



# **PARENT-STUDENT HANDBOOK**

**GRADES: K-8**

**2023-2024**

## **Welcome to Wings Academy!**

This Parent-Student Handbook is written to provide important information concerning specific rules, policies and procedures related to the safety and operation of our schools. In order for schools to operate safely and efficiently, you and your student(s) must be familiar with and abide by the expectations, procedures and rules outlined in this handbook.

This Parent-Student Handbook also summarizes district policies and contains general guidelines and information. In the event of a conflict between this handbook and a Board policy or regulation, the Board policy or regulation takes precedence and controls. In the event of a conflict between this handbook and any applicable law, the applicable law takes precedence and controls.

This Parent-Student Handbook's content may be changed from time to time throughout the 2023-2024 school year. A current version will be available for review in the main office and online at [www.wingsacademies.org](http://www.wingsacademies.org).

It is the responsibility of students and parents/legal guardians to review such changes and to follow the current version of the handbook. If you have any questions regarding this handbook, please contact the main office.

## **Vision**

Prepare our students for academic excellence and lifetime achievement while effecting change in their local communities and making contribution to our global society.

## **Mission**

Creating and executing an innovative and academically excellent learning environment for our students centers on students on expert reading, writing, math, the nature of science that encourages a rigorous cognitive demand, and their history as the foundation for high self-esteem, critical thinking, problem-solving, financial literacy, emotional intelligence, and analytical skills that embrace the ideals within Ohio's Strategic Plan, Each Child Our Future.

Our mission and vision are embedded within the learning process with staff fostering students to develop open minds. A growth mindset enables students to believe in their ability to achieve success, even when it does not seem possible. Creating safe spaces, a feeling of belonging, and a historical grounding in one's history builds self-esteem, which in turn improves success rates for students.

The staff is purposefully incorporating the mission and vision into lessons that begin with the end in mind. This forward-thinking approach emphasizes the use of essential questions throughout the instructional process that urges students to practice asking questions that genuinely require a deeper dive. This growth expands across the academic content areas through class discussions, social-emotional wellness, nonfiction literature, shared writing experiences, problem-based learning, etc...

These experiences push staff and students to look beyond the school community and start to consider the local community along with the global society. Teaching lessons that explore international causes allows for practice building connections between others, oneself, a text, etc.... This is a natural progression for both staff and students to think critically and openly share thoughts in a safe meaningful way that inspires collaboration that inspire students to think beyond their own "bubble" to shape the world they want to live in.

## **A Word to Families....**

As your child's first teacher, you must continue to participate in all areas of your child's education. The parent/legal guardian and school share the responsibility of a child's education. Through a collaborative effort we will create a partnership between the home and school to ensure the academic growth and success of every student.

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## 01. REGISTRATION REQUIREMENTS

To enroll a student at Wings Academy, a student's parent/legal guardian must complete the enrollment process. All Kindergarten students' turning 5 and first grade students turning 6 years old by September 30<sup>th</sup> of the current year will be permitted to enroll without an evaluation. Kindergarten students turning 5 and first grade students turning 6 between October 1<sup>st</sup> and December 31<sup>st</sup> will be evaluated for early admittance in accordance with school policy upon referral by the child's parent/legal guardian, an educator employed by the district, a preschool educator who knows the child or a pediatrician or psychologist who knows the child.

Per the State of Ohio, the enrollment process requires the parent/legal guardian to submit a registration packet. The registration process includes a pre-registration form, activation of a parent/legal guardian Power School account and completion of various documents, including uploading required documents as noted below:

- Students' Birth Certificate
- (2) proofs of residency – *see list of proof of residency documents listed below*
- Students' immunization record (*or valid exemption*)

### Proof of Residency Documents

- Property Deed
- Mortgage
- Current Lease
- Current Homeowner's or Renter's Insurance Declaration Page
- Current Real Property Tax Bill
- Utility Bill or Receipt of Utility Installation issued within 90 days of enrollment date
- Paycheck or Paystub Issued to the parent or student within 90 days of the enrollment day – must include the address of the parent's or student's primary residence
- Most current available Bank Statement Issued to the parent or student that includes the address of the parent's or student's primary residence
- A Voter Registration Card
- Documented affirmation of address of student's parent(s) from district of residence where parent(s) currently resides
- Notarized Affirmation from parent(s) of current residence address
- USPS Return Receipt from certified letter sent to parent(s) by district of residence
- Written Confirmation from the Department of Job and Family Services of current address of the parent(s)
- Written Confirmation from a local law enforcement agency of the current address of the parent(s)

Additional academic records, special education files etc... may be requested by the Pupil Services Team. Once the enrollment process is complete; the student(s) information must be entered and accepted by the State of Ohio, via the Education Information Management System (EMIS). Any student(s) not accepted, or flagged for inaccurate information may not be permitted to enroll and/or continue attending. If a student(s) is not accepted and/or the enrollment process is incomplete the parent/legal guardian will be contacted by the main office immediately.

Lastly, all students' personal and/or identifiable information will be kept confidential and only released to third parties and/or non-custodial parents/legal legal guardians and/or extended family per the request and/or consent of the custodial parent/legal guardian.

### Returning Students

Students in grades K-7 enrolled for the 2022-2023 school year will be required to re-enroll for the 2023-2024 school year, unless a request for withdrawal is received from the registering parent/legal guardian. All families will be contacted prior to the start of the 2023-2024 school year to update student's demographic information, as applicable.

## **02. CONTACT INFORMATION**

The care and custody of our students is a priority. Please make sure you update your contact information i.e. phone number and e-mail address **immediately**, if there is a change. In the event of your child's illness, injury, or emergency school closings; we must have valid contact information to notify you.

## **03. ATTENDANCE**

Regular attendance is required of all students. Valuable instructional hours are missed, when students are absent from school. Please refrain from scheduling appointments that require students to miss school, if possible. Regular school hours are Monday-Friday from 8:30 a.m. to 3:00 p.m.

### ***Attendance Supportive Measures***

Our Family-School-Community Liaison serves as a link for students and their families to school, to the community and to contractual organizations (community resources) to create and enhance a seamless culture of respect and achievement. This liaison will help to engage families by:

- Maintaining contact information for students and families to build strong relationships that can endure time and distance.
- Learn more about the student and/or family's digital access, including internet connectivity and technology devices.
- Engage and build long-term trust. Continue to establish meaningful communication that connects students, families, educators, and, in some cases, other caring adults from the community.

- Engage parents and families by creating connections to community supports that meet the needs of the whole child, training on remote learning platforms and other technology, and clearly communicating district and school attendance expectations.

Our School Counselor will provide a comprehensive guidance and counseling program designed to address the personal, social, emotional, academic and career development, as applicable of all students via a multi-tiered system to support the whole child; to help remove barriers that prevent students from participating and engaging in learning, mitigate negative learning experiences, address lack of engagement and misconceptions, and provide needed social-emotional supports.

### **COVID-19 Measures, per the Ohio Department of Health, if/as applicable**

- **Face Mask** - All students and employees may be required to face mask, as/if applicable
- **Social Distancing** – desks/students 3 feet apart in classrooms and common areas, whenever possible. Various areas/rooms may have plastic shields in place as applicable as well.
- **Shared Objects** - all students’ belongings will be separated from others’ and/or stored in individually labeled containers, cubbies, or areas, as applicable and sharing of devices and supplies will be discouraged
- **Health Screenings** – Daily temperature checks upon arrival of all students and staff members via a wrist thermometer and as needed/applicable. Parents/legal guardians are encouraged to check their student temperatures before departing for school as well.
- **Hand Hygiene and Respiratory Etiquette** - Students will be required wash their hands with soap and water for at least 20 seconds and/or use hand sanitizer that contains at least 60% alcohol - Encourage employees and students to cover coughs and sneezes with a tissue.
- **Cleaning & Sanitizing** – Daily and per CDC recommended schedules and product usage and use of a fogger, as applicable/needed.
- **Signage**– Required postings throughout the building and on school entrances, as applicable/needed.
- **Promoting Behaviors that Reduce Spread** – students who are sick or had close contact with a person with COVID-19 should stay home for 5-10 days, until symptom free
- **Ventilation**- all ventilation systems will be inspected to ensure proper operation and circulation of outdoor air will be utilized as much as possible by opening windows and doors that do not pose a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students or employees. All rooms without windows will include a air purifier
- **Water Systems** - All drinking fountains may be used as filling stations. Students and employees will be encouraged to bring their own water as well.

***\*\*\*Currently, many of these measures are not being enforced per the Ohio Department of Health and the Governor’s guidelines. However, should there be a resurgence of***

***COVID-19, Wings will reinstate these measures to ensure the safety of our students and staff\*\*\****

## **Reporting Absences**

In general, if a student is absent, tardy or leaving early the parent/legal guardian must telephone the main office as follows:

1. Call the school by 8:30 a.m. on the day of each tardy, absence and/or non participating day/hours
2. Students reported absent by 8:40 a.m. will be contacted via the One-Call system.
3. Call the school a minimum of (1) hour prior to the time of each early dismissal/non participating day/hour
4. Upon returning to school, students must bring a written excuse(s) to main office – the main office will accept if the written excuse(s) meet the requirements for an excused absence.
5. Students have an obligation to complete and turn in missed assignments during illness or an unexpected absence. Students are guaranteed one day for each absent day from school to make up their work.
6. In developing a sense of responsibility, we expect students with their parents/legal guardians' help, to contact their teacher to secure missed assignments from absences.
7. Other medical related absences must follow the following guidelines for keeping your student at home for a minimum of 24 hours for the following:
  - Temperature over 100.4 degrees within the past 24 hours
  - Vomiting within the last 24 hours
  - Diarrhea within the last 24 hours
  - Skin rash of unknown origin, or lesions or draining areas of the skin
  - Pus and/or excessive drainage from eyes
  - Acute asthmatic problems
  - Heavy nasal discharge
  - Symptoms of communicable disease

## **COVID-19 Absences**

In response to current COVID-19 regulations “A medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). Medical excuses will be accepted in the form of doctor’s note within five school days of the absence or parent call-in on the day of the absence due to illness or doctor’s visit. A student may have up to 5 medically excused absences without a doctor’s note, but with a parent call-in. This policy will be extended beyond 5 days if the student or someone in the student’s family is in quarantine due to COVID-19 or experiencing symptoms of COVID-19.”

- Students will be required to stay home for a period of (5) calendar days, if they have tested positive for or are showing COVID-19 symptoms.



- Students who have recently had close contact with a person with COVID-19 will be recommended to stay home and monitor their health for a period of (5) calendar days.

#### **04. TRUANCY – HOUSE BILL 410 and 216**

House Bill 410 Requirements Districts and community schools must have local policies that outline their interventions and strategies that support students who miss too much school. Districts and community schools should review their policies and determine if they need to amend current policies or create a policy to satisfy HB 410. It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students’ attendance. By using data to identify and support students who may need extra support and services, districts can target supports to get students to school every day.

Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school. Regular school attendance is an important ingredient in students’ academic success. Excessive absences interfere with students’ progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce.

To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence including, but not limited to: Notification of student absence to the parent or legal guardian;

- ☞ Development and implementation of an absence intervention plan, which may include supportive services for students and families; counseling
- ☞ Parent education and parenting programs;
- ☞ Mediation;
- ☞ Intervention programs available through juvenile authorities; and
- ☞ Referral for truancy, if applicable.
- ☞ Updated district policies and procedures should reflect the following changes.

#### **DEFINITION OF TRUANCY AND EXCESSIVE ABSENCES**

1. ‘Chronic truant’ is removed from the law;
2. Definition of ‘habitual truant’ changed from days to hours. The new definition is:
  - a. Absent 30 or more consecutive hours without a legitimate excuse;
  - b. Absent 42 or more hours in one school month without a legitimate excuse; or
  - c. Absent 72 or more hours in one school year without a legitimate excuse.

3. Includes ‘excessive absences’:

a. Absent 38 or more hours in one school month with or without a legitimate excuse; or b. Absent 65 or more hours in one school year with or without a legitimate excuse.

### **TRUANCY IS DECRIMINALIZED WITH SEVERAL CHANGES**

1. A district must remove ‘excessive truancy,’ from its zero tolerance policy for violent, disruptive or inappropriate behavior;

2. Students cannot be expelled or suspended (out of school) for being truant (beginning July 1, 2017); and

3. A district must take several steps to engage the student and his or her family before filing a complaint with juvenile court (including parental notification, an absence intervention team and an intervention plan detailed below). Juvenile court should consider alternatives to adjudication and adjudication should be used as a last resort. A complaint cannot be filed until:

a. the 61st day after failed implementation of an absence intervention plan; or

b. A child has been absent without a legitimate excuse for 30 or more consecutive hours or 42 or more hours in a school month during the implementation of an absence intervention plan.

### **STUDENT DISCIPLINE CHANGES**

1. Schools may permit students to make up missed work due to out-of-school suspensions per district policy; and

2. Schools cannot apply any remaining part or all of a suspension to the following school year, but the superintendent may require a student to participate in community service or an alternative consequence for the number of hours equal to the time left on the suspension.

### **DISTRICT RESPONSIBILITIES WHEN A CHILD HAS EXCESSIVE ABSENCES**

When a student is excessively absent from school, the following will occur:

1. The district will notify the student’s parents in writing within 7 days of the triggering absence;

2. The student will follow the district’s policy for addressing excessive absences; and

3. The district may refer the student and family to community resources as appropriate.

### **DISTRICT RESPONSIBILITIES WHEN A CHILD IS HABITUALLY TRUANT**

When a student is habitually truant, the following will occur:

1. Within 7 school days of the triggering absence, the district will do the following:

a. Select members of the absence intervention team;

b. Make 3 meaningful attempts to secure the participation of the student’s parent or legal guardian on the absence intervention team.

2. Within 10 days of the triggering absence, the student will be assigned to the selected absence intervention team.

3. Within 14 school days after the assignment of the team, the district will develop the student's absence intervention plan.

4. If the student does not make progress on the plan within 61 days or continues to be excessively absent, the district will file a complaint in the juvenile court. Districts must establish an absence intervention team to be deployed only when a student is deemed habitually truant. Attendance Intervention teams for students excessively absent is at the discretion of the local district. The purpose of the absence intervention team is to establish a student-centered absence intervention plan for every child who is habitually truant by identifying specific barriers and solutions to attendance. The team is cross-sector and ideally includes the participation of the student and the parent. This requirement is new and is aimed at breaking down barriers to attendance without filing criminal complaints against the student in juvenile court.

1. Districts with a chronic absenteeism rate of 5 percent or greater must establish absence intervention teams for students who are habitually truant beginning with the 2017-2018 school year.

2. Schools are permitted to have their own absence intervention teams, but the district is responsible for developing a team if the school does not have one.

3. Membership of each team should vary based on the needs of each individual student, but each team MUST include:

a. A representative from the individual's school or district.

b. Another representative from the school or district who has a relationship with the child.

c. The child's parent (or parent's designee) or the child's legal guardian, custodian, legal guardian and/or temporary custodian.

4. The district or school may consult or partner with public and nonprofit agencies to provide assistance, as appropriate, to students and their families to reduce absences.

As per the policy the school's attendance intervention plan will include parent/legal guardian attendance notifications for truant students as follows as well as the establishment of an Attendance Intervention Committee.

## **HOUSE BILL 216**

Any students missing (12) consecutive school days, must be automatically withdrawn.

## **05. COMMON CORE CURRICULUM**

All curriculum for Grades Kindergarten-Eighth Grade are in accordance with the Ohio Department of Education Common Core Academic Content Standards. Instruction is provided in English language arts, math, social studies, science, community building, financial literacy and social

emotional development. All curriculums for all grades will be researched based and linked to state standards for English language arts, math, science, and social studies. i.e. Grades K-5 – Reading Series: Ready Gen and Math Series: My Math. Grades 6-8 – Reading Series: Collections and Math Series: Go Math. Additional resources, supplemental materials and web based programs will be provided to include the schools School of Innovation STEAM pilot programming and other subjects, via consultants, and teacher personal educational materials. Lastly, classes will be provided as it relates to the core values of the school, as applicable.

**06. REPORT CARDS – See School Calendar**

<p><u>Academic Marking Periods</u></p> <p>1 - Sept 5 - Nov 30 (56 Instructional Days)</p> <p>2 - Dec 1 - Feb 29 (48 Instructional Days)</p> <p>3 - Mar 1 - Jun 7 (61 Instructional Days)</p> <p>Report Cards to Families: Nov, Feb; Jun</p> <p>Total Instructional Days for 23-24 School Year= 168</p> <p>Sept=19, Oct=20 Nov=17, Dec=11</p> <p>Jan=18, Feb=19, Mar=15, Apr=20, May=21; Jun=8</p>
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All students in Kindergarten – 8<sup>th</sup> grade will receive a letter grade. The letter grade will be based on the following: Above Grade Level (A, 90% or above), On Grade Level (B, 89%-80% or C, 79%-70%) or Below Grade Level (D 69%-60% or F 59 % or below). Students missing work due to severe illness, injury and/or attendance issues may receive an (I for Insufficient/Incomplete). All report cards will be state standards based, via a combination of weekly and monthly assessments, homework, classroom assignments, weekly quizzes and tests, group and/or individual projects. Also, students will receive a conduct and effort grade for each subject of Excellent, Satisfactory or Insufficient. Additionally, students will receive comments as well. i.e. see comment key below. All students’ report cards will be reviewed by the Leadership Team, prior to release to students and their families. Families may review their students’ current academic progress and report card via their Parent Power School account.

**Comments Key**

- 1 = Completes assignments on time
- 2 = Prepared for class
- 3 = Completes all homework
- 4 = Actively participates in class
- 5 = Follows directions
- 6 = Demonstrates good attitude
- 7 = Puts forth effort
- 8 = Follows classroom rules
- 9= Difficulty completing class assignments
- 10= Unprepared for class homework

- 11= Does not complete all homework
- 12= Refuses to participate in class
- 13= Often refuses to follow directions
- 14= Demonstrates poor attitude
- 15= Lacks effort
- 16= Fails to follow classroom rules

## **07. NEWSLETTER and PROGRESS NOTES**

All families will receive a monthly newsletter via email. Instructional team members may submit interim progress reports and/or require specific reports to be signed by a parent/legal guardian and returned to the school. It's critical that all families review the information provided by the school!

## **08. HOMEWORK**

Parents/legal guardians must ensure their students complete regular and timely completion of homework assignments as a critical component of the teaching-learning process and a vital extension of daily instruction. Ohio's Common Core standards are simply too great to expect students' mastery without the completion of homework every day. Assignments will be determined by the classroom teacher and may be short-term – overnight - or long-term - requiring several days or longer for completion.

More specifically, the Purpose of Homework, among others, is:

- Reinforcing lessons by practice and repetition skills,
- Keeping all students on pace with the school's curriculum
- Providing needed remedial work or work that may have been missed due to an absence,
- Developing students' ability to work independently and assume responsibility for completing work and returning it to school on time,
- Increasing time-on-tasks through additional study time required for completing a specific assignment, and
- Enriching and advancing students' who possess the skill/talent to go above and beyond the curricular requirements.

Parents/legal guardians, please ensure you are:

- Supporting and encouraging your student(s) to complete their assigned homework
- Providing a quiet place and time for your student(s) to complete assigned homework
- Consult with your student(s) classroom teacher with respect to questions regarding assigned homework

The school's commitment to daily instructional follow-up and homework completion will include various interventions that may be offered during, before, or after the school's instructional day. The academic progress of each student will be monitored and evaluated on a regular basis. Where necessary, parents/legal guardians will be expected to support their students and students will be expected to actively participate in specified academic interventions.

**09. STATE OF OHIO MANDATED ASSESSMENTS**

**Distributing Statement Concerning State Testing**

"The **Wings Academy 1** school is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school." For more information about this matter contact the school Leadership Team or the Ohio Department of Education.

**Kindergarten Readiness Assessment KRA**

As required by the Ohio Department of Education’s all students in Kindergarten will be administered the KRA by November 1st.

**Third Grade Reading Guarantee**

As required by the Ohio Department of Education’s (ODE) Third Grade Reading Guarantee (House Bill 555), all students in Kindergarten – Third grade will be administered an ODE approved reading diagnostic assessment by September 30<sup>th</sup>.

**Ohio State Test (OST)**

Students in Grades 3 through 8 must take mandated performance-based assessments. Please ensure your student is present on all scheduled testing dates. Students with significant cognitive disabilities will take an alternative assessment. These assessments cover the knowledge and skills the Ohio Department of Education expects each student to have acquired in reading, mathematics, science, and social studies as specified by the Ohio Common Core Academic Content Standards. Currently, writing is not being assessed. The assessment includes multiple choice, short answer and extended response. A national firm chosen by the Ohio Department of Education scores the assessment. The scores are reported as a scaled score in relation to an established standard level of proficiency and used in determining a schools state rating. The state testing schedule for the 2023-2024 per the Ohio Department of Education is listed below: *grades 3-8 test format is on-line test. The specific state test schedule is to be determined.*

Dates	Oct 16 – Oct 3	Mar 25 – Apr 26	Apr 1 – May 10	Apr 1 - May 10
Subjects	Reading	Reading	Math	Science
Grade 3	X	X	X	
Grade 4		X	X	
Grade 5		X	X	X
Grade 6		X	X	

Grade 7		X	X	
Grade 8		X	X	X

June 24 – 28 - Summer Grade 3 Reading, Only, if/as applicable

To Help Your Child Do His/Her BEST:

- See that your child gets a good night’s sleep
- Be sure your child eats breakfast
- Be sure your child attends school daily during the testing period
- Encourage your child to read a minimum of (7) days a week
- Help your child develop good study habits
- Reinforce those skills taught at school
- Ensure that your child has mastered their math facts for addition and subtraction (multiplication and division are mandatory for testing grades)
- Reinforce the importance of education

## 10. RESPONSE TO INTERVENTION SERVICES (RTI)

All students are assessed on a regular basis to monitor a students’ progress and their ability to meet or exceed levels of competency set forth by the Ohio Common Core Academic Content Standards. All students will receive interventions per Tier 1, Tier II; Tier III and/or as applicable from their classroom teacher, title 1 teachers, intervention specialist based on their current academic level and/or IEP, if applicable. Parents/legal guardians will be notified throughout the year via various communication methods, i.e. phone calls, notes, progress reports, report cards, parent-teacher conferences, Administrative meetings, progress reports, passports, RIMP’s, RTI process etc., of their students’ progress. These interventions will occur in the classroom and may extend beyond the classroom. In cases where the student has been identified as having a substantial academic deficiency and/or does not progress from their established intervention plan; the student will be referred to the Response to Intervention Team (RTI) Team to determine the appropriate interventions and/or course of action, including a referral for special education services. Additional information with respect to the schools complete RTI process and referral to special education is listed in the school Special Education Comprehensive Plan.

## 11. PROMOTION, RETENTION and ENRICHMENT

Students making satisfactory progress will be promoted to the next grade level. Parents/legal guardians of students determined to be academically unprepared due to Third Grade Reading Guarantee guidelines or poor academic progression, due to attendance will be contacted by Leadership Team regarding grade placement for the next school year. The school tries to avoid retaining students more than once, however students who transfer into the school and are determined to be insufficiently prepared to enter the grade level he/she would normally be assigned to or students with poor attendance for consecutive years may be retained more than once. Student(s) retained under the provisions of the Third Grade Reading Guarantee, are considered 3<sup>rd</sup> graders, and may be eligible for mid-year promotion, if the student demonstrates that he/she is

reading on or above grade level. Additionally, students will receive instruction in all other subjects i.e. math, social studies and science, consistent with their academic level. All students eligible for mid-year promotion, will be reviewed in consultation with the parent/legal guardian, RTI Team and with the concurrence of the building Leadership Team Members. Additionally, each class is grouped according to academic grade level. Students not performing at grade level and/or students performing above grade level may be placed according to their current academic/instructional grade level. In cases of retention no student is recommended to be retained beyond 1 academic year.

## **12. CHILD FIND, HOMELESS and FOSTER STUDENTS**

The school and school districts across the state of Ohio are participating in an effort to identify, locate, and evaluate all children from birth through 21 years of age, who may have disabilities. If you have or know of a child who may have a disability, contact the main office. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, mental retardation, other health impairments, physical impairments, autism, and traumatic brain injury. Our school along with other public schools have responded vigorously to federal and state mandates requiring the provision of a free appropriate public education regardless of a child's disability.

If you suspect a child with a disability, please contact the main office immediately. We will ask for information about the child, asking such questions as: What is the problem? What has already been done about the problem? What background information is available? Who can we contact the child's family? We will contact the child's family and/or appropriate agencies to collect additional information, i.e. through interviews, observation, screening, and/or testing. We will review all the information collected, to determine whether the child may have a disability and needs special services. All information collected will be held in strict confidence and released only to parents/legal guardians with permission or as allowed by law. Additionally, all parents/legal guardians and students have rights in this process. Parents/legal guardians have the right to:

- Review child's records;
- Refuse permission to release information (except as required by, or permitted by law to be released); and
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed.

### **HOMELESS STUDENTS**

The purpose of the McKinney-Vento Homeless Children and Youth Program is to ensure that all children and youth, including preschoolers, have equal access to the same free and appropriate public education, as non-homeless children and youth.

A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. A "doubling up" or sharing the housing with another family due to loss of housing, economic hardship or a similar reason;



2. Living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandonment in hospitals;
5. Awaiting foster care placement;
6. A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings and
8. Migratory students

Please contact the main office to correspond with the family-school-community liaison, as applicable.

## **FOSTER STUDENTS**

The Every Student Succeeds Act (ESSA) emphasizes the educational stability of vulnerable students, including those in foster care. ESSA requires new guidelines and resources to ensure improved educational outcomes for children in foster care. These provisions take effect on Dec. 10, 2016.

Please contact the main office to correspond with the family-school-community liaison, as applicable.

**OHIO'S CHILD PROTECTION SYSTEM:** Ohio's county children services agencies are dedicated to ensuring the safety, permanency and well-being for abused, neglected and dependent children. Like education, child protection in Ohio is administered locally and supervised by the state. In the case of child protection, the work is carried out by county children services boards or by county job and family services offices. Children in foster care face many educational barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions.

**LOCAL POINT OF CONTACT** Districts must designate and make public in an expedited manner, if contacted in writing by the local child protection agency, a local point of contact and the state point of contact for the child protection agency. The designated local point of contact should have sufficient capacity and the necessary resources to fulfill the duties to serve as the liaison. The contact should coordinate with child protection agencies, lead the development of a process for making the best determination for a student, facilitate the transfer of records, and ensure that foster students are enrolled and regularly attending school.

**IDENTIFICATION** Districts will need to identify which students in their districts are in foster care and coordinate with child protection agencies to establish formal mechanisms to ensure that they are promptly notified when a child enters foster care or changes foster care placement. The district and the child protection agency should share information concerning the foster child. Foster care means "24- hour substitute care for children placed away from their parents or legal guardians and for whom the child welfare agency has placement and care responsibility." This can include placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes.

**ENROLLMENT** A district must ensure that the child is immediately enrolled in his or her new school to prevent any discontinuity in education, regardless of whether the student has the required documentation.

**TRANSFER OF RECORDS** If a foster student enrolls in a new school district, the school that the student enrolls in must contact the student's prior school and obtain his or her relevant records; this includes facilitating the transfer of a student's Individualized Education Program (IEP) expeditiously. Districts should review and revise policies and practices to remove any barriers to immediate records transfers for children in foster care.

**TRANSPORTATION** If a child remains in his or her school of origin during the time he or she is in foster care, the district has to develop and implement a plan to transport the child in foster care from the current home to the school of origin

### **13. CHILD ABUSE and NEGLECT**

All school employees are mandated reporters. If an employee suspects abuse and/or neglect, a report may be made by telephone, in person, or in writing to the children services agency, or to the law enforcement agency in the county in which the child lives or was abused. The employee will provide as much information as possible. In cases, where the employee does not have all the information and/or uncertainty regarding whether to report, will be resolved in favor of the child's protection accordingly to the following reporting guidelines:

1. Any school employee who has reason to believe that a child is being, or has been abused or neglected **will** immediately make an oral report of that suspicion to the (local DCFS) by calling (216-696-KIDS)
2. If possible the oral report shall include the following information:
  - The name, address, and telephone number of all of the following;
  - The reporter
  - The alleged child victim
  - The caretaker or legal guardian, if different from the caretaker, of the alleged child victim
  - The approximate age and what is known of the child's behavior and level of functioning
  - When and where the alleged abuse or neglect occurred, the type, extent, and duration of the alleged abuse or neglect, and the child's current condition.
  - When, where and how the child is at risk of abuse or neglect.
  - If there have been prior suspected incidents of abuse and neglect incurred by the alleged child victim.
  - The circumstances surrounding the alleged abuse and neglect or any other information, which might be helpful to establish the cause of abuse or neglect.
  - What is known about the behavior and functioning of the caretaker of the alleged child victim.
  - Whether or not anything has been done to reduce the risk to the child.
  - What actions have been taken, such as photographs, medical attention, or notification of law enforcement officials or other persons?

- The identity and current whereabouts of the alleged perpetrator, the relationship of the alleged perpetrator to the child victim, and the access he may have to the child.
- Any knowledge of other children living in the home, and if so, their names, approximate ages and relationship to the alleged child victim.

Lastly, the identity of the school employee reporting shall remain confidential, subject to disclosure by consent or court order. Information concerning alleged child abuse of a student is confidential information and is not to be shared with any unauthorized person. Any school employee who violates this policy may be disciplined and/or subject to civil and/or criminal penalties.

#### **14. MEETINGS and VISITATION REQUEST**

Although incidents or issues may occur that warrant prompt attention, parents/legal guardians must remain mindful of the fact that Leadership Team and faculty members have strict pre-set daily schedules that may prevent them from holding impromptu meetings and/or phone calls. Please contact the office and schedule meetings at least 24-hours in advance. The main office may also schedule an appointment should a teacher and or the Leadership Team request a parent/legal guardian's participation at a mandatory and/or emergency meeting and/or phone call concerning their student and/or the school. i.e. student behavior, academic progress, Title 1 planning, Special Education services, RTI, etc...

#### **15. BIRTHDAY REQUEST**

Contact the main office at least 48-hours in advance of anticipated birthday requests.

#### **16. LETTERS and FORMS REQUEST**

Parent/legal guardian requests for student letters and/or forms will be considered on a case-by-case basis. To be eligible for a letter of recommendation; a student must demonstrate good academic and social standing and attend school regularly. All letters and/or forms request must be forwarded to the main office for review and/or completion by Leadership Team as applicable.

#### **17. VOLUNTEERS and VISITORS**

Volunteers may be assigned and/or permitted in the building, per current Ohio Department of Health guidance, as applicable. Parents/legal guardians and extended family members are requested not to access the building during dismissal.

#### **18. SCHOOL UNIFORM and VIOLATIONS**

The school encourages its' students to not only have pride in their academic success, but also in their appearance. As a result, the school requires all of its students to comply with the following uniform requirements as listed below i.e. Monday – Friday.

## **BOYS**

- ~ Shirt – White, Black, or Light Blue with a collar. Students may also wear any Wings logo shirt as provided by the school in red, black, green or School of Innovation, **only**
- ~ Hoodies/Sweaters/Zip Up Jackets - White, Black, or Light Blue (plain, no decals or printed images on the front or back). Students may also wear any Wings logo hoodie, provided by the school in red or School of Innovation, **only**
- ~ Pants – Khaki, **only**
- ~ No jeans or denim pants are allowed; except for announced dress down days. Pants will be worn at or above the students’ waistline. Pant legs will be worn down at all times. Khaki shorts may be worn on warm days.

## **GIRLS**

- ~ Shirt – White, Black, or Light Blue with a collar. Students may also wear any Wings logo shirt as provided by the school in red, black, green or School of Innovation, **only**
- ~ Hoodies/Sweaters/Zip Up Jackets - White, Black, or Light Blue (plain, no decals or printed images on the front or back). Students may also wear any Wings logo hoodie, provided by the school in red or School of Innovation, **only**
- ~ Pants – Khaki, **only**
- ~ No jeans or denim pants are allowed, except for announced dress down days. Skirts must be no shorter than two inches above the knee. Khaki shorts may be worn on warm days.

## **SHOES**

- ~ Students must black, brown or tennis shoes. No slides, crocs, house shoes and/or foam shoes. Shoes must be worn while in the building at all times.

*Additional Uniform Requirements, as applicable:* Hats, caps, bandanas, scarves and headbands are to be removed upon entering the school building. The students’ hair should be neat and trimmed and of natural color. Students should wear limited jewelry. No clothing or item related to a gang is permitted on school grounds.

All uniform checks will be completed by a member of the Pupil Services Team. All violations will be reported to the Pupil Services Team Lead as deemed necessary under the circumstances. Students repeatedly reporting to school out of uniform will receive a uniform violation notice and parent/legal guardian will be contacted via their student’s wellness check and as applicable.

## **19. TRANSPORTATION**

The school is not longer providing transportation services. However, the Cleveland Public School District will provide transportation to its' eligible residents. Please contact your resident district transportation department regarding COVID-19 measures and to determine if your student is eligible to receive transportation services, reimbursement, vouchers, and/or RTA passes, as applicable.

## **20. NATIONAL SCHOOL BREAKFAST and LUNCH PROGRAM**

An independent contractor provides our breakfast and lunch program. Our off-site caterer is licensed by the State of Ohio and required to follow State of Ohio National School Lunch Program guidelines as listed below. Students will receive a breakfast and lunch menu each month. All menu items will be prepared using food from local groceries and markets, when applicable. Alternatives and/or exceptions to planned menu items will only be provided for students with a documented life threatening food allergy and/or reaction. Please contact the main office to advise of any food allergies. All students must enter their assigned Power School ID, upon receiving a reimbursable breakfast and/or lunch at the end of the serving line daily.

Breakfast: Schedule 8:20 a.m. – 8:30 a.m. Students arriving to school after 8:30 a.m. may not receive a breakfast, if/as applicable

NSLP menu requirements for Grades K-8 - 100% juice or fruit, 1 cup (4 oz.) and Meat (2 oz.) OR Grains/Breads 2 servings or a combination, 1% Milk or Non-Fat Skim Flavored 1 cup (8 oz.)

Lunch: All students will eat lunch in their assigned lunch room. Specific lunch times will be determined by the first day of school. Students arriving to school after all assigned lunch periods may not receive a lunch.

NSLP menu requirements for Grades K-8 – Meat 2 oz., Grains/Breads serving (100% every day must be whole grain rich, minimum per week 6.5oz maximum per week 7 oz.), 3/4 cup Fruit and/or 100% Juice (not to exceed 50% of fruit servings per week) ¾ cup total Vegetable (1 serving of each group per week, dark green, red& orange, beans & peas, starch; other) – 1% Milk or Non-Fat Skim Flavored 1 cup (8 oz.)

Additionally, students are not permitted to have items **stored in the refrigerator or use the microwave to cook or heat up food**. All students packing a lunch must plan accordingly and pack items that do not require refrigeration or cooking and/or heating. Also, snacks with numerous dyes and labeled “flaming hot” will not permitted to be consumed at school. These items will be confiscated and returned to students during dismissal.

All students must follow lunch hour rules at all times. Students failing to follow the lunch rules may be assigned a specific seat/area away from other students. In other cases, students may not be permitted to participate in “specials”, recess and/or classroom rewards for an assigned time period.

Among others, the basic lunch rules include:

- ❖ Staying in assigned seat
- ❖ Refraining from yelling while eating
- ❖ Raising hand, to request permission to leave your seat
- ❖ Using inside voices and respectful language
- ❖ Keeping personal eating area clean

## **21. PARKING**

Parents/legal guardians and visitors are permitted to use the school parking lot daily for pick up or drop off of their student(s), between 8:15 a.m. – 2:45 p.m., if spaces are available for scheduled visits, meetings, conferences, student concerts and/or assemblies, picking up a student due to illness, injury or scheduled appointments. Please follow the posted entrance and exit signs for building access. Please note, use of the parking at the times stated above, may be adjusted due to school buses arriving between 8:15 am – 8:25 am and departing between 3:00 pm – 3:10 pm

## **22. FIELD TRIPS, CONCERTS, ASSEMBLIES and RECOGNITIONS**

In-person concerts, assemblies, student recognition ceremonies, special performances, family engagement events, school-wide meetings/orientations, field trips, etc... will be scheduled and included in newsletters, emails, and/or One-Call notifications throughout the school year.

## **23. BEFORE and AFTER CARE SERVICES**

Before/After-Care services may be available for the 2023-2024 school year i.e. from 8:00 am – 8:20 am. Please contact the main office for more information.

## **24. COMMUNICATION**

The school primarily communicates with parents/legal guardians through phone messages via our One-Call system, memorandums, notices, and/or newsletters via our School Messenger system, through the school website and social media outlets as well. In the event of an emergency, parents/legal guardians will be contacted via our One-Call System, telephone and/or through extended family per the information on file in Power School. Parents/legal guardians are expected to check student book bags and school folders daily. Notices and/or forms often require completion and submission by the following school day.

COVID-19 Point of Contact - the school nurse will be the designee, to respond to COVID-19 cases/updates, as applicable.

## **25. SCHEDULED SCHOOL CLOSINGS and OBSERVANCE OF HOLIDAYS**

The school is closed in observance of various state holidays and professional development days throughout the school year. (*see school calendar*)

## **26. EMERGENCY and EARLY DISMISSAL SCHOOL CLOSINGS**

In general, information about an emergency and/or early dismissal school closing (due to weather and/or any building emergencies) will be disseminated via our One Call phone system, on the school's voice mail telephone system and broadcast on **WEWS Channel 5, WKYC Channel 3, and WJW FOX 8**. When the weather is threatening, please tune into these stations. We anticipate posting emergency school closing on these local stations by 5:30 a.m.

Additionally, in accordance with health information sharing regulations for COVID-19; all school employees and families will be required to notify the school, if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days. All reports and the impact to school hours, temporary closures (24-48 hours), extended school closures, student or employee mandated self-quarantine, as applicable; will be based on guidance from the Ohio Department of health and shared with employees, families and the public, as soon as possible via the school's website and one-call system

## **27. STUDENT DISMISSAL**

All students will be provided (2) dismissal car tags with their assigned dismissal number. Any person and/or persons picking up a student must have this dismissal number and/or the car tag as verification they have permission to pick up the student. These dismissal car tags are assigned by grade and in alphabetical order, when applicable. For example students in first grade will receive a car tag starting with a "1" second grade starting with a "2 etc...

In the event the person and/or persons attempting to pick up the child do not have the dismissal number and/or car tag; the main office will complete a verification check via the students' information on file. The parent/legal guardian may request to complete a child pick up form, if additional persons other than the parent/legal guardian are authorized to release the student. Additional dismissal car tags may be requested as well. In the event, the person and/or persons attempting to pick up a student without the dismissal tag and/or number and are not authorized, the main office will contact the registering parent/legal guardian for verification and permission to release the student.

No student will be released to anyone who is not authorized by the parent/legal guardian to receive the child. If verification, can't be obtained the school will not release the student.

If you plan for an unauthorized persons to pick up your student from school you must notify the main office accordingly to avoid confusion, delay and frustration. In cases where, one parent has been awarded custody of a student by the courts, the parent with custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations on the rights of the non-custodial parent. Without court documents, the school will presume the student may be released into the care of either parent. The school must be provided this written list before it will release the child to anyone other than a recognized parent/legal guardian or family member. Due to COVID-19 measures, limited exposure to outsiders in the building may be mandated. If you or a designee is picking up your child for early dismissal, please call the main office and your child will be escorted outside. Please refrain from accessing the building or calling the main office directly during dismissal as it delays the dismissal process.

## **28. ADMINISTERING MEDICATION**

General employees of the school are NOT permitted to give over-the-counter medications. The School Nurse and designated pupil services team member(s) may administer medications ONLY prescribed by a licensed physician. Any medication submitted to the office without a licensed physician statement will not be administered and then returned to the student's family. Any/all medication, not picked up on or by the last day of school will be discarded. Additionally, although students may self-administer asthma medication and epinephrine, a physician statement may/will still be required.

## **29. BOOKS and ELECTRONICS**

Each student is responsible for taking care of school books, electronic devices, library books, curriculum materials etc... Any supplies provided to the student(s) are not permitted to be shared. These items should never be thrown or dropped on the floor, and should always be kept in a locker, desk, with a student and/or in the designated area. Any lost or damaged supplies provided by the school are the responsibility of the student and a replacement/repair fee est. up to \$50.00 must be paid prior to the end of the school year, as applicable. Any student returning the next school year, without paying these fees for the previous school year, will not be permitted to be assigned school supplies until the fee is paid.

## **30. PARENT-TEACHER CONFERENCES**

Parent-Teacher Conferences will be held in the month of October and May. These conferences are held to allow the student's classroom teacher(s) to provide important academic overviews regarding the school year as well as answer questions pertaining to academics student conduct as well as reinforce a positive productive partnership between the school and families. Parents/legal guardians are expected to attend all conferences to discuss their students' progress. General and more in depth virtual and phone conferences will be held on an as needed basis throughout the year. Notification of available time slots will be sent and/or requested from classroom teachers and/or grade band leads to schedule conferences.

## **31. SELLING ITEMS**

Students are prohibited from selling any items on school property unless they have the permission from the Leadership Team.

## **32. CLASSROOM ENVIRONMENT**

It is the responsibility of students and teachers to maintain a positive and productive classroom environment, to ensure effective communication in the class to allow both students and teachers the opportunity to teach and learn. We have instituted school-wide and individual classroom rules that all students must follow. Classroom teachers will develop additional rules with students input, as applicable in the beginning of the school year.

## **33. CARE OF SCHOOL PROPERTY**



The school teaches its students to respect property and develop pride in their school. Therefore, each student is held responsible for the proper care of school property, supplies and equipment. Students should not have any expectation of privacy and/or personal ownership when utilizing school property. i.e. student desk, lockers, other storage areas etc...Additionally, students who cause damage to any school property will be disciplined and their parents/legal guardians will be financially liable for the cost of damages. Fines will be imposed for the loss, damage or destruction of school equipment, apparatus, musical instruments, library materials, textbooks, as well as for damage to school buildings and/or grounds. The school reserves the right to withhold a report card or educational credits from any student who has not completely paid their (damage) fines. All students in grades K-8 will participate in and complete community service hours and/or projects throughout the school year to promote responsibility within their learning environment and school.

### **34. CARE OF STUDENT PROPERTY**

The school strives to teach its' students to respect personal property, as well as the personal property of others. In the event, a student(s) property is lost, stolen or misplaced; the school is not responsible for the property. However, a Pupil Services Team member may assist in the process to locate the items and may refer the matter to the Pupil Services Team Lead for referral to the Leadership Team, if applicable to determine if any form of restitution is warranted. The main office will store items found in the school building and deemed lost by students in a designated area. Please check your students' book bag on a daily basis for personal property not required for school. i.e. toys, electronic devices, cell phones etc. All students' book bags will be scanned for metal objects in upon entrance to the school atrium. Any student refusing to turn in personal items as requested and/or required, will remain in entrance of the school building and will not be permitted access to their assigned floor.

In the unlikely event, a parent/legal guardian requires a student(s) to bring these items to school; please contact the office to request these items to be removed from the student(s) book bag to be properly stored in the main office. Additionally, if a student(s) personal property is deemed a distraction for a student(s) or others, the property will be removed from the student, properly stored in the main office and then returned at the end of the school day. As all students have access to technology throughout the school day, cell phones, headphones; ear buds are not required and will be taken at arrival, properly stored during the day and returned during dismissal.

### **35. STUDENT WELLNESS CHECKS**

The implementation of student wellness checks is a comprehensive process designed to prioritize and promote the well-being of every student within the educational environment as well as create a safe, diverse, inclusive and equitable space that fosters healthy habits, positive relationships, personal growth and academic progress. These checks will be conducted monthly by members of the Pupil Services Team. These checks are deemed necessary and will include a review of the students' attendance, academic status, social emotional progress, uniform requirements, conduct and families adherence to the parents/legal guardians R&R (see item 37. below) as well. Additionally, data may be collected from the instructional and intervention teams, as applicable to complete these checks. We believe this process will assist with increasing student and parent/legal guardian accountability,

promote the development of life skills, resilience, and self-care practices to empower students to navigate challenges and thrive both inside and outside the classroom.

### **36. GUIDANCE SERVICES**

#### *PBIS Program and Social-Emotional Learning*

We will determine school-wide social and emotional learning programs by utilizing (1) of (2) assessments, as applicable i.e. Ohio’s Whole Child Framework adapted from the Association for Supervision and Curriculum Development (ASCD) Whole Child Framework. The emphasis is placed on the student’s well-being with support from the district, school, family, and community using a comprehensive approach. The overall goal is to address areas of concern: mental, behavioral, physical, health, wellness, nutrition, and safety needs of our students. We will also utilize the K-12 Ohio Social Emotional Learning Standards. The framework for Systematic Social and Emotional Learning defines five competencies within the Ohio Standards as listed below:

1. **Self-Awareness** – The ability to accurately recognize one’s own emotions and thoughts, including how they relate to one’s identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one’s strengths and limitations with a sense of integrity, confidence, and optimism.
  
2. **Self-Management** – The ability to navigate one’s emotions, thoughts, and behaviors across different situations while managing stress, controlling impulses, and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.
  
3. **Social Awareness** – The ability to consider diverse perspectives and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school, and community resources and supports.
  
4. **Relationship Skills** – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.
  
5. **Responsible Decision-Making** – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns, and social norms. It involves making realistic evaluations of the consequences of one’s actions and a consideration of the well-being of self and others.

### **37. PARENT/LEGAL GUARDIAN ROLES and RESPONSIBILITIES “R & R”**

As your child’s first teacher, you must continue to participate in all areas of your child’s education. The parent/legal guardian and school share the responsibility of a child’s education. Through a collaborative effort we will create a partnership between the home and school to ensure the academic growth and success of every student. The list of R & R as noted below; are required and recommended to ensure a positive and productive partnership between the school and home. These

items will be monitored by the Pupil Services Team. In the event, a parent/legal guardian is not meeting the R&R; a referral to the Leadership Team, may be warranted.

**1. Support Your Student(s) Education:** Encourage your child's learning and show interest in their academic progress. Help them establish good study habits and provide a suitable environment for studying at home. Show an active interest in your child's education by asking about their school day, reviewing their assignments and grades, and engaging in discussions about their educational goals and aspirations.

**2. Ensure Your Student(s) Maintain Regular Attendance:** Ensure that your child reports to school in uniform, arrives on time, and attends every day. Notify the school promptly if your child will be absent or late due to illness or injury.

**3. Communicate with the School:** Stay informed about school events, policies, and procedures via monthly newsletters and emails. Maintain open lines of communication with teachers and staff, and promptly respond to school-related communications, such as notices, newsletters, and parent-teacher check-ins.

**4. Encourage Your Student(s) to Maintain a Positive Attitude:** Encourage your child to have a positive attitude toward learning, school, and their teachers. Teach them to respect their peers, teachers, and school staff.

**5. Ensure Your Student(s) Gets Plenty of Rest and Eats Nutritious Meals:** Ensure your child gets enough sleep and eats a balanced diet to support their physical and mental well-being. Provide them with healthy meals and snacks to promote their concentration and overall health. Also, snacks with numerous dyes and labeled “flaming hot” will not be permitted to be consumed at school. These items will be confiscated and returned to students during dismissal.

**6. Ensure Your Student(s) Complete Assigned Homework and Assignments:** Set aside time and provide a quiet, distraction-free environment for your child to complete their homework assignments and study. Offer guidance and assistance when needed, while encouraging independent problem-solving and critical thinking.

**7. Attend Parent-Teacher Conferences:** Participate in scheduled parent-teacher conferences to discuss your child's progress, strengths, and areas for improvement. Seek feedback from teachers and collaborate on strategies to support your child's academic and social development.

**8. Regularly Access and Monitor Your Parent Power School Accounts:** Register your child's Power School Parent Portal. Assignments, homework, projects, quizzes, tests, and other graded materials will be updated on a **WEEKLY** basis in the Power School Grade book. Monitor all updates and stay informed of your student's progress. If any technical assistance is needed, contact the main office.

**9. Encourage Your Student(s) to be Respectful and Responsible:** Teach your child to respect school rules, policies, and the authority of their teachers and administrators. Reinforce the importance of discipline, responsibility, and good behavior both in and out of school.

**10. Encourage Your Student(s) to Support a Safe and Positive School Environment:** Encourage your child to resolve conflicts peacefully, promote inclusivity, and discourage bullying or any form of harassment. Report any concerns regarding safety, security, or well-being to the appropriate school personnel.

**11. Regularly Review Parent-Student Handbook and School Website:** Familiarize yourself with the school's policies and procedures, including attendance, discipline, dress code, and academic requirements as listed on the schools website and in the Parent-Student Handbook, to ensure your child adheres to these guidelines.

## **ADMINISTRATIVE PROBATION or WITHDRAWAL - RECOMMENDATION**

The schools' philosophy and history of academic excellence is based upon the belief that forming a strong partnership between parents/legal guardians, students and the school is vital to the healthy development of the school and its' students. The continuing effectiveness of the partnership, between school and home, the results of a students' wellness checks and the parents/legal guardians R&R; we believe, is critical to the best interest of the school, all parents/legal guardians and all students. While we consider the school to be an excellent teaching-learning environment, we realize that no school; can meet the diverse needs of every single student and family. Should the Leadership Team, in its sole discretion, determine that this important partnership evidenced by the results of the students' wellness check and/or failure to adhere to the R&R is/has broken down, or that other factors indicate that the student is in jeopardy of having a less than optimal learning experience, the Leadership Team will notify parents/legal guardians of the students probation and/or the schools recommendation to potentially withdraw the student in order to enable the family and student to secure an alternative school model that promises to enhance the student's overall growth and development.

Additionally, any parent/legal guardian using inappropriate, threatening, or abusive language or behavior with, or in the presence of or towards any school employee and/or with, in the presence of or towards any student; may result in a automatic loss of school visitation, loss of school event participation, prohibited from entering school premises, potential lawsuit(s) and in extreme situations an administrative recommendation for the student's withdrawal.

## **38. DISCIPLINARY PROCEDURES**

Each individual class represents a small 'community' within the larger school 'community'. As such, in addition to the overall community expectations, each classroom will have its own, unique talents, skills, characteristics and expectations. During the first month of school each class will establish its' class discipline policy - the rules and expectations – that all students will agree to respect and follow. If the policy is deemed ineffective by the Leadership Team, it may be revised during the school year. All classrooms will be required to participate in school-wide Tier 1 interventions. i.e. voice levels, traditional Akan call and response of “Agoo” and “Amee”.

The Pupil Services Team Lead is available to respond to any discipline concerns or questions as applicable. The safety and security of our students and staff is a top priority. We strive to discipline our students in a firm, just, consistent, impartial and positive manner, not through the use of

physical force, restraint, seclusion, ridicule or sarcasm. Should a situation arise involving your student(s), we will devote ample time to investigate the situation and schedule a follow-up parent/legal guardian meeting or phone call as deemed necessary based upon the results of the investigation. This investigative time also affords student(s) the opportunity for self-reflection and self-discipline.

In the event, your student's behavior is a direct violation of the classroom disciplinary procedures and/or conduct/behavior unbecoming a Wings student, the parent/legal guardian will be contacted to notify them of the violation and the consequences. Students with repeated violations and/or repeated removals from class may be recommended to participate in behavior intervention plans, counseling, community service on school grounds, after-school educational sessions etc...as directed by the Leadership Team. Per due process procedures, if a parent/legal guardian cannot be reached by 2:45: p.m. a notice will be sent home with the student. All violation forms will include the violation, start date and end date as applicable. Parents/legal guardians will be provided copies of all applicable forms, documents and options for appeal.

**Unacceptable Disciplinary Actions:** Certain disciplinary measures are inherently contrary to the philosophy of school and may have potential legal implications. Therefore, the following measures are not permitted:

1. ANY PERSONAL INDIGNITIES
2. ANY FORM OF CORPORAL PUNISHMENT
3. VERBAL AND NONVERBAL HUMILIATION
4. REDUCING GRADES OR DENYING ACADEMIC CREDIT

**Automatic Violation of Disciplinary Procedures:** Out-of-school suspension is the removal of a student from school for a specified period of time. Any student returning to school prior to the end of a suspension will be subject to a recommendation for automatic school withdrawal. All privileges, academic and extracurricular activities, are withdrawn until the expiration of the suspension period. Suspension procedures shall be pursuant to sections 3313.66 and 3313.661 of the Ohio Revised Code.

The actions listed below will carry immediate 1-10 day suspensions up to 80 days with a recommendation for expulsion (not a complete list):

**Conduct and/or Behavior Unbecoming a Wings Academy Student:** Engaging in any activity, on or off school campus, that interferes with, disrupts, or adversely affects the school's environment, school operations, or an educational function, including but not limited to conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff or school property. Using cellular phones, Smartphone or devices, video recording devices, or similar electronic devices in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photos in bathrooms, cheat, or otherwise violates students conduct rules. Prohibited conduct specifically included, without limitation, creating and spending, sharing, viewing, receiving or possessing an indecent visual depictions of oneself or another person through the use of a computer, electronic communication device or cellular phone, commonly known as "sexting". Unless otherwise banned under this policy or by the building Leadership Team, all cellular phones,

Smartphone and other electronic devices must be kept power-off and out of sight during the regular school day unless; (a) the supervising teachers grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals

**Distributing, selling offering to sell drugs, possession and/or use of alcohol:** It is unlawful for any person to manufacture, sell, or distribute or possess with intent to sell, give or distribute any controlled substance, imitation controlled substance or marijuana while upon the property of the school; on any school bus; upon any public property or any property open to the public use within 1000 feet of the school (or any school bus stop when students are waiting to be picked up and transported to or are being dropped off from school or a school-sponsored activity.) If a student knows or suspects that any of the foregoing activities are occurring, he/she must immediately report the matter to the school Leadership Team/faculty so the appropriate law enforcement agency may be contacted.

If a student is suspected or is discovered to have (a) violated the foregoing policy with respect to any controlled substance, imitation controlled substance or marijuana or (b) used, possessed or distributed alcohol or tobacco while upon the property of the school; on any school bus; upon public property or any property open to the public use within 1000 feet of the school (or any school bus stop when students are waiting to be picked up and transported to or are being dropped off from school or a school-sponsored activity), the student will be subject to disciplinary action, up to and including expulsion. In the event school officials believe that a student is under the influence of an illegal substance, the parents/legal legal guardians will be notified. School officials reserve the right to require that the student be taken for drug testing within 24 hours and that the results of the testing be shared with the appropriate school officials. If, however, a violation of the law has occurred, the proper law enforcement agency will be contacted.

A student shall not possess or use drug paraphernalia, including, but not limited to, water pipes, cigarette paper rolling machines and miniature scales on the property of the school, on any school bus and/or any school-sponsored activity, whether discovered in an authorized search of his or her private property or on school property (e.g., lockers, desks etc...). Any student who violates this provision will be subject to disciplinary action up to and including expulsion.

**Possession, use or threat of use of a weapon:** A student shall not possess, use or threaten to use on the property of the school, on any school bus; and/or at any school sponsored activity, any weapons (including but not limited to any pistols, revolvers, rifles or other firearms, stun weapons, tasers, knives, flailing instruments (which may sometimes be known as nun chucks or fighting chains), sling shot, metal knuckles, any type of pointed metal throwing disk or dart, mace, pepper spray or other similar propellant or any type of explosive, incendiary or poison gas, bomb, grenade or rocket) or any object that can be used with the intent of threatening or harming an individual, except when expressly authorized by a member of the school Leadership Team/faculty for authorized school purposes (such as knives for use only in food preparation activities in family life/home economics class; chemicals solely for use in instructional lessons as part of the school's academic curriculum; etc.). Any student who violates this provision will be subject to disciplinary action up to and including expulsion. If there is reason to believe a violation of law has occurred, parents/legal legal guardians as well as the proper law enforcement agency will be immediately contacted.

- ◆ Arson or attempted arson
- ◆ Breaking and entering
- ◆ Gang activity
  - ~ The group has three or more members, generally aged 12-24.
  - ~ Members share an identity, typically linked to a name, and often other symbols.
  - ~ Members view themselves as a gang, and they are recognized by others as a gang.
  - ~ The group has some permanence and a degree of organization.
  - ~ The group is involved in an elevated level of criminal activity.
- ◆ Possession and/or use of explosives or fireworks
- ◆ Fighting
- ◆ Theft
- ◆ Sexual activity
- ◆ Serious destruction of property
- ◆ Repeated disruptions in class
- ◆ Repeated violation of a policy (e.g., tardiness)
- ◆ Cheating on schoolwork, including tests
- ◆ Accessing prohibited websites, social media sites, via school technology devices
- ◆ Threatening to cause physical harm to another student, staff member, volunteer etc...via verbally, written and/or text.
- ◆ Other just cause reasons

**It is expressly understood by parents/legal guardians and students that they will assume responsibility for all academic content and assignments during any period of suspension.**

### DUE PROCESS

**Notice for Expulsion:** The expulsion notice must include the reasons for the intended expulsion, notification of the opportunity of the student and his or her parent, legal guardian, custodian or representative to appear before the President of the Board of Trustees, or designee, to challenge the reasons for the intended expulsion or otherwise explain the student's actions, and notification of the time and place to appear. The time to appear shall not be earlier than (3) days not later than five (5) days after the notice is given, unless the President of the Board of Trustees grants an extension of time at the request of the student, parent/legal guardian, custodian or representative. If an extension is granted the expulsion notice must be re-issued with the new time and place to appear.

**Notification After Expulsion:** The Leadership Team, or President of the Board of Trustees, or designee, within (1) school day after the time of a student's expulsion shall notify in writing the parent/legal guardian or custodian of the student, and the Treasurer of the expulsion. The notice shall include the reasons for the expulsion, notification of the right of the student, parent/legal guardian, or custodian to appeal the expulsion to the Board of Trustees, to be represented in all appeal proceedings, and, to be granted to hearing before the Board of Trustees in order to be heard against the expulsion, and to request that the hearing be held in executive session.

Where the expulsion is for more than twenty (20) days, or if the expulsion will extend into the following semester or school year, the notice will include information about services and programs offered by public private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident that gave rise to the student's expulsion. The information must contain the names, addresses and telephone numbers of the appropriate public and private agencies.

**Appeal of Expulsion:** A student or his or her parent(s), legal guardian(s) or custodian(s) may appeal any expulsion by the Leadership Team or President of the Board of Trustees to the full Board of Trustees. The student or his or her parent(s), legal guardian(s) or custodian(s), may be represented in all appeal proceedings and, shall be granted a hearing before the Board of Trustees in order to be heard against the expulsion. At the request of the student, parent(s), legal guardian(s) or custodian(s), the hearing will be held in executive session, but the Board of Trustees shall act upon the expulsion only at a public meeting. The Board of Trustees, by a majority vote of its full membership may affirm the order of expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order of expulsion. There shall be a verbatim record of the hearing. The decision of the Board of Trustees may be appealed under Chapter 2506 of the Ohio Revised Code.

**Exclusion From Curricular or Extracurricular Activities Without Notice:** If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place within a classroom or elsewhere on the school premises, the Leadership Team may remove the student from curricular or extracurricular activities or from the school premises, and a staff member may remove a student from curricular or extracurricular activities under his or her supervision. The student's parent/legal guardian will be notified of all actions regarding the exclusion and given an opportunity to appeal. If parents/legal guardians elect to appeal, the individual who ordered, causes, or requested the removal must be present during the appeal process. If the Superintendent and/or President of the Board of Trustees reinstates the student after the appeal process is complete, the staff member, parent/legal guardian shall be given in writing the reasons for the reinstatement.

**Notice and Hearing Provisions Not Required for Normal Discipline:** The required notice and hearing provisions set forth above are not applicable to instances of normal disciplinary procedures in which a student is removed from curricular or extracurricular activity for a period of less than one (1) school day and is not subject to suspension or expulsion.

### **39. ANTI-HARRASSMENT, INTIMIDATION and BULLYING POLICY**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions, which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities



on school property, on a school bus, or while in route to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents/legal legal guardians, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

A. Any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s)

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyber bullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyber bullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior causes mental and/ 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(s).

Any student or student's parent/legal guardian who believes he/she has been or is the victim of aggressive behavior should immediately report the situation to the building Leadership Team or other designee. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the Leadership Team should be filed with the Board Liaison.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The Leadership Team or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyber bullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for

employees, exclusion for parents/legal guardians, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person, who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, and bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the Leadership Team to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the Leadership Team or appropriate administrator shall notify the custodial parent/legal guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the Leadership Team or appropriate administrator shall notify in writing the custodial parent/legal guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

### **Complaints**

Students and/or their parents/legal legal guardians/legal guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to Leadership Team for review, investigation, and action.

Students, parents/legal guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or

anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the Leadership Team for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that the school staff member(s) and administrator(s) who receive the complaint maintain their name in confidence. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

### **Privacy and Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Reporting Requirement**

At least semi-annually, the Leadership Team shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

### **Immunity**

A School District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

### **Notification**

Notice of this policy will be annually circulated and posted in the office and main bulletin board in the school building. The policy will be discussed with students, as well as incorporated into the teacher, student, and parent/legal guardian handbooks.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students enrolled at the school and to their custodial parents/legal guardians or legal guardians.

## **Education and Training**

Annually, the school shall provide all students enrolled in the age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy. The District shall provide professional development on this policy for school employees and volunteers who have direct contact with students.

## **40. ZERO TOLERANCE POLICIES**

### **GANGS**

Membership or affiliation in gangs is against the philosophy of WINGS Academy. Indication of gang involvement (colors, hats, signs, language, etc.) is strictly prohibited. Writing gang symbols on any property of WINGS Academy is grounds for discipline, and may result in expulsion. Any student who indicates possible gang affiliation will be referred to authorities.

### **GUN-FREE SCHOOLS ACT (GFSA) OF 1994.**

In accordance with the **Gun-Free Schools Act of 1994 (20 U.S.C. Chapter 70, Section 8921)**, WINGS Academy will expel any student bringing a weapon to school for not less Than one year. The GFSA defines the term “weapon” as:

- Any handgun, rifle, shotgun, pellet gun, zip gun, paintball gun or slingshot. A toy that has the appearance of a handgun and has the potential to create a disturbance and/or fear among students/staff will be considered a “weapon” for the purposes of this policy.
- Any weapon that will or is designed to or may readily be converted to expel a projectile by the action of any explosive
- The frame or receiver of any weapon described above
- Any firearm muffler or firearm silencer
- Any destructive device, including:
  - ~ bomb
  - ~ grenade
  - ~ rocket having a propellant charge of more than four ounces
  - ~ missile having an explosive or incendiary charge of more than one-quarter ounce
  - ~ mine, or
  - ~ similar device
- Any weapon which will, or which may readily be converted to, expel a projectile by the action of an explosive or other propellant and which has a barrel with a bore of more than one-half inch diameter.

- Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Any student bringing a weapon, as defined in the GFSA, to school or on to school property will be referred to Cuyahoga County juvenile justice system, as required by the GFSA. In the case of an immediate threat, school officials will contact the 911 emergency number. Where there is no threat of imminent harm or danger, the police radio dispatcher will be contacted.

**Compliance with Individuals with Disabilities Education Act (IDEA):** The school will comply with the provisions of IDEA. A student with a disability who brings a firearm to school may be removed from school for up to ten days and placed in an interim alternative educational setting (i.e. home instruction) determined to be appropriate by the student's individualized education program team, for up to forty-five calendar days. If the student's parents/legal legal guardians initiate due process proceedings under IDEA, the student will remain in that alternative educational setting during the authorized review proceedings, unless the parents/legal guardians and school district agree on a different placement.