is beneficial for any student wishing to develop a portfolio for college. Students will be challenged to expand their creative ideas as well as their technical potential. The course will engage with drawing and painting utilizing various techniques and materials. Student participants will have the opportunity to curate their own art gallery display. ***Prerequisite is the completion of two other Art courses.***

### ***Paint II: 0.5 Credit***

This course allows students who participated in Paint I to explore more advanced methods of painting. This course is beneficial for any student wishing to develop a portfolio for college. Students will be challenged to expand their creative ideas as well as their technical potential. The course will engage with drawing and painting utilizing various techniques and materials. Student participants will have the opportunity to curate their own art gallery display. ***Prerequisite is the completion of Paint I.***

## ***Music Courses***

### ***High School Choir: 1 Credit***

This course is designed to help students achieve greater vocal independence, confidence, inner hearing, and quality tonal production throughout daily rehearsals. Students will study a variety of musical styles and work as an ensemble to perform two concerts and share our love for music with friends, family, and the community. *This course meets the Fine Arts graduation requirement.*

### ***Symphonic Band: 1 Credit***

Through rehearsals and performances, students will learn to play various styles, articulations, time signatures, and key signatures. Major units that will be covered during this course are Concert Band, Marching Band, and Solos & Small Ensembles. Together we will put on two concerts, have monthly in class performances, opportunities to perform at solo/small ensemble contests and an end of the year field trip/performance. Students will be graded on in class participation, preparedness, and monthly playing/written tests. *This course meets the Fine Arts graduation requirement.*

### ***Jazz Band: 1 Credit***

Jazz Band is an instrumental course designed to study and perform styles of music native to American popular music. Through rehearsals and performances, students will learn to play various styles, articulations, time signatures, and key signatures found in jazz music. This is a performance-based course with rehearsals and performances that may occur during and after school, and/or on weekends. Students enrolled in Jazz Band

should expect attend mandatory performances. Students will be graded on in class participation, preparedness, and monthly playing/written tests. *This course meets the Fine Arts graduation requirement.*

***Music Appreciation: 0.5 Credit***

This semester-long course is open to all students and has no prerequisites. Students will gain the tools to actively listen to, discuss, and critique various styles of music. We will focus on the six elements of music and study and discuss a variety of musical genres, including Classical, Jazz, Rock, Musicals, and World Music. If time permits students will learn basics of soundtrap, piano, ukulele and guitar depending on resources. *This course meets half of the Fine Arts graduation requirement.*

***Media Arts: 0.5 Credit***

In this course, students will expand upon the material they learned in Music Appreciation or Music Production. This course will teach students the basics of podcasting, radio, and television. Students will learn how to produce a variety of media and will gain experience with a variety of media technology. Experience with BandLab or other DAWs preferred. Students may also have the opportunity to collaborate with the Journalism students to produce Cornerstone High School news programs. *This course meets half of the Fine Arts graduation requirement. Prerequisite is the completion of either Music Appreciation or Music Production.*

## **COLLEGE CREDIT PLUS (CCP)**

College Credit Plus (CCP) is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn post-secondary and high school credits at the same time by taking courses from Ohio colleges/universities. The purpose of this program is to enhance students' career readiness and post-secondary success, while providing a wide variety of options to college- and career-ready students, at no or limited costs to students and families.

Parents/guardians and students interested in the College Credit Plus program ***MUST attend the CCP Information Session***, which will be held each year in ***January or early February***, and/or should schedule an appointment with the Academy's CCP coordinator to discuss both the details and requirements of the program, as well as the best ways to integrate it into the student's high school and long-term educational plans/goals.

### **Enrollment Options**

Cornerstone Academy Annex partners with Columbus State Community College (CSCC), Central Ohio Technical College (COTC), The Ohio State University (OSU), and Otterbein University to offer students opportunities to take college-credit courses. However, participation in CCP is not limited to these options. Students are also able to enroll in:

- Any public Ohio college/university
- Private Ohio colleges/universities that participate in Ohio CCP (additional fees often apply)
- Online courses through colleges/universities participating in Ohio CCP
- Any combination of the above

### **Student Eligibility**

In order to participate, students must:

- Be in grades 7-12
- Submit an "Intent to Participate" form to the Academy's CCP coordinator on or before April 1<sup>st</sup> or November 1<sup>st</sup> prior to semester of the student's participation in the program (this form may be obtained from the CCP coordinator at the Academy or via email at any time)
- Apply to and be accepted as a CCP student at the applicable college/university
- Be academically eligible according to the statewide threshold eligibility criteria, as well as the college/university requirements, which may include (depending upon college/university):
  - Cumulative High School GPA of 3.0 or above;
  - Meet college-readiness standards as measured by ACT or SAT scores; or
  - Pass appropriate placement testing given by the college or university, if applicable.
- Be considered a resident of Ohio, as defined in state law; during the admission process, the college/university will help families verify this information.

### **Course Eligibility**

Once students are admitted to a college/university for CCP, students may take courses in the college/university course catalogue that are not remedial or religious, that apply toward a degree or

professional certificate, and in a subject area in which students are deemed eligible and college- and/or career-ready. There are constraints to the types of courses that are available to students as defined by the State of Ohio:

- Students must start with Level I courses for their first 15 credits
  - Exceptions may be made for students to continue with courses in the same subject, test directly into a Level II course, or have earned the required scores on AP or IB course examinations
- Once students have completed their first 15 credits, they can move on to Level II courses

*Students should review the course catalog of the college/university for a full listing of course offerings eligible for CCP participation. Parents/guardians and students should also speak with the Academy's CCP coordinator for more detailed information.*

## **SECTION III – STUDENT CONDUCT**

### **ACADEMY ATTENDANCE POLICY**

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Important learning results from active participation in the classroom and in other Academy activities that cannot be replaced by individual study.

The Academy is also concerned with helping students develop a high-quality work ethic, which will be a significant factor in their success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the Academy wants to help students develop as early as possible in their Academy careers.

### **Truancy**

An "habitual truant" is a child of compulsory school age who is absent without legitimate excuse for:

- a. 30 or more consecutive hours
- b. 42 or more hours in one school month; or
- c. 72 or more hours in one school year

Excessive Absenteeism is defined as:

- a. Absent 38 or more hours in one school month WITH or WITHOUT legitimate nonmedical and nonreligious excuse; or
- b. Absent 65 or more hours in one school year WITH or WITHOUT legitimate nonmedical and nonreligious excuse.

Chronic Absenteeism is determined if a student misses 10% of the scheduled school days WITH or WITHOUT legitimate excuse.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the Academy will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the Academy who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the Academy's determination that the student is a habitual truant, the Academy will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the Academy will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the Academy will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court

alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The Academy will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the Academy may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The Academy shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The Academy shall employ absence intervention strategies for all students who are excessively absent from Academy. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the Academy has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the Academy's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

## Reporting

The Academy shall report to the Ohio Department of Education and Workforce, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

### **Excused Absences**

Students may be excused from the Academy for one of the following reasons and will be provided an opportunity to make up missed Academy work and/or tests:

- Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
- Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
- Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
- Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
- Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
- Medical, behavioral, or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
- Observance of religious holidays or expression of religious beliefs consistent with the truly held religious beliefs of the child or the child's family for no more than three (3) school days (the Principal may require confirmation of the parent's signature requesting the absence, but may not inquire as to the sincerity of the student's religious or spiritual belief system).
- College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
- Pre-enlistment reporting to military enlistment processing station (at the discretion of the Principal or his/her designee, a written verification confirming the date and time reporting may be required).
- Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
- Absences due to a student being homeless.
- Absences due to deployment activities of a parent or custodian.
- The existence of an emergency condition at home such as absence, illness, or death of the parent or custodian.
- Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
- Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).

- Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
- An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
- If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Any student with a health condition that causes repeated absences is to provide the Academy office with an explanation of the condition from a registered physician. **Absences related to an identified medical condition will be excused and not counted against the student when documentation for the absence is provided.** The HOS or his/her designee reserves the right to verify statements and to investigate the cause of absences.

**Parents must provide an explanation for their child's absence by no later than 8:45 a.m. on the day of the absence or send a note the following day.** They are to call the Academy office and explain the reason for the absence. If the absence can be foreseen (the "good cause" must be approved by the HOS), the parent should arrange to discuss the matter with the HOS as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work. If prior contact is not possible, the parents should provide a written excuse as soon as possible. Absences without excuse will be considered unexcused.

Students who are excusably absent for more than ten (10) days in a grading period, regardless of the reasons, will be considered "frequently absent." If there is a pattern of frequent absence for "illness," the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness," a possible sign of poor work ethic and irresponsible behavior.

During the next grading period, a "frequently-absent" student will be placed on "attendance watch" to monitor whether or not the pattern continues.

### **Suspension and Expulsion from Academy**

A suspended or expelled student should take self-responsibility for completing schoolwork missed due to suspension or expulsion. It is recommended that a student complete his/her missed assignments during the suspension or expulsion and turn them in to the teacher upon his/her return to school. Assignments may be obtained from the teacher beginning with the first day of a suspension or expulsion. Students will be given an equal amount of days to make up assignments to the amount of time that they were out. For example, 5 days out = 5 days to make up and turn in work. The student will not be given credit for improperly completed assignments.

### **Excusable, Non-approved Absence**

If a student is absent from the Academy because of illness or vacation, the absence will not be considered truancy, and s/he may be given the opportunity to make up the schoolwork that is missed equal to the amount of days that they were out. For example, 5 days out = 5 days to make up and turn in work.

**Unexcused Absences**

Any student who is absent from the Academy for all or any part of the day without a legitimate excuse may be considered truant and the student and his/her parents may be subject to the truancy laws of the State.

**Late Work**

Late work will not be accepted by unexcused absences. Any variance to the acceptance of late work policy, and deduction percentages for work turned in after the make-up window, MUST be discussed with and approved by administration.

**Tardiness**

A student who is not in his/her assigned location by the start of the Academy day shall be considered tardy. Any student arriving late to the Academy is to report to the Academy office before proceeding to class. If a student misses any part of the instructional school day, his/her attendance is affected. A parent/guardian is required to sign in any tardy student in the Academy office upon arrival.

**Vacations during the school year**

Parents/guardians are discouraged from taking their student out of the Academy for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the HOS and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive some assignments to complete during his/her trip and submit to the teacher(s) upon the student's return.

**Making up of Tests and Other Academy Work for Excused Absences**

Students who are excusably absent from the Academy shall be given the opportunity to make up work that has been missed. The student should contact the teacher as soon as possible to obtain assignments.

Students will be given the same number of days as they had of excused absence within which to make up work.

If a student misses a teacher's test due to an excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses an Ohio Achievement Test or other standardized test, the student should consult with the teacher to arrange for taking the test within the testing window.

**Withdrawal**

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the Academy voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the Academy as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the Academy for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the Academy is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, Academy, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

## STUDENT ATTENDANCE AT ACADEMY EVENTS

The Academy encourages students to attend as many Academy events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build Academy spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending events outside regular school hours as non-participants are properly safeguarded, it is required that a parent or adult chaperone must accompany students when they attend the event. The Academy will not be able to supervise unaccompanied students, nor will the Academy be responsible for students who arrive without an adult chaperone.

The Academy will continue to provide adequate supervision for all students who are participants in an Academy activity. Students must comply with the Code of Conduct at Academy events, regardless of the location. A student's behavior may prohibit his/her attendance at school events.

## STUDENT RULES OF CONDUCT

A major component of the educational program at the Academy is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

The Student Rules of Conduct apply at all times on Academy-owned or controlled property, including buses or other Academy transportation vehicles owned, controlled, or utilized by District students; at Academy activities and functions; and when students are otherwise under the authority of Academy personnel. These Rules also apply to conduct by a student that occurs off of property owned or controlled by the Academy but connected to activities or incidents that have occurred on property owned or controlled by the Academy. Finally, these Rules also apply to misconduct by a student, regardless of where it occurs, that is directed at an Academy official or employee, or the property of an Academy official or employee.

The HOS is deemed to have all the power and authority accorded a principal and a superintendent in a traditional public school. The Board of Directors is deemed to have all of the power and authority accorded a Board of Education in a traditional public school district.

A copy of this policy shall be posted in a central location in the Academy and made available to students upon request. No student shall be suspended, expelled, or removed except in accordance with this policy.

### Expected Behaviors

Each student shall be expected to:

- A. Abide by national, State, and local laws, as well as the rules of the Academy;
- B. Respect the civil rights of others;
- C. Act courteously to adults and fellow students;
- D. Be prompt to the Academy and attentive in class;
- E. Complete assigned tasks on time and as directed;
- F. Help maintain an Academy environment that is safe, friendly, and productive;
- G. Act at all times in a manner that reflects pride in self, family, and in the Academy;
- H. Follow Academy-wide rules and expectations: ***Work Hard; Have Faith; Be Honest; Be Kind***
  - Work Hard—Students are expected to set attainable goals for themselves and work toward meeting those goals on a daily basis. Nothing can be achieved without effort.
  - Have Faith—Students achieve more when they believe in themselves and in what they are working toward.

- Be Honest—Students who are honest in their work and in their interactions with others will achieve their greatest potential. All acts of plagiarism cheat the creator out of his/her due credit and cheats the person committing the act out of knowledge.
- Be Kind—Student achievement is maximized in a positive environment. No one can deny the power of manners and a smile.

## **POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS, SECLUSION, AND RESTRAINT (PBIS)**

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

### **Definitions**

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

Behavior Intervention Plan: a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain the behavior, by strengthening replacement skills, teaching new skills, and providing positive behavior intervention and supports and services to address the behavior.

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

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

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

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

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent

who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

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

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

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

Positive Behavior Interventions and Supports Leadership Team: the team at the Academy that plans, coaches and monitors implementation on PBIS. The team may include the a Academy administrator, teacher representatives across grade levels, and staff able to provide behavioral expertise, and other representatives identified by the district or school such as bus drivers, food service staff, custodial staff, and paraprofessionals.

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

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

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

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

### **Creation of Positive Behavioral Intervention and Supports**

The Academy shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement. The Academy's PBIS framework includes all of the following:

- A. A decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students;
- B. Data-based decision making to select, monitor, and evaluate outcomes, practices, and systems;
- C. Evidence-based practices along a multi-tiered continuum of supports;
- D. Systems that enable accurate and sustainable implementation of practices; and
- E. Progress monitoring for fidelity and target outcomes.

The Academy's implementation of its PBIS framework includes:

- A. Explicit instruction of school-wide behavior expectations;
- B. A consistent systems of acknowledging and correcting behaviors;
- C. Teaching environments designed to eliminate behavior triggers; and
- D. Family and community involvement.

### **Prohibited Practices**

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

- A. Prone restraint;
- B. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
  - i. involves the use of pinning down a student by placing knees to the student's torso, head, or neck;
  - ii. uses pressure point, pain compliance, or joint manipulation techniques; or
  - iii. otherwise involves techniques that are used to unnecessarily cause pain.
- C. Corporal punishment;
- D. Child endangerment as defined in R.C. 2919.22;
- E. Deprivation of basic needs;
- F. Seclusion or restraint of preschool students (if any);
- G. Mechanical or chemical restraints;
- H. Aversive behavioral interventions;
- I. Seclusion of students in a locked room or area; or
- J. Any physical restraint that obstructs the student's airway or impacts the student's primary mode of communication.

Staff must:

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

### **Restraint**

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective intervention is possible. Physical restraint must be performed by trained staff, except in the case of an unavoidable emergency situation.

Physical restraint may not be used for punishment, discipline, or as a substitute for other less restrictive means of assisting a student in regaining control, and should be used only as a last resort.

## **Seclusion**

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

Seclusion shall not be: used for punishment or discipline; as a substitute for an education program; as a substitute for inadequate staffing, or for staff training in PBIS frameworks and crisis management; for the convenience of staff; as a means to coerce or retaliate; in a manner that endangers the student; or, as a substitute for other less restrictive means of assisting the student in regaining control reflective of the cognitive, social, and emotional levels of the student.

The room or area used for seclusion cannot be locked, and must allow for the student to exit the area should the staff become incapacitated or leave the area. The room or area must also provide for adequate space, lighting, ventilation, and the ability to observe the student. The student must be under constant supervision by staff trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

## **Multiple Incidents and Functional Behavioral Assessment**

For students eligible for special education per the Individuals with Disabilities Education Act (“IDEA”) or who have a Section 504 Plan, the Scholl shall convene the IEP team or Section 504 team within ten (10) school days after the third incident of seclusion or physical restraining in a school year. The IEP team or Section 504 team will consider the need to conduct a functional behavioral assessment (“FBA”). If necessary, this FBA should be followed by a behavioral intervention plan (“BIP”), or an amendment to an existing BIP, that incorporates appropriate positive behavioral interventions.

## **Training and Professional Development**

The Academy PBIS Leadership Team or other qualified training shall train all staff working with students at least every three (3) years on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. Professional development will include:

- A. An overview of PBIS;
- B. The process for teaching behavioral expectations;
- C. Data collection;
- D. Implementation of PBIS with fidelity;
- E. Consistent systems of feedback to students for appropriate behavior and corrections; and
- F. Consistency in discipline and disciplinary referrals.

The Academy shall also ensure that an adequate number of personnel in each building are trained annually in crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion, and that their training is kept current. The minimum training requirements include:

- A. Proactive measures to prevent the use of seclusion or restraint;
- B. Crisis management;
- C. Documentation and communication about the restraint or seclusion with appropriate parties;
- D. The safe use of restraint and seclusion;
- E. Instruction and accommodation for age and body size diversity;

- F. Directions for monitoring signs of distress during and following physical control; and
- G. Debriefing practices and procedures.

Training must include face-to-face training and allow for a simulated experience of administering and receiving physical restraint. The Academy shall maintain documentation that includes the following:

- A. The name and position of each person who completed training;
- B. The name, position, and credentials of each person who provided the training;
- C. When the training was completed; and
- D. What protocols, techniques, and materials were included in training.

Student personnel will be trained to perform the following functions:

- A. Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- B. Use preventative assessments that include at least the following:
  - i. A review of existing data;
  - ii. Input from parents, family members, and students; and
  - iii. Examination of previous and existing behavior intervention plans.

The Academy shall ensure that there is a support plan in place for substitute teachers if the individual needs assistance with PBIS or crisis management and de-escalation.

### **Required Data and Reporting**

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

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

The Academy shall give notice of this policy to parents annually, and shall post this policy on its website.

### **Monitoring and Complaint Procedures**

The Academy shall review this policy on an annual basis.

A Parent may submit written complaints regarding an incident of seclusion or restraint to the Academy, and the Principal or his/her designee will investigate every complaint and make a reasonable effort to have an in-person follow-up meeting with the parent within 30 days of the complaint's filing.

Parents may choose to file a complaint with the Ohio Department of Education, Office of Integrated Student Supports, in accordance with the complaint procedures established by the Department.

## **SEARCH AND SEIZURE**

Search of a student and his/her possessions may be conducted at any time that the student is under the jurisdiction of the Board of Directors if there is a reasonable suspicion that the student is in violation of law or Academy rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students may be provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the Academy and may be searched at any time, *with or without* reasonable suspicion that a student has violated the law or Academy rules. Locks are to prevent theft, not to prevent searches. Any and all property of the Academy, including lockers, may be subject to random or for-cause search. Anything that is found in the course of a search that may be evidence of a violation of Academy rules or the law may be taken and held or turned over to the police. The Academy reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against Academy policy.

All computers located in classrooms, labs, and offices of the Academy are the Academy's property and are to be used by students, where appropriate, solely for educational purposes. The Academy retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the Academy's computer system and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private. Review of such information may be done by the Academy with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality and the Academy retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

## DRESS CODE EXPECTATIONS

We want our students to be known for their academic achievement and growth as individuals. A student dress code is enforced to permit student acceptance based on fashion. **Any fashion that disrupts the educational process or presents a safety risk will not be permitted.**

Allowed	Not Allowed
<p><b>Tops:</b></p> <ul style="list-style-type: none"> <li>• Must be solid navy blue, gray, or white t-shirt or polo</li> <li>• Must be tucked in at all times</li> <li>• Must have either short, ¾ or, long sleeve</li> </ul>	<p>No neon colors No sequins, glitter, patterns, stripes, plaids, metallic materials, or sheen. No spaghetti straps, tank tops, sleeveless, oversized, open or “cold” shoulder tops.</p>
<p><b>Bottoms:</b></p> <ul style="list-style-type: none"> <li>• Must be solid navy blue, gray, or khaki</li> <li>• Must be at or below the knee for girl’s skirts, shorts, and jumpers</li> <li>• Must be in good condition, without visible wear/rips</li> <li>• Long pants are required during the months of December-February Skirts, skorts, or dresses must be worn with leggings or tights</li> </ul>	<p>No neon colors; torn, battered or oversized pants. No denim material. Leggings may only be worn under skirts, dresses, skorts, or shorts; they are not acceptable attire alone.</p>
<p><b>Outerwear worn in the classroom:</b></p> <ul style="list-style-type: none"> <li>• Plain Hoodies and/or hooded sweatshirts, cardigans, sweaters, or sweatshirts in solid navy blue, gray, or white. No graphics or designs.</li> <li>• A collared shirt must be worn with sweaters or sweatshirts except on PE days</li> </ul>	<p>Hoodies and sweatshirts with graphic designs; sweaters with sequins, glitter or jewels; coats/jackets</p>
<p><b>Shoes:</b> Tennis shoes are allowed every day as long as they fit within these guidelines:</p> <ul style="list-style-type: none"> <li>• Colors are navy blue, brown, white, black, or gray. They may be more than one of these colors (i.e. black and gray)</li> <li>• Shoelaces must be solid navy blue, brown, black, white, or gray</li> <li>• Winter boots may be worn when snow is on the ground</li> </ul>	<p>Flips-flops, wheelies, open-toed sandals or CROCS, cleats and ballet-type slippers (no soles), winter/outdoor boots. No distracting patterns, prints, sparkles, lights, sequins, neon or metallic colors.</p>
<p><b>Accessories:</b></p> <ul style="list-style-type: none"> <li>• Belts: not required, however, if worn must be brown or black</li> <li>• Socks/Tights/Leg Socks: Solid navy blue, gray, white, or black</li> <li>• Hijabs/Head Coverings: solid navy blue, gray, white, or black</li> <li>• Scarves and Hair Accessories (bows, barrettes, headbands, etc.): Solid navy blue, gray, white, or black</li> <li>• Ties and Bowties: Not required; however, if worn, must be solid navy blue or gray</li> </ul>	<p>Bandanas (any color); studded belts; chains; patterned socks/tights/leg socks/hijabs/scarves; facial or disruptive jewelry; exposed tattoos; non-prescription glasses, including sunglasses. Hair must be a natural color. No excessive makeup.</p>
<p><b>PE Uniform:</b></p> <ul style="list-style-type: none"> <li>• Solid navy blue, gray, and/or white t-shirts or sweatshirts</li> <li>• Solid navy blue or gray shorts/sweatpants</li> <li>• White, navy blue, or gray tennis shoes</li> </ul>	<p>T-shirts or sweatpants/shirts with writing, logos or designs, neon colors or striping</p>

***\*\*Academy Gear may be purchased through the Cornerstone Academy PTO and worn at any time.\*\****

**DRESS DOWN DAYS**

Dress down days are a privilege awarded to students/classes when expectations have been met for student attendance and achievement. This privilege is awarded by administration.

Allowed	Not Allowed
Blue jeans of any solid color	Jeans with holes, sequins, designs, lights
College, Sports Teams, Cartoons, t-shirts of any color	Cut-off tops, half shirts, mesh shirts, open or ‘cold shoulder’ tops, tank tops, spaghetti straps
Athletic shorts, uniform shorts, sweatpants	Shorts that are shorter than finger-tip in length
Tennis shoes with laces tied	Open-toed shoes, shoes with lights
Skirts at least finger-tip length with leggings	Hats inside the building
All Cornerstone Gear	Body piercings and visible tattoos
Students can always just wear their uniforms	Clothes that advertise or advocate drug or alcohol use, or display inappropriate language
Plain blue/ grey, or black hoodies or hooded sweatshirts with no graphics or designs	Winter coats inside the building

**STUDENT RIGHTS OF EXPRESSION**

The Academy recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, non-commercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following Academy guidelines:

- A. A material cannot be displayed if it:
  1. is obscene to minors, libelous, indecent, or vulgar;
  2. advertises any product or service not permitted to minors by law;
  3. intends to be insulting or harassing;
  4. intends to incite fighting or presents a likelihood of disrupting the Academy or an Academy event.
  
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet Academy guidelines may present them to the HOS twenty-four (24) hours prior to display.

**STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES**

The Academy is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the Academy, s/he should feel free to offer them. Written suggestions may be presented directly to the HOS or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. As with suggestions, concerns and grievances may be directed to the HOS or to the student government.

A student may have the right to a hearing if the student believes s/he has been improperly denied participation in an Academy activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

### **STUDENT CODE OF CONDUCT**

The Board of Directors has adopted the following Student Code of Conduct. The Code includes the types of misconduct that will subject a student to disciplinary action and the procedures for implementing disciplinary action.

It is the Academy staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the Academy's staff and administration.

The following provides examples of major areas that could result in disciplinary action. The absence of a behavior or any specific action from the list does not mean that such conduct does not violate the discipline code or cannot be disciplined.

### **Infractions and Likely Disciplinary Action**

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
Academic Misconduct	Plagiarizing, cheating, copying another's work or internet materials, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.			
Dress Code Violations	See Dress Code	Change into school provided uniform for the day and return it at the end of the school day. Excessive dress code violations may result in additional consequences (Levels 2-3)		
Electronic and Other Communication Devices	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion.	1 year mandatory expulsion.	1 year mandatory expulsion.
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program	Level 4 disciplinary action and 1 year	Level 4 disciplinary action and 1 year	Level 4 disciplinary action and 1 year

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	or activity that is located at a School or on School property.	discretionary expulsion.	discretionary expulsion.	discretionary expulsion.
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another	Levels 1-3	Level 2-4	Level 3-4

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	student. See also Gang Policy.			
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 1-2	Level 2 -3
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	Level 1-2 disciplinary action.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	directive while on School property or at any School related activity or event.			
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone and pager text messages, blogs, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	School. See also Anti-Bullying.			
Knife	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Lying	Intentionally giving untrue communication.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarity	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.			
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students, or public displays of affection.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Minor Safety	Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: <ul style="list-style-type: none"> <li>• Talking during safety drills</li> <li>• Running, pushing, yelling, or other inappropriate behaviors</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	<ul style="list-style-type: none"> <li>Any inappropriate playground behaviors</li> <li>Minor insubordination to adults</li> </ul>			
Major Safety	<p>Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to</p> <ul style="list-style-type: none"> <li>Leaving the school building or grounds without permission</li> <li>Other acts which could harm the student or others</li> </ul>	Level 2-4	Level 2-4	Level 2-4
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event. See also Drugs and Alcohol.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or	Level 1-2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 2- 4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
Tobacco Product	paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Use of Tobacco on School Premises.			
School Property	<p>Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Defacing textbooks, library books, and other school materials</li> <li>• Destruction or improper use of school computers, printers, or other technology</li> <li>• Defacing/destruction of school property including desks, walls, lockers, etc.</li> <li>• Failure to respect the property of other students, teachers, school personnel, etc.</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
	<ul style="list-style-type: none"> <li>• Gum chewing on school property</li> <li>• Improper use of restrooms and/or supplies</li> <li>• Stealing</li> </ul>			
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Tardiness	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.

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

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

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

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

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

**CORRECTIVE ACTION**

It is important to remember that the Academy's rules apply going to and from the Academy, at the Academy, on Academy property, at Academy-sponsored events, and on school transportation. In some cases, a student can be suspended or expelled from the Academy.

Ultimately, it is the HOS's responsibility to keep things orderly. In all cases, the Academy shall attempt to make corrective action prompt and equitable, and have the corrective action match the severity of the incident.

**DEFINITIONS**

- **Verbal Reprimand/Warning**
- **Detentions** (Main Campus only) - Up to an hour before or after school on a day the Academy is in session under the supervision of Academy personnel. Parent notification and acknowledgment will be made prior to detention.
- **In-school Suspension** - Isolation from peers (one hour to all day). Daily class work will be made available. Credit will be given for all complete work. Removal from co-curricular activities may occur.
- **Out-of-school Suspension** - Removal from Academy up to 10 days. Removal from co-curricular activities.

- **Expulsion** - The HOS may expel a student from the Academy for a period not to exceed the greater of eighty school days or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place, unless the expulsion is extended consistent with the Code of Conduct and state law. If, at the time an expulsion is imposed, there are fewer than eighty Academy days remaining in the school year in which the incident that gives rise to the expulsion takes place, the HOS may apply any remaining part or all the period of the expulsion to the following school year.
- **Saturday school** (Main Campus only) - Saturday school may be used as an alternative form of discipline at the discretion of the HOS.

Two types of corrective action are possible: informal corrective action and formal discipline.

### **Informal Corrective Action**

Informal corrective action takes place within the Academy. It includes:

- counsel with student
- removal of certain privileges
- arrangement of student and/or parent conference
- behavioral contract
- change of seating or location
- recess, lunch-time, before or after-Academy detention
- in-school restrictions

### **Detentions**

A student may be detained after school or asked to come to school early by a teacher, after giving the student and his/her parents one (1) day's notice. The student's parents are responsible for transportation.

### **Formal Discipline**

Formal discipline removes the student from the Academy. It includes emergency removal, suspension for up to ten (10) school days, and expulsion from the Academy. Suspensions and expulsions may carry over into the next school year, and in some cases additional years. Suspension and expulsion can be appealed.

### **Discipline of Students with Disabilities**

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Improvement Act (IDEA) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

## **PROCEDURES FOR SUSPENSION, EXPULSION, AND EMERGENCY REMOVAL**

- A. **Suspension**—Suspension is defined as the denial to a student for a period of at least one (1) but no more than ten (10) school days.

After alleged misconduct becomes known to Academy administrators, the student shall be given written notice of the intention to suspend and the reasons for such action by the HOS or assistant administrator. The student will be given an opportunity to appear at an informal hearing before the HOS or assistant administrator, or designee, to challenge the reasons for the possible suspension or to otherwise explain his/her actions.

Within one school day after the time of a student's suspension, the HOS or assistant administrator, or designee shall send written notice of the suspension to the student and his/her parent, guardian, or custodian and the Treasurer of the Board of Directors. The notice shall specify the duration of the suspension and the reason(s) therefore. It also shall include notification of the right of the student or his/her parent, guardian, or custodian to appeal the suspension to the Board of Directors or its designee, within fourteen (14) calendar days of the first date of suspension, to be represented in the appeal proceeding, and to request that such hearing be held in executive session if conducted by the Board of Directors.

This procedure shall not and need not be followed in cases where a student is removed from any extracurricular activities.

B. **Expulsion**—Expulsion is defined as the denial to the student, for a period of more than ten (10) school days, but less than eighty (80) school days (except for circumstances identified below), of permission to attend the Academy and/or take part in any Academy function.

Prior to any expulsion, the HOS shall give the student and his/her parent, guardian, or custodian written notice of the possibility of expulsion and shall provide the student and his/her parent, guardian, or custodian with an opportunity to appear in person before the HOS or designee and challenge the reasons for the possible expulsion or otherwise explain the student's actions.

The notice shall include the reasons for the possible expulsion, notification of the right of the student, guardian, custodian, or their representative to appear before the HOS or designee to hear and to challenge the reasons for the possible expulsion or otherwise to explain the student's actions, and notification of the time and place to appear. The time to appear shall not be earlier than three (3) nor later than five (5) days after the notice is given, unless the HOS grants an extension of time at the request of the student, or his/her parent, guardian, custodian, or representative. Such extensions shall not exceed five (5) days. If an extension of time is granted, the HOS or designee shall notify the student and his/her parent, guardian, custodian, or representative of the new time and place to appear.

Within one school day after the time of any expulsion, the HOS shall send written notice to the student and his/her parent, guardian, or custodian and the Treasurer of the Board of Directors. The notice shall specify the duration of the expulsion and the reason(s) therefore. If applicable, the notice shall also state the conditions required for reinstatement. It also shall include notification of the right of the student or his/her parent, guardian, or custodian to appeal the expulsion to the Board of Directors or to its designee within fourteen (14) days of the expulsion, to be represented in the appeal proceeding, to be granted a hearing before the Board or its designee in order to be heard against the expulsion, and to request that such hearing be held in executive session if conducted by the Board.

The HOS shall initiate expulsion proceedings pursuant to R.C. 3311.66 with respect to any student who has committed an act warranting expulsion under the Academy's policy regarding expulsion, even if the student has withdrawn from Academy for any reason after the incident that gives rise to the hearing, but prior to the hearing or decision to impose the expulsion. If, following the hearing, the student would have been expelled for a period of time had the student still been enrolled in the Academy, the expulsion shall be imposed for the same length of time as on a student who has not withdrawn from the Academy.

Suspensions and expulsions may be carried over into the following school year. When students are expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the HOS shall give the expelled student(s) the names, addresses, and telephone numbers of public and private agencies that work toward improving student attitudes and behavior.

A student shall be expelled for one (1) year for bringing a firearm to the Academy or onto school property (any property owned, used, or leased by the Academy for its use, extracurricular, or school-related events). A student may also be expelled for a period not to exceed one (1) year for:

1. bringing a firearm to an interscholastic competition, an extracurricular event, or any other academy program or activity that is located at a school or on school property;
2. bringing a knife to the Academy, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the Academy or in which the Academy is a participant;
3. possessing a firearm or knife at Academy, on school property, or at an interscholastic competition, an extracurricular event, or any other Academy program or activity which firearm or knife was initially brought onto school property by another person;
5. making a bomb threat to a school building or to any premises at which an Academy activity is occurring at the time of the threat.

The HOS is authorized to expel a student from the Academy for a period not to exceed one year for committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons as defined in Division (A)(5) of Section 2901.01 of the Revised Code, or serious physical harm to property as defined in Division (A)(6) of Section 2901.01 of the Revised Code, while the student is at the Academy, on any other property owned or controlled by the Board, or at an interscholastic competition, an extracurricular event, or any other Academy program or activity not located either in an Academy property or property owned or controlled by the Board. Any expulsion under this division shall extend, as necessary, into the school year in which the incident that gives rise to the expulsion takes place. The expulsion period may be reduced on a case-by-case basis for such reasons as the age and mental capacity of the student, the student's prior disciplinary record, the degree of remorse shown, and any other fact deemed mitigating by the HOS under the particular circumstances.

Whenever a student is suspended or expelled for possession or use of drugs or a firearm, knife, or other weapon, the HOS shall notify the Registrar of Motor Vehicles and the Judge of the Juvenile Court. Such notification is to be given within two (2) weeks after the suspension or expulsion in a manner that complies with the provisions of R.C. 3321.11(B)(3).

A student may also be subject to a conditional expulsion for a period not to exceed one hundred eighty (180) school days for actions that the Superintendent determines pose imminent and severe endangerment to the health and safety of other students or school employees, even though the student's actions may not qualify for permanent exclusion under R.C. 3313.662. Upon the conditional expulsion of a student for such reason, the Superintendent shall develop conditions for that student to satisfy prior to reinstatement. The Superintendent shall provide a copy of these conditions in writing to the Board, the student, and the student's parent at the beginning of the conditional expulsion period. One of the conditions developed by the Superintendent shall be an assessment to determine whether the student poses a danger to the student's self or to other students or school employees, and may include recommendations for contingent conditions on the student's reinstatement. The assessment shall be completed by a psychiatrist, licensed psychologist, or licensed school psychologist employed or contracted by the School. The psychiatrist, psychologist, or school psychologist shall be agreed upon by both the Superintendent and the student's parent. If the psychiatrist, psychologist, or school psychologist is not employed or contracted by the School, the cost of the assessment shall be referred for payment to the student's health insurance. Any costs not covered by the student's health insurance shall be paid by the School. The School shall pay in full for an assessment completed by a psychiatrist, psychologist, or school psychologist that is employed or contracted by the School.

At the end of a conditional expulsion period, the Superintendent shall give notice in writing of the intent to consider whether the Student has been sufficiently rehabilitated or may otherwise be subject to continued conditional expulsion, and provide the student and student's parent or representative an opportunity to appear in person before the Superintendent or the Superintendent's designee to challenge the determination of sufficient rehabilitation, the reasons for the intended conditional expulsion or otherwise explain the Student's actions. The Superintendent, in consultation with a multidisciplinary team selected by the superintendent, shall assess the student and determine whether the student has shown sufficient rehabilitation to be reinstated. The Superintendent shall take into consideration both the assessment by the psychiatrist, psychologist, or school psychologist and whether or not the student has met the conditions developed by the Superintendent at the beginning of the conditional expulsion period. Upon the assessment of the student, if the Superintendent determines that the student has shown sufficient rehabilitation, the Superintendent may reinstate that student. If the Superintendent determines that the student has not shown sufficient rehabilitation, the Superintendent may extend the conditional expulsion for an additional period not to exceed ninety (90) school days. The Superintendent shall notify in writing the parent of the determination within one school day.

If the Superintendent extends the conditional expulsion period, the Superintendent shall develop conditions for that student to satisfy prior to that student's reinstatement, which may be the same as those developed for the original expulsion period. The Superintendent shall provide a copy of these conditions in writing to the Board, the student, and the student's parent at the beginning of the extended conditional expulsion period. At the end of the extended conditional expulsion period, the Superintendent shall reassess the student in the same manner as required at the end of the original conditional expulsion period. There is no limit on the number of times the Superintendent may extend a conditional expulsion.

Prior to the end of the original conditional expulsion period or of an extended conditional expulsion period, if the student has met all of the conditions developed by the Superintendent, the Superintendent may reduce the conditional expulsion on a case-by-case basis.

Prior to the end of the original conditional expulsion period or of an extended conditional expulsion period, the student or the student's parent may request the Superintendent to complete an early assessment of the student. If requested, the Superintendent shall assess the student as if it were the end of the conditional expulsion period, and make a determination. A student or student's parent may request one early assessment for the original conditional expulsion period and for each extended conditional expulsion period.

The Superintendent may develop contingent conditions for a student's reinstatement. The conditions may include the conditions developed for the original conditional expulsion period and recommendations made by a psychiatrist, psychologist, or school psychologist. The Superintendent shall establish a duration under which a student must meet the contingent conditions that may extend to a student's graduation date. The Superintendent shall provide a copy of these conditions in writing to the Board, the student, and the student's parent when the Superintendent makes a reinstatement determination. If a student fails to meet the contingent conditions, the Superintendent may revoke the student's reinstatement and establish an extended conditional expulsion period under the same process as if reviewing a student for reinstatement.

### C. Emergency Removals

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures. A removed student in grades pre-kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the student's conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four through twelve may be removed, and must be provided with notice and

procedures to follow the removal in accordance with R.C. 3313.66, including a hearing on the next school day following the removal.

D. **Other Matters**

1. The student and his/her parent, guardian, or custodian may be requested to come to the Academy for a conference with the HOS or assistant administrator, or designee. This conference shall normally be held no later than the date the student is scheduled to return to the Academy from a suspension or expulsion.
2. Personnel employed by the Academy to direct, supervise, or coach a pupil activity program may prohibit a student from participating in that program for up to five school days for violation of Academy rules, violation of program standards, or other causes deemed sufficient by the Academy. The HOS or assistant administrator, or designee, may suspend a student from any particular or all extracurricular activities of the Academy for any extended period of time.

**SEXUAL AND OTHER FORMS OF HARASSMENT**

Students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct that has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the Academy, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability, and/or other legally protected category.

The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline.

The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the HOS or his/her designee. Any person who receives such a report shall immediately advise the HOS or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

Should any Academy employee, or Academy official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator for further action in accordance with Board directives.

**A copy of the Title IX Grievance Procedure is available on the Academy's website or upon request from the front office.**

**Hazing**

The Academy prohibits all acts of hazing. Hazing, like other violent and disruptive behaviors, is conduct that disrupts both a student's ability to learn and the Academy's ability to educate its students in a safe and civil environment. **No person shall recklessly participate in the hazing of another. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.**

## **ANTI-HARASSMENT, INTIMIDATION, AND BULLYING POLICY**

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

"Harassment, intimidation, or bullying" means either of the following: (1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once, and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or (2) violence within a dating relationship. The definition of "harassment, intimidation, or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying."

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

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

All school personnel, volunteers, and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment as defined by Title IX, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Principal or his/her designee is responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See **Appendix 264.1-A** Form for Reporting Incidents of Harassment Intimidation and Bullying). Once an investigation is

completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. All School personnel, volunteers, and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy promptly and in good faith.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

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

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

1. Non-Disciplinary Interventions

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

2. Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and

giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying, and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

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

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

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

#### **INTERNET ACCEPTABLE USE POLICY**

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

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

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

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

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy; trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; or using other users' email addresses and passwords.
1. Using profanity, obscenity, or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; or transmitting any material in violation of federal or state law.
2. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that

you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her instructors immediately.

3. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
4. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
5. Damaging Technology devices, computers, computer systems, or computer networks (for example, by the creation, introduction, or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
6. Using the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and include, but are not limited to, the following:
  - a. any activity that requires an exchange of money and/or credit card numbers;
  - b. any activity that requires entry into an area of service for which the School will be charged a fee;
  - c. any purchase or sale of any kind; or
  - d. any use for product advertisement or political lobbying.
7. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

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

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

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

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

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

### **Notice of Rights Under the Family Educational Rights and Privacy Act (“FERPA”) and Authorization to Release Student Directory Information**

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

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

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW**

**Washington, DC 20202-5901**

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

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

This School has designated the following marked information as directory information (applicable information below):

- Student's name
- Student's address
- Student's electronic mail address
- Student's photograph
- Student's telephone number
- Student's date and place of birth
- Student's major field of study
- Student's participation in officially recognized activities or sports
- the weight and height of members of athletic teams
- dates of attendance
- awards received
- date of graduation

**You are not alone. If you need immediate help, the 988 Suicide & Crisis Lifeline offers free, confidential support, available 24/7. Call or text 988 or chat at [988lifeline.org](https://988lifeline.org), or go to the nearest emergency room**

## NOTICE TO PARENTS REGARDING THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (“PPRA”) (20 U.S.C. 1232h) affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

- A. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is part of any program funded in whole or in part by a program of the U.S. Department of Education (ED):
  - 1. Political affiliations or beliefs of the student or student’s parent;
  - 2. Mental or psychological problems of the student or student’s family;
  - 3. Sex behavior or attitudes;
  - 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - 5. Critical approvals of others with whom respondents have close family relationships;
  - 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - 7. Religious practices, affiliations, or beliefs of the student or parents; or
  - 8. Income, other than as required by law to determine program eligibility.
- B. *Receive* notice and an opportunity to opt a student out of:
  - 1. Any other protected information survey, regardless of funding;
  - 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and
  - 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- C. *Inspect*, upon request and before administration or use:
  - 1. Protected information surveys of students;
  - 2. Instruments used to collect personal information from students for any of the above marketing sales, or other distribution purposes; and
  - 3. Instructional material used as part of the educational curriculum.

The School has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The School will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents/eligible students who believe their rights have been violated may file a complaint with:*

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

## **APPENDIX**

### **MEMORANDUM TO PARENTS REGARDING BOARD OF DIRECTOR'S POLICY ON DRUG-FREE SCHOOLS**

In accordance with Federal Law, the Board of Directors prohibits the use, possession, concealment, or distribution of drugs by students on Academy grounds, in Academy or Academy-approved vehicles, or at any Academy-related event. Drugs include any alcoholic beverage, anabolic steroid, controlled substance, or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, as specified in the student handbooks, up to and including expulsion from the Academy; the Academy will also notify law enforcement officials.

The Academy is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents/guardians should contact the Academy Head of School or counseling office whenever such help is needed.

Please visit the Academy’s website at [www.cornerstoneacad.org](http://www.cornerstoneacad.org) and go to the Resources tab under Handbook and Policies to view the Student-Parent Handbook. If you prefer, you may request a hard copy of the handbook from the school.

**Parent/Student Acknowledgement of Student Code of Conduct**

We, \_\_\_\_\_ and \_\_\_\_\_  
Parent/Guardian Student

have received and read the Academy Handbook and Code of Conduct. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies of the Academy. We also understand that this handbook supersedes all prior handbooks and other written material on the same subjects, that this handbook should not be construed to accord any rights or privileges to students or families beyond those accorded by law, and that this handbook may be revised at any time, with or without notice. The signatures on this document are legally binding and indicate the parties who signed have read and understand the terms and conditions herein.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Universal Consent Regarding Release of Student Information 2024-2025 Academic Year**

Complete one form for each student in your family. Please print information when appropriate.

\_\_\_\_\_  
Student’s Name

\_\_\_\_\_  
Student’s School

\_\_\_\_\_  
Grade or Homeroom

**I. Permission for Release of Directory Information:**

I give consent (or do not give consent) for my student’s school to release Directory information (student’s name, address, parent’s/guardian’s name, telephone number, date and place of birth, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, and degrees and awards received).

\_\_\_\_\_ I give my consent. \_\_\_\_\_ I do not give my consent.  
\_\_\_\_\_ I give my consent to release only to parent-teacher or organizations and booster groups supporting school-sponsored activities and programs.

**II. Permission to Display Photograph, Audio, Video or Electronic Images:**

I give consent (or do not give consent) for photographs, audio, video, or electronic images of my student to be used by the Academy 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 full name may also be used with such display, except that only my student’s first name will be used on the Academy websites.

\_\_\_\_\_ I give my consent. \_\_\_\_\_ I do not give my consent.

**III. Permission to Display Student Work:**

I give consent (or do not give consent) for original written materials, artwork, or other work created by my student during the course of instruction to be used by the Academy for 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 full name may be used with such display except that only my student’s first name will be used on the website. 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 my consent.

\_\_\_\_\_ I do not give my consent.

**IV. Permission for News Stories:**

I give consent (or do not give consent) for quoted statements given by my student, or photographs, audio, video, or electronic images of my student, with possible identification by full name, to be used for the purpose of news stories or interviews about the Academy or educational experiences by our area news media.

\_\_\_\_\_ I give my consent.

\_\_\_\_\_ I do not give my consent.

**VI. Permission for Educational Correspondence:**

I give consent (or do not give consent) for my student to participate in letter writing as part of the educational experience to people outside the Academy (e.g.: pen pals, thank-you letters, letters to authors, or letters to public officials), and I understand these letters may include the student’s full name and may include other personally identifiable information about the student.

\_\_\_\_\_ I give my consent.

\_\_\_\_\_ I do not give my consent.

**VII. Agreement to Internet Usage Terms and Policies**

I give consent (or do not give consent) for my student to use internet per the Internet Use Agreement outlined within the handbook. I further agree that any violation of the regulations will result in the termination of Internet privileges for my student. Any violation may result in access privileges being revoked, school disciplinary action may be taken, and/or appropriate legal action.

\_\_\_\_\_ I give my consent.

\_\_\_\_\_ I do not give my consent

\_\_\_\_\_  
Signature of Parent or Responsible Custodian/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Parent or Responsible Custodian/Guardian