

**CINCINNATI COLLEGE  
PREPARATORY ACADEMY**



**2010-2011**

**Student Handbook**

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## ***MISSION***

Our mission is to holistically guide and direct students in the development of personal character and academic potential through top quality teaching and child centered programs in a safe, positive and caring environment.

## ***VISION***

The Cincinnati College Preparatory Academy strives to enrich the lives of the learning community by increasing holistic programming and expanding opportunities for students to receive a top quality education at a level that helps students become positive contributors to society and lead a fulfilling and abundant life.

## **Vision Statement**

The Cincinnati College Preparatory Academy strives to enrich the lives of members of the learning community by increasing holistic programming and expanding opportunities to receive a top quality education. In the process of doing this, we will develop individual gifts and talents and strategic partnerships to improve the school and the individuals within it. We will commit the necessary resources necessary to sustain:

A respectful, caring and safe environment

Research-based, student focused instruction

Information-driven decision making

A focused and challenging curriculum

Collaboration focused on improving student learning

An active partnership with parents and community

Growth oriented planning for professional, personal, and organizational development

## **Vision Philosophy**

It is our purpose to inspire and prepare students to pursue higher education through child-centered motivational core instruction and college preparatory

coursework and programming. Students are prepared and encouraged to intentionally plan their futures in the following directions:

Students must be able to meet the necessary requirements to successfully complete college preparatory high school coursework and become a high school graduate.

It is our desire that our students develop interests and aspirations to continue higher education opportunities and attain a minimum of a bachelor's degree from a quality university program or to obtain a viable career option through a trade program.

We desire that our students continue to become lifelong learners and positive self-reliant contributors to society.

### ***SCHOOL STRUCTURE***

The Cincinnati College Preparatory Academy is led by several teams of people under an executive team and governed by a school board called the "Victory Team." The Victory Team meets monthly, generally on the first Tuesday of each month. The calendar of meetings can be obtained from the school's website at [ccpaonline.com](http://ccpaonline.com). The executive team consists of the superintendent, principals, and assistant principals. The administrative team serves as the overall school support team and consists of the personnel working in administrative assistantships, technology, media, finance, facilities, and other district needs. The building team consists of all school facilities personnel including maintenance and cleaning.

### **Instructional Teams and Organizational Design**

The instructional teams consist of classroom teachers, specialists, and intervention personnel. Teams collaborate to serve particular areas of the learning community in order to better meet the holistic needs of the learning community.

### **Core Instructional Program**

All students participate in essential core instruction in the areas of language arts, math, science, and social studies in the general education classroom. High academic standards in all subject matter will ensure the progress of all students.

The curriculum focus is standards driven, based on national standards and state achievement outcomes.

Because of the vast number of Ohio State Content Standards, the Cincinnati College Preparatory Academy has created specific standards known as *power standards* that students are expected to master at each grade level. Based on the power standards, each student at each grade level has specific skills and products known as *qualifiers* that must be completed prior to being promoted to the next grade level. The qualifiers serve the purpose of providing specific targets on the academic standards of each grade level and serve as evidence that students can perform at grade level or above.

### **Core Instructional Teaching Teams**

Teachers on a given team share common planning time daily to meet the needs for the team more effectively. These teams are called Horizontal Teams. Other teams, known as Vertical Teams, are formed across grade levels to focus on specific content to prepare effectively for school success. Teaming vertically ensures the practice of instructional alignment.

### **Innovative College Preparatory Programming**

A major focus of the school program is college preparatory programming that is innovative enough to inspire and prepare students for higher learning opportunities and to educate them to pursue viable career options. It is important that students achieve at proficient levels in core instructional programming and in college preparatory coursework in order to ready themselves for the challenges of today's world. It is the goal of CCPA to expose students to various life options early and to help them to understand what their passions are, so that they can seek further development and opportunities post high school graduation.

### **College Preparatory Coursework**

Students study coursework that builds upon state achievement outcomes and prepares them for higher learning. Research shows that most students enter college unprepared for higher learning, especially in the areas of math and science, which can lead to failure and cause many of them to drop out of college after the first semester. Teaching college preparatory coursework in addition to core coursework during instruction prepares students to be successful with any

higher learning opportunities they may choose and also builds confidence through exposure.

### **Imaginary University**

Imaginary University is a program designed to inspire and prepare students for higher education and beyond. This spring program is set up as a simulated University setting. Students are given options to choose a “major” or area of study in which they will each earn a mock degree. All core subjects are integrated into the theme of this major and career studies related to this choice. At the conclusion of the program, in a graduation ceremony, the accomplishments of the students in this program are honored. Student progress is demonstrated to families and visions are cast for higher education and career choices throughout the ceremony.

### **Imaginary University Purpose**

In the city of Cincinnati, there is an 81% high school dropout rate. Of those who go to college, very few earn a bachelor’s degree or have options in life to pursue specific careers. Few have the ability to earn a sustainable income for a high quality of life and to participate in the opportunities quality education can generate. There is a severe need to start educating children immediately to not only go to high school to earn a diploma with good grades but also to pursue higher education to earn at least a bachelor’s degree.

Imaginary University also gives students exposure to various career choices within a variety of educational opportunities. Students are given options so that they may discover particular areas of interest, talents, and abilities. This experience should not only cause a child to learn early about the pursuit of personal career desires but also give them an overview of the steps needed in order to successfully land that career. Furthermore, from this program, students should be cognizant of the availability of positive options when higher education is obtained.

### **Holistic Education Focus**

CCPA is involved in strong Holistic Educational Programming. CCPA strives to meet the needs of the “whole child”: mind, body and spirit. Measurements indicating progress in holistic programming are centered on the accomplishment of goal #4. Character traits are measured by calculating discipline referrals and the number of good citizen awards given twice annually.

Good health habits are measured through our school wide health and wellness program. Health and fitness goals are written for each child and monitored for progress throughout the year.

### **Specials Instruction**

CCPA strives to provide well rounded experiences to all students in the areas of health and wellness, the arts, technology applications, and naturalist opportunities. Currently, students participate in various forms of dance, swimming, art, music, physical education, and science labs.

### **Specialist Instructional Team**

Each student receives instruction weekly in the area of dance, art, music, and physical education. Grades K-4 receive swim lessons in addition to the above mentioned specials at least one time per week. Parents should note that this is a mandatory part of the school program and that they are welcome to come and view the lesson during the class period at any time.

### **YMCA Partnership for Swimming Special**

Students in grades K-4 receive swim lessons at least weekly throughout the school year. The swimming program is conducted through a partnership with the YMCA at the lower level of the school. YMCA life guards and instructors provide quality swim lessons in order to ensure that students can survive and thrive around water. Parents are welcome to view the lessons and are encouraged to sign up for lessons if they have yet to learn to swim. CCPA provides swim suits, caps, and towels daily for students.

### **School Nursing Program**

All students who have the need have access to the school nurse during the school day. CCPA has a partnership with local health services through an optional service called the “Fast Track Program.” Parents must enroll students through the school nurse in the program. Services such as immunizations, physicals, dental work, and other needed medical services are provided during school hours.

### **Family Centered Programs**

Throughout the school year, “Family Nights” are designed to give parents an opportunity to become further involved in the educational program. Topics are

chosen for each family night to help prepare for academic and social progress. The programs scheduled in the past school year were: Parent Orientation (Community Festival), Open House, Thanksgiving, Christmas, Black History, Extracurricular Banquet and Year in Review Assemblies, and student led conferences. Over 75% of the school family population participates in family night events.

### **Technology Applications**

Technology applications are integrated within the academic program. Students will have access to a computer lab when accompanied by the classroom teacher and have access to technology applications in the classroom that accelerate learning.

### **Annual “Year in Review” Student Learning Celebrations**

Each student participates in an annual Year in Review program in which teams of teachers prepare presentations for families that demonstrate student learning. After a whole group assembly in the school auditorium, parents convene in the classroom to participate in student led conferences. In these conferences, students provide evidence of learning to parents in *qualifier portfolios* that contain work samples, test results, and much more to celebrate student progress.

### **Student Power Standard Portfolios**

Each student completes a portfolio every year demonstrating evidence of meeting grade level power standards. *Power standards* or *standards of focus* are designed for each grade level. Students must master these power standards before being promoted to the next level. Student samples and assessments are taken at the latter part of the school year in preparation for the annual Year in Review in which students participate in performances and lead conferences for family members. In each student portfolio, parents will see the following items:

- A student profile cover sheet explaining the level of academic progress in each essential area and an overview of the student’s achievements, abilities, and interests.
- A list of the years qualifiers
- Evidence of mastery of the year’s qualifiers

- Report card
- Test results (if available)
- Awards earned
- Imaginary University diploma
- Placement or intervention needs if applicable

#### **4 SCHOOL GOALS**

- Goal 1: 75% or more of the students will be at or above reading and math level
- Goal 2: 75% or more of the students will be proficient on state achievement testing
- Goal 3: 75% or more of the students will reach mastery in college preparatory courses in Imaginary University
- Goal 4: 75% or more of the students will exhibit positive character traits and good health habits

#### **Measurement of Goals**

***How do we know if 75% or more of the students will be at or above Reading and Math Level?*** Various measurements are used to monitor the progress of each student quarterly during the academic review process. Intervention plans are implemented for students who are not proficient.

***How do we know if 75% or more of the students will be proficient on state achievement testing?*** Each year students in grades 3–8 take state achievement tests. Students are scored and categorized in the following ways:

- Advanced
- Accelerated
- Proficient
- Basic
- Limited

75% of the students at CCPA must be proficient or above each year.

***How do we know if 75% or more of the students will reach mastery with college preparatory courses in Imaginary University?*** Each grade level teaching team creates criteria based on the Imaginary University Theme. All criteria are evaluated by the level of mastery the student is able to demonstrate in the completion of selected products. For example, a 6th grade student in an architecture class may have to create a building model using knowledge obtained in the class.

***How do we know if 75% or more of the students will exhibit positive character traits and good health habits?*** The school collects data from discipline referrals, student and staff surveys, and participation in extra-curricular programs. Programs are established and monitored to ensure that 75% or more of the students achieve this goal.

### **Grading periods**

- CCPA School campuses operate on a 35-week school year. There are two semesters per year, each one 15 weeks long. The final 4 weeks of the school year are focused on college preparatory and career awareness and readiness programming through Imaginary University. *(See the Imaginary University section of the handbook for more information.)*
- Students will receive progress reports every eight weeks of the semester.
- Students receive credits at the end of each semester for classes they have passed. *(See the graduation requirements section of the handbook.)*

### **Make-up Exams or Quizzes**

- Must be given within 1 week of the student's return to school.
- May only be administered by the teacher of the class or designee.

### **Extra Credit**

- Extra credit can only be made available to the whole class and not to individuals.
- No extra credit assignments can be given or accepted during the last two weeks of any semester. However, extra credit points can be available on assessments at any time.

## **Late Work**

There are only two options for accepting late work from students: Either no credit for late work or no more than 90% credit if the work is turned in no later than the class period after which the work was due.

## ***EXTRACURRICULAR PROGRAMS***

CCPA has many extended day programs designed to focus holistically on the needs and interests of the students. Each school day is extended a minimum of one hour to give opportunities to students in the areas of extended academic instruction, athletics, fine arts, special clubs and teams.

We believe it is our responsibility to find as many ways as possible to add value to our students and their families. Activities selected are designed to give students a variety of experiences that will create exposure, instill self-discipline, and add to the quality of life. Many extended day extracurricular programs are available to students including but not limited to the following: academic clubs, arts clubs, athletic teams and holistic programming.

## ***GENERAL POLICY OF PARENT INVOLVEMENT***

The School expects parents of students to be actively involved in the student's education. In order for our faculty and staff to effectively educate our children, we must welcome their parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our school. Parents will be expected to participate and sign an agreement with the school.

A status review is a formally scheduled conversation between faculty and parents in order to discuss the student's development and progress. Parents will be required to confer with faculty about their child's/children's social and academic achievement on a regular basis as scheduled by the School on the school calendar. Parents should attend status reviews in order to receive written report cards. Also, the School encourages parents to initiate conferences regarding their questions and concerns with the principal or his/her designee.

## **Parental Consultation Regarding Physical Exams**

The School shall notify parents or students who are at least eighteen (18) years of age or emancipated minors ("eligible students") at least annually of the

projected or approximate dates of any non-emergency, invasive physical exam that is required as a condition of attendance, administered by the school and scheduled in advance and not necessary to protect the immediate health and safety of the student, or of other students. An "invasive physical exam" is defined as any medical examination that involves exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. This section does not apply to any physical exam or screening that is permitted or required by State law. Parents or eligible students shall have the right to opt out of participation in any physical exams covered by this section.

### ***RIGHTS OF INDIVIDUALS WITH DISABILITIES***

It is the policy of the School that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the School.

According to this policy, an "individual with a disability" is a person who has or had, or is or was regarded as having a disabling condition; "disabling condition" is a physical or mental impairment that limits one or more of a person's major life activities substantially and includes specific learning disabilities.

### ***CHILD FIND***

The School supports and complies with all applicable federal and state laws, procedures and policies regarding the School's child find responsibilities. The School will conduct all child find activities for students who are actually enrolled in the School so that they are appropriately located, identified, and referred for evaluation.

### ***LEAD POLICY***

Lead poisoning is one of the most common environmental child health problems in the United States and is caused by too much lead in the body. Lead is especially harmful to children younger than 6, but anyone who eats, drinks, or breathes a substance with too much lead can get lead poisoning. The school supports and complies with all applicable federal and state laws, procedures and policies regarding Lead Poison Training. The school will conduct a training each school year in November for all ages. A letter to the parent/guardian and a

pamphlet regarding lead poisoning prevention will be sent home via the students following the training.

## ***STUDENT ADMISSION***

### **Admission and Lottery Standards**

If there are more students applying to CCPA than the number of available spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number.
- The numbers will then be drawn at random by a disinterested third party.
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn.
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list for one year.
- The school may separate the lottery and the waiting lists for each grade or age grouping.
- Students attending the previous year will have preference for a position in the current year, but are required to submit the proper paper work to secure their positions.
- Any sibling of a current CCPA student needs to apply by completing an application. Sibling applications must be received by the enrollment office by May 1 to receive priority consideration.

### **Previously Home-Schooled Student Testing Policy**

Previously home-schooled students enrolling at the School will be given a diagnostic test in order to determine the appropriate grade level placement. Although the age of the student is considered, the School is committed to setting high standards for students and is not a proponent of social promotion.

### **New Student Testing Policy**

Students enrolling at the School will be given a diagnostic test in order to

determine the appropriate grade level placement. Although the age of the student and the previous school's placement is considered, the School is committed to setting high standards for students and is not a proponent of social promotion.

### **Middle School Readiness Policy**

Students in grade 6 will be evaluated academically and holistically for middle school readiness at the end of the first semester. Any student that is below in any area will be given an intervention plan. At the conclusion of the given time period for the intervention plan, students must demonstrate progress for middle school readiness. If enough progress is not made students will likely be retained to grade 6.

### **Middle Grades Financial Literacy and College and Career Readiness**

In an effort integrate the study of economics and financial literacy, as expressed in the social studies academic content standards adopted by the state board of education under section 3301.079 of the Revised Code, Ohio Senate Bill 311 will begin in the 2010-2011 school year to teach personal financial literacy to all middle and high school students. Students will become familiar with checking accounts, 401Ks, IRAs, stocks and bonds, credit cards, insurance – all the realities of adult life. Knowing how to make appropriate personal economic choices is too often learned by trial and error, however, it is our objective to ensure that our learning community is proficient in this area. It will help students be prepared to manage their personal finances as they move into adulthood, and its knowledge that one has to have to understand the economic news that pervades our lives today

CCPA students must meet the financial literacy requirement in order to earn their high school diploma. High school students will meet this requirement by completing a Personal Finance Course worth 1/2 credit hours under the Social Studies Curriculum. Students will have the option of completing the course during grades 9-12 or as designated by high school counselor or administration.

In addition to implementing financial literacy at the high school level students at the middle school level (7<sup>th</sup> /8<sup>th</sup>) will begin to investigate the foundations of personal finance and college and career readiness. House bill 1 requires each city exempted village, and local school district to adopt a resolution describing how the district will address college and career readiness and financial literacy in the middle grades. CCPA will integrate this academic component into the social studies curriculum as a 2-3 week unit. The Financial Literacy component

will allow students create and maintain a budget, the value of money, basics about credit, and banking basics. The College and Career readiness component will allow students in grades 7-8 to explore and investigate different careers, education requirements, salary, post secondary educational options, financial aid availability and the benefits of attending college.

### **Grade Level Placement Policy**

Students critically below level in the areas of reading, language arts, or math in any grade level may be placed back in a prior grade at any time during the school year. An intervention plan will be made prior to making the decision to place a student back a grade. However, if the student does not make adequate progress and the current grade level is too challenging, the student may be placed one grade level back.

Students who demonstrate an accelerated level in all subjects in a given grade level and have taken the school diagnostic test that also demonstrates advanced skills, and are functioning at an advanced level holistically, may be placed one grade level ahead with approval of the school superintendent.

## **Summer Intervention**

The School is committed to providing the best possible education for its students. This includes providing added opportunities to learn and grow beyond the school year.

In accordance with State of Ohio requirements, all third-grade students receiving a score below the proficient level on the Ohio Achievement Assessment will be given the opportunity to attend a special summer reading course. In addition, CCPA has extended this opportunity to students in all grade levels. This course may include tutoring or additional programs to assist students with the Reading and Math Achievement outcomes. (Third grade students in this program will be given a second opportunity to take the Ohio Reading Achievement Assessment in the summer.)

The decision to promote or retain a student at that grade level depends upon several factors but may include his/her score on the Ohio Reading Achievement Assessment.

## **Reenrollment**

At the end of each school year, the family is required to submit a packet for each student currently enrolled at CCPA in order to reserve their spot for the next school year. Several opportunities are given to complete the packet: (1) The re-enrollment packet is sent home twice (weeks 1 and 3 of May) via the student. (2) The re-enrollment packet is included in the Year-In-Review Student Portfolio on the scheduled date of the Year-In-Review Program. These forms **MUST** be submitted for re-enrollment for the next school year by May 30<sup>th</sup> or the student will lose his/her place and will have to re-apply to the school through the lottery process.

## ***GENERAL ATTENDANCE INFORMATION***

School is in session from 9:00 a.m. until 4:00 p.m. Students may arrive early and have breakfast between 8:30 a.m. and 9:00 a.m. Elementary students arriving early must wait in the auditorium after breakfast. High school students must wait in the atrium. Students will be dismissed to class at 8:45 a.m. No student should be in any other area of the building without permission prior to 8:45 a.m. Students not involved in extra-curricular activities or not supervised by a school staff member must leave the school building by 4:30 p.m.

If students are absent from school, parents must call the attendance office by 10:00 a.m. to inform the school of their children's absence. Without this notification, Ohio law requires that the school contact parents by phone or letter to inform them of student absences.

The following conditions may excuse a student from school:

- Personal illness or injury (a medical verification note may be required by the school principal)
- Family illness – an emergency situation requiring the student to be absent from school
- Quarantine of the home by local health officials
- Death of a relative (limited to three days unless reasonable cause can be shown for a longer absence)
- Observance of a religious holiday consistent with a student's established creed or belief

**Ohio law** requires that after all absences students returning to school bring a written note from their parent or guardian stating:

- the dates of absences;
- the reason for the absences;
- the parent or guardian signature; and
- the parent or guardian phone number.

The parent or medical verification note should be taken to the Attendance Office the day the student returns to school. Absences documented with medical verification notes for each date absent will be excused and will not count toward the Five Class Period Rule.

**All Students Must Obtain an Admit Slip the Day of Return**

Absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student's return to school. A doctor's note or other official documentation is required for an absence period of more than 2 consecutive days. Notes from the doctor must be on doctor's office letterhead.

Medical or other appointments should be made after school hours or on weekends if at all possible. Medical appointments can also be made during school through the school based health clinic. If a student is to be out sick, the parent/guardian should inform the student's main office before 9:00 a.m.

### **Unexcused Absences**

- Students are expected to bring a parent note upon their return. Students who fail to bring a written excuse upon their return may be subject to the following consequences: detention, Saturday school, suspension from school, grade retention, or placement in a lower grade due to excessive absences.
- Any of the above consequences may be waived upon the submission of a written excuse for the absence(s) in question.
- Students may be permitted to complete/submit work missed due to an unexcused absence for full credit.
- Students leaving school because of illness or other excused reason must still submit a written parental excuse upon their return to school. After 2 consecutive or repeated absences, a doctor's note may be required to excuse future absences. Parent or doctor absence notes will not be accepted by e-mail; however, they may be faxed to the attendance office. Failure to follow attendance guidelines may result in school discipline. It is the responsibility of the school to report all attendance concerns to Juvenile Court. A court officer will follow procedures to ensure the regular attendance of all students.

Special note regarding students who have more than 20 days of unexcused absences:

- If, during the school year, the student accumulates 20 or more unexcused absences, the school may proceed with a recommendation to expel the student from school for non-attendance.
- If not expelled, students who have more than 20 days of unexcused absences during any school year, for any reason, will be retained. This includes absences earned as a result of tardies. The only exceptions will be for seniors who have verifiable medical conditions that prevent attendance.

For excused absences and absences due to suspension, make up work must be allowed and generally, students are given as many days to turn in work as they were absent. For example, if students are absent for two days, they would have to turn in make-up work by the second day they return.

For unexcused absences, make-up work does not have to be given.

## **Absence Guidelines**

### ***Tardy***

- Up to twenty minutes late to school
- Half-Day Absence
- Twenty-one minutes or more late and arriving before the end of 4th full period. *This will also count as a tardy to school.*

### ***Full-Day Absence***

Attendance for fewer than four full periods

### ***Extracurricular Participation***

In order for a student to participate in any extracurricular activity, the student must be in school at least four full periods, not including lunch period.

### ***Doctor Appointments/Court Appearances***

Under normal circumstances, no more than one-half day will be excused for medical appointments or court appearances. Medical appointments should be scheduled outside of school hours when possible.

### ***Leaving the Building***

Students should never leave the building without permission or without signing out in the attendance office.

### ***Making up Work***

Students have the same number of days to make up work as they have been absent from school (i.e., if students are absent three school days, they have three school days after their return to make up work).

### ***Tardies***

- After school begins, students are required to report to the attendance office immediately upon arrival to obtain an *admit slip*.
- Each student will be permitted one tardy per semester.
- On the second, third and fourth unexcused tardy in a semester, a detention will be issued.
- On the fifth, sixth and seventh unexcused tardy in a semester, a Wednesday or Saturday School will be issued and a parent conference may be requested.
- On the eighth and subsequent unexcused tardies in a semester, in-school suspension may be assigned and a parent conference may be requested.

### ***Illness While at School***

If the student should become ill or is injured during school, s/he must ask his/her teacher for a pass to the nurse. The school must obtain parental permission in order for a student to be released from school due to illness. Prior to leaving the attendance office or nurse's office for home, students and parents must sign out in the attendance office. A parent note may be requested from students upon return. If, at the nurse's request, students are sent home from school for medical reasons, the absence for that school day will be counted as excused and will not count against the Five Class Period Rule.

Being ill in the restroom for any extended period of time will not be accepted as an excuse to miss classes. Should the student be too ill to report to the nurse,

word should be sent to that effect to the school office. Parents are requested to report all communicable diseases to the school nurse.

### ***Five Class Period Rule***

- At the high school level, the five-class period rule policy designates five class periods as the maximum number of absences to be permitted in any one course during a nine-week grading period. If this number is exceeded, the student may receive a grade of F in that class for the eight-week grading period, or be subject to other consequences as outlined in the Code of Conduct.
- Exceptions to the Five Class Period Rule (these absences do not count against the total):
  - Absence verified by medical documentation for each date absent
  - Observance of a religious holiday consistent with student's established creed or belief
  - Death in the immediate family, limited to three days unless extenuating circumstances exist and absence is approved by the principal
  - School-related absence – participation in a school-related activity (such as a field trip)
  - Court appearance, with documentation
  - Emergency circumstances, with principal's approval
  - In-School Detention (ISD)
  - Suspension Alternative Program (SAP)
  - College visits (see detailed section regarding college visits)

### ***Attendance Consequences***

The teacher should notify the main office in writing after the student has been absent from class three times in a eight-week grading period, but it is the student's responsibility to be aware of the number of days he or she has missed in each class. Upon the sixth absence, the teacher will notify the main office that

the student has missed six class periods and may fail for the eight-week grading period, or be subject to other consequences as outlined in the Code of Conduct. Grades earned in a course that a student has failed due to attendance will be replaced with a grade of "F" (59%). Students earning a grade lower than 59% will retain that lower grade upon failure due to attendance.

A student failing due to the number of his or her absences may serve one Saturday School to reduce an absence. Only one absence day per school year can be taken care of in this manner. The student must contact his or her principal or principal's designee within five school days after the end of the grading period to schedule a Saturday School. All other situations may be taken before the review panel.

### ***Early Dismissal***

Students must never leave the school building without permission or without signing out in the attendance office with parent approval. Failure to follow this procedure may result in school discipline.

Legitimate reasons for early dismissal from school will be accepted provided a note signed by a parent is presented at school. A student must also submit a parent's note to the attendance office upon returning to school the next day.

Students seeking an early dismissal should report to the attendance office before first period with a parent note stating the reason and time to be excused. The student must sign out on the "sign-out log." The student will be given a pass that is to be shown to the classroom teacher before leaving. The student must sign out in the attendance office before leaving the building. Failure to sign out may result in school discipline.

The reason for early dismissal must be explicit in order to be considered excused.

### ***Special Absences***

Alternate Learning Experience (ALE). The school recognizes that educational experiences are not limited to those taking place within the building. It is desirable to afford students the opportunity to take advantage of an unusual opportunity to learn, provided those experiences have obvious educational benefits. Students may be required to submit a report or journal of their experience. Alternate Learning Experience (ALE) absence days count toward the **Five Class Period Rule**.

If approved, school absence due to an ALE will be considered excused and schoolwork missed during the experience may be made up. Teachers will not be required to give homework assignments prior to the ALE. Upon receiving an ALE request, the building administrator will do one of the following:

Approve the ALE

Give conditional approval to the ALE

Requests that would cause a student to exceed the Five Class Period Rule may be conditionally approved by the building administrator pending the satisfactory completion of all academic course work. It should be noted that additional days absent, counting toward the Five Class Period Rule, within the grading period of the ALE could cause the student to fail the eight-week grading period.

To be granted an ALE, the student will meet all the criteria listed below:

They must submit a request on the designated form prior to the experience. This form is available on the website as well as in the main office.

They must document a valid learning content to the alternate experience.

Alternate Learning Experiences may **not** be approved for:

Applications submitted after the absence

Semester or final exam week

District testing dates

### ***College Visitation Procedures***

A *College Visitation Request Form* must be submitted to the Main Office in advance. A college visitation day taken without a properly completed *College Visitation Request Form* may count toward the Five Class Period absence rule. College visitation days are limited to three days total per year and are only for 11th and 12th graders.

### ***Excused Absences***

Absences due to the following reasons will be excused:

- Personal physical illness which prevents attendance at school
- Personal mental illness such that the student will not benefit from instruction
- Illness in the family if student is age 14 or older
- Quarantine of the home
- Death in the family
- Observance of religious holidays.
- Court subpoena.
- Necessary work at home due to absence of parents/guardians.
- Instruction at home from a person qualified to teach the branches of education in which instruction is required.
- An emergency or set of circumstances in which the judgment of the School constitutes a good and sufficient cause for absence.

Upon return to School, the student must provide a written statement from a parent or physician of the cause for absence, or the absence will be considered unexcused. The principal or his/her designee reserves the right to verify such statements and to investigate the cause of each single absence.

### ***Withdrawal***

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a voluntary withdrawal form with the principal or his/her designee.

### ***Truancy***

Students are considered habitually truant if they are absent without a legitimate excuse for five (5) or more consecutive school days, for seven (7) or more school days in one (1) month, or twelve (12) or more school days in one (1) school year.

A student is considered chronically truant if the student is absent without a legitimate excuse for seven (7) or more consecutive school days, for ten (10) or more school days in one (1) month, or fifteen (15) or more school days in one (1) year.

### ***Missing and Absent Children***

A student, at the time of his/her initial entry to school, shall present to the person in charge of admission any records given to him/her by the elementary or secondary school s/he most recently attended and a certification of birth\* issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation.

The primary responsibility for a student's attendance at school rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedures for excused absences.

The procedure for absences is as follows:

1. Parents must call to inform the school that their child or children will be absent from school. This phone call should take place within the first hour that school is in session.
2. If parents fail to call the school, school personnel will call the parents to inform them of the student's absence.
3. In those cases where telephone communication could not be made, school personnel will initiate a written communication to the home of the legal guardian the day of the student absence.

\*May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth; or 5) a birth affidavit.

### ***Excessive Absence Policy***

All students must arrive to school on time and be present for the entire school day every day. If students are chronic or habitually truant they may be expelled from Cincinnati College Preparatory Academy.

### ***Fingerprinting Students***

CCPA recognizes the advantage to both parents and law enforcement agencies of a means of identifying children who have become lost or have been abducted. Accordingly, the school will cooperate with legal law enforcement agencies in the voluntary fingerprinting of students enrolled at the school.

## ***DRESS AND GROOMING***

### **School Uniform Policy**

A safe and disciplined learning environment is essential to maximize student achievement and to ensure that students reach their full potential. The Cincinnati College Preparatory Academy believes that a school uniform dress code is a positive and cost-effective way to create a more unified, positive and safe school climate focused more strongly on the learning process. Research has demonstrated that school uniforms increase school safety by minimizing disruptive behavior, decreasing violence, helping prevent gang activity, instilling and improving discipline and helping maintain the focus on learning. It is expected that a school uniform dress code will promote respect for teachers, build school spirit, decrease unhealthy competition involving fashion trends and dress, ease the strain on parental clothing budgets and allow for easy identification of intruders on campus.

This code is in effect anytime students are in the school building and at most school functions

### **Uniform Dress Code**

#### **1. Uniform Shirts**

All CCPA uniform shirts, grades K-12, should be purchased through the school, as each uniform shirt must bear the CCPA Insignia.

#### **Elementary K-8**

- Students must wear a collared uniform shirt, available in short and long sleeve.
- Uniform shirts are to be tucked in neatly at all times.

### **High School 9-12**

- Students must wear a collared uniform shirt, available in short and long sleeve.
  - September – October: students can wear the short sleeved uniform shirt.
  - November – February: students **must** wear the long sleeved Oxford uniform shirt with the navy tie.
  - March – May: students can wear the short sleeved uniform shirt.
- There will be NO EXCEPTIONS to this rule.
- Uniform shirts are to be tucked in neatly at all times.

## **2. Bottom Wear (i.e. pants, skirts)**

### **Elementary K-8**

- Pants/Slacks shall be made of a twill-like material.
- The designated color permitted for bottom wear is navy blue. Bottom wear with more than one color will not be permitted.
- Both boys and girls may wear shorts or pants that are appropriate according to the season. Girls may also wear skirts or jumpers assuming they meet the one-inch rule (i.e. must be no higher than one-inch above the knee).
  - September – October: students are permitted to wear shorts as long as they meet dress code requirements.
  - November – February: students should adhere to wearing pants per their dress code.
  - March – May: students are permitted to wear shorts as long as they meet dress code requirements.
- All pants/slacks must be worn at waist-level. In grades 5-8, a belt should be worn with bottom wear that has belt loops. In grades K-4, belts will be excused if pants have an elastic waistband.
- Jeans and baggy pants are not permitted. Pants and shorts with side pockets, known as “cargo” pants and shorts, are also prohibited.
- All students, male and female in grades K-12 will be subject to the ½ inch rule. The waist band of all bottom wear should be no more than one-half inch larger than the individuals’ actual waist size. Students wearing pants/slacks falling below the waistline will be cited for violating the dress code. Parents will be called and requested to bring correct bottoms for the student to change. Continued violations of this rule will result in discipline and loss of enrollment if ignored.

## **High School 9-12**

- Pants/Slacks shall be made of a twill-like material.
- The designated color permitted for bottom wear for 9-12 is navy blue or khaki. Bottom wear with more than one color will not be permitted.
- Both boys and girls may wear shorts or pants that are appropriate according to the season. Girls may also wear skirts or jumpers assuming they meet the one-inch rule (i.e. must be no higher than one-inch above the knee).
  - September – October: students are permitted to wear shorts as long as they meet dress code requirements.
  - November – February: students should adhere to wearing pants per their dress code.
  - March – May: students are permitted to wear shorts as long as they meet dress code requirements.
- All pants/slacks must be worn at waist-level and a belt should be worn with bottom wear that has belt loops.
- Jeans and baggy pants are not permitted. Pants and shorts with side pockets, known as “cargo” pants and shorts, are also prohibited.
- All students, male and female in grades K-12 will be subject to the ½ inch rule. The waist band of all bottom wear should be no more than one-half inch larger than the individuals’ actual waist size. Students wearing pants/slacks falling below the waistline will be cited for violating the dress code. Parents will be called and requested to bring correct bottoms for the student to change. Continued violations of this rule will result in discipline and loss of enrollment if ignored.

## **3. Sweaters and Undershirts**

### **Elementary & High School K-12**

- Sweaters and visible undershirts are permissible; however, they must be White or Navy ONLY, no other colors are permissible.
- Sweaters may not bear any emblems, insignias, logos or slogans, other than that of the school.
- Sweatshirts are not allowed to be worn in classrooms unless it is one bearing the school name.

## **4. Jackets**

### **Elementary & High School K-12**

- Jackets must be appropriately sized and may not be baggy or oversized.
- Jackets may not be worn in class unless the student's teacher approves such use.

## **5. Shoes**

### **Elementary & High School K-12**

- Shoes may not have open toes or open heels.
- Shoes must be tied or properly fastened at all times.
- Students are not allowed to wear any form of shoe that rolls or has a rolling mechanism.

## **6. Head/Hair Accessories**

### **Elementary & High School K-12**

Headwear that is not weather-related may not be worn in the school building at any time. This includes, but is not limited to bandanas, rags, non-religious head coverings, scarves, sunglasses hats and combs.

## **7. Jewelry**

### **Elementary & High School K-12**

Any piece of jewelry or accessory that may be used as a weapon will not be permitted. Please adhere to the following guidelines:

- Females are permitted to wear the following items: one pair of earrings, 2 bracelets max., 1 necklace that hangs no lower than mid-chest and 1 ring on each hand.

- Males are permitted to wear the following items only: 1 bracelet and a chain that hangs no lower than mid-chest. **Earrings are not permitted for male students at any grade-level.**

## **Additional Rules Regarding the Dress Code**

### ***Uniform Shirts***

All CCPA Uniform shirts K–12 can only be purchased through the school. Each uniform shirt bears the CCPA Insignia and varies according to grade level. The dress code for elementary grades K–6 includes blue and white uniform shirts and blue bottoms. Belts must be worn with pants unless elastic is present to hold the pants snugly to the body. Shoe regulations are flexible but fashion boots or untied shoes are not acceptable. Pants must cover knee-high shoes or boots. Uniform shirts are to be tucked in neatly at all times.

### ***Dress Code for High School Students in Grades 9-12***

The dress code for high school students in grades 9–12 includes light blue collared uniform shirts and khaki or navy blue pants. Belts must be worn with pants. Shoe regulations are flexible but fashion boots or untied shoes are not acceptable. Pants must cover knee high shoes or boots. Uniform shirts are to be tucked in neatly at all times. Jeans and baggy pants are not permitted. Pants and shorts with side pockets, known as “cargo” pants and shorts, are also prohibited. All pants/slacks must be worn at waist-level. A belt should be worn with bottom wear that has belt loops.

### ***Dress Code Violation/Discipline***

**Compliance with this policy is mandatory.** CCPA strives to achieve full compliance with this policy through the use of positive reinforcement and incentive measures. Students transferring in from other school districts will have a maximum two week grace period before compliance becomes mandatory. A student in violation of the school uniform dress code may be subject to various disciplinary measures. For initial or minor violations, simply notifying the student and parent of the violation and immediately correcting the problem should be sufficient. For repeated or offensive violations or those that demonstrate a conscious decision not to adhere to the school uniform dress code requirements, the student may be subject to more severe discipline, up to and including an after-school detention, Saturday school, or out-of school suspension. Chronic issues may result in expulsion. School administration shall

employ a “progressive discipline” approach, with notification to the parents in order to encourage full compliance with no more discipline than is reasonably necessary.

Specific discipline measures follow:

**\*\* Consequences for Breaking Dress Code Policies \*\***

**1<sup>st</sup> violation:** Parents are called and a dress code violation letter is sent home. This letter must be signed by a parent/guardian and returned the next day.

**2<sup>nd</sup> violation:** Parents are called, student will be required to change his/her clothing before they can return to class, and students in grades 3-6 will be assigned an after-school detention to be served the next school day.

**3<sup>rd</sup> violation:** Student will be suspended and a parent will be required to meet with the principal before student can return to school. **This applies to all students K-12.**

### **Special Events**

The school principal may designate particular school days or events during which full uniforms do not have to be worn. A “Dress Down” day is designated for students to wear jeans or khaki pants with a CCPA Spirit Wear shirt. Regular everyday clothing is permitted **ONLY** on picture days and on select field trip days.

When these and/or other special events occur, shirts and blouses may not bear any emblems, insignias, logos, or slogans, other than that of the student’s individual school and pants/slacks or denim wear will comply with the previously stated dress code/policy.

### **Special Uniforms**

The school principal may allow students to wear athletic uniforms or jerseys that are related to school activities.

### **Interpretation of Policy**

The school principal or designee shall have the authority to make all reasonable decisions and interpretations regarding the implementation of this school uniform dress code. If a student, parent, or guardian has questions about whether a particular item of clothing satisfies the school uniform dress code, the

student, parent, or guardian is encouraged to ask the school principal or designee.

### **Staff and Community Involvement**

The School Board believes that a school uniform dress code policy is most effective when it is developed and accepted by the majority of staff and parents. The school principal(s) shall seek input from school staff and parents in connection with the school uniform dress code policy. The school principal(s) may make recommendations to the School Board from time to time if he/she feels that changes or adjustments to the policy are desirable.

### **Additional Rules by School Principals**

The school principals shall have the authority to make rules and regulations that are not inconsistent with the dress policy.

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

The school is both "high tech" and "high touch." We use the computer as a tool to manage each student's lesson plans, track assessments, communicate, collaborate, and provide additional curriculum materials. Accordingly, all computers and the Internet are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this policy and the guidelines below will result in the disciplinary action as outlined in the Student Code of Conduct.

Internet/Electronic Media cannot be used knowingly for transmitting, retrieving, or storing any communication that is:

- Obscene, sexually explicit, or pornographic
- Defamatory or threatening
- Discriminatory or harassing
- Derogatory to any individual or group
- In violation of any purpose that is illegal or contrary to CCPA policy

### **Code of Conduct for Computer Use**

The goal of computer access at school is to build technology skills, information gathering skills, and communication skills. Students have the privilege of using computer workstations, the school network, e-mail, and the Internet **for school assignments only.**

**Student Responsibilities:** In order for the school to provide sound educational opportunities via its computer network, each student must use individual computers and the network in general responsibly.

**Responsible students use computers, printers, other hardware, and printers carefully.** Students will leave the computers working in the same condition as they found them by making no setting changes that alter computer appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

**Responsible students use the Internet appropriately.** Students are responsible for all web pages accessed. Students must earn Internet authorization by studying the Acceptable Use Policy and passing a quiz on the contents with a score of 100%.

Students are not allowed to access, use, or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via e-mail, chats, blogs, or other means; or files deemed dangerous to the integrity of the CCPA school network system (e.g., viruses, worms, or other harmful programs designed to disrupt or alter computer functions). In addition, students may not access, use, or possess unauthorized or illegally obtained hardware, software, or data.

Students must comply with the following safety rules for Internet use: they should not give out any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Students should tell their teacher, principal, or parent/guardian immediately if they feel uncomfortable about any information received online. Students should never agree to meet or to send any picture to someone with whom they have communicated online.

**Responsible students respect the privacy and rights of others.** Students must keep their computer account and password private; if students

have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Students may not access student records of other students. Students may not alter any network address or identifiers. Students may not copy software from computers, or destroy or damage another person's files or messages. Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate or supervise it. Students must create their own work and properly cite research sources. Copying someone else's work is plagiarism and will result in a failing grade and disciplinary action. Students may not use school computers, the school network, or the Internet to make inappropriate or negative comments about other students, teachers, administrators, or the school.

**Responsible students maintain the integrity of the school network.**

Students have the responsibility to report all violations of privacy. Students are accountable for all e-mail sent or received under their user accounts. Students may not use the network or labs for wasteful or frivolous purposes including but not limited to playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, participating in "chain letters," writing blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer lab rules and obey supervisors of the labs.

*Students should not expect that files stored on school-based computers or servers will be private.* Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. All administrators and teachers have access to stored files and e-mail. Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that students are acting responsibly, to conduct the business of the school, and to comply with legal requirements.

Failure to comply with the Code of Conduct for Computer Use may result in loss of computer privileges as well as other penalties. Students observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or the principal.

***SEXUAL AND OTHER FORMS OF HARASSMENT***

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

**Sexual Harassment:** Sexual harassment is a form of sexual discrimination that occurs when one person subjects another person to unwanted sexual attention, coerces him or her into sexual activity, or punishes his or her refusal. Sexual harassment may be manifested verbally (which includes, but is not limited to, propositions, innuendoes, or subtle pressure for sexual activity) or physically (which includes, but is not limited to, touching, patting, pinching, brushing against another's body, physical assault, rape, or subtle pressure for sexual activity). The accusation of sexual harassment is a serious one, and all cases will be given immediate individual attention with the strictest confidentiality imposed. A student should inform the principal immediately if they encounter this problem.

### **Anti-Harassment, Intimidation and Bullying Policy**

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

**Bullying and Verbal Harassment:** There shall be no bullying or verbal harassment. Bullying or verbal harassment includes threats, gestures, or verbal attacks on persons, including attacks directed at one's racial, ethnic, or religious background; sexual preference; physical or mental disability; appearance; and any form of obscene language, swearing, slander, name-calling, or slur.

### ***STUDENT CODE OF CONDUCT/DISCIPLINE PROCEDURES***

## **Student Code of Conduct**

### **C.C.P.A. Layers of Consequences for Aggressive and Defiant Behavior**

Students must follow all school procedures and engage in safe, orderly and cooperative conduct at all times. It is necessary to have procedures in place in the event that a student may display conduct that disrupts the learning environment. The following is a tiered guideline of the consequences for disorderly, aggressive, defiant, or disruptive behavior.

### **Code of Conduct**

The image a school portrays is often determined by the behavior of its students and the physical appearance of the building. All of us—students, teachers, administrators, support staff and community members—must show pride by doing our share to make the high school a better place in which to learn and work. One of the main goals is to develop self-discipline in all students.

The following rules apply while on school premises, school buses, or any other school property during school activities at or away from school, or off school grounds if the situation is initiated at school. Students shall be given due process before a disciplinary action is taken.

Any student conduct that would constitute criminal conduct under the Ohio Revised Code is also a violation of the Code of Conduct. The rules also apply to any form of student misconduct directed at a school official or employee or the property of a school official or employee, at any place or any time.

A violation of any rule may result in discipline including, but not limited to:

- After-school or morning detention
- Saturday detention
- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Court referral
- Expulsion

- Compensatory payment of damages
- Loss of bus privileges
- Loss of credit for assigned work or tests
- Assigned work related to the offense
- Loss of other privileges

**Notice to students: Video surveillance equipment may be used in the investigation of violations of the Code of Conduct and may also be used by school officials for educational purposes and safety. Therefore, these records will remain in possession of the school/district. Students may receive discipline as a result of what is recorded.**

1. **School Disruption:** Students shall not cause disruption or obstruction to the normal operation of this school or any other school or school district.
2. **Harassment/Bullying:** Students shall not harass other students, school employees, persons that are guests of the school, or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic or religious nature that are deemed offensive.
3. **Intimidation/Threats:** Students shall not, through verbal, written, technological or any other means make statements which could cause physical or emotional harm to another person or to an institution. Bomb threats will result in expulsion from school.
4. **Use of Obscene Language/Materials/Actions/Gestures:** Students shall not use obscene, vulgar or profane language, make inappropriate gestures/actions, or possess vulgar materials.
5. **Attendance:** No student shall fail to comply with state attendance laws including, but not limited to, truancy or tardiness from a specific class or school. No student shall leave school property or an assigned educational location once he or she has come under the supervision of a school employee, prior to specified dismissal times, without official permission.

6. **Forgery:** Students shall not misrepresent a signature on any document.
7. **Damage of Property:** Students shall not cause or attempt to cause damage to school property, including buses and bus seats, or personal property. Students shall not touch or handle another person's property without the other person's authorization. Students must pay for any damages they cause to school equipment, materials, or facilities and may be subject to additional disciplinary action.
8. **Assault:** Students shall not act or threaten to act in such a way as to cause physical injury to other students, any school employee, or other persons. Specific violations include but are not limited to:
  - a. Fighting/Violence
  - b. Serious bodily injury
  - c. Threats of fighting, violence, or serious bodily injury (see #3 – Threats)
  - d. Sexual assault
9. **Failure to Obey Instructions/Insubordination/Disrespect:** No student shall fail to comply with any lawful instructions or requests of teachers, student-teachers, principals, or other authorized personnel during any period of time when he or she is properly under the authority of such school personnel. No student shall fail to provide information and may not supply false information when such information is requested.
10. **Dangerous Weapons and Instruments:** Students shall not possess, handle, transmit, or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity. Board policy requires that building administrators recommend the expulsion of students in violation of said policy. Firearms (including starter pistols), objects that are indistinguishable from or are represented as firearms, explosives, incendiary devices, and knives (any object with a blade and a handle) are considered dangerous weapons. Other instruments/devices may also be defined as dangerous weapons depending on their use or intended use. Should a student have knowledge of a weapon or dangerous instrument on school property, in a

school vehicle or at a school-sponsored activity and not report it to a school employee, the student may be held to the same disciplinary measures as that of the perpetrator. (Refer to Board Policy 4028 & O.R.C. 2923.122.) Specific violations include but are not limited to:

- a. Use, possession, sale, or distribution of a firearm.
- b. Use, possession, sale, or distribution of any explosive, incendiary, or poison gas.
- c. Use, possession, sale, or distribution of a dangerous weapon other than a firearm or explosive, incendiary or poison gas (including knives and any other object with a blade and a handle).
- d. Use, possession, sale, or distribution of objects that are indistinguishable from or represented as firearms, explosives, incendiary devices, and knives.

11. **Narcotics, Alcoholic Beverages and Drugs:** Students shall not possess, use, transmit, conceal, make arrangements to sell or purchase, or use the aforementioned items immediately prior to or during school or at a school function. Look-alike drugs and drug paraphernalia are included and will be dealt with accordingly. (See Alcohol, Tobacco and Other Drug Use Policy (ATOD) in the Code of Conduct section.) Specific violations include but are not limited to:

- a. Use, possession, sale or distribution of intoxicating alcoholic beverages
- b. Use, possession, sale or distribution of drugs other than tobacco or alcohol

12. **Tobacco:** Tobacco, in any form, shall not be carried or used by any student on school property or at school events, home or away. Paraphernalia used for the consumption of tobacco products is prohibited. Per Senate Bill 218, administrators may refer violators of the tobacco policy to the Delaware Juvenile Court.

13. **Theft:** Students shall respect the personal ownership rights of others. Students shall not take ownership of items of others. The principal may exercise the prerogative of reporting thefts to local authorities.

14. **Academic Dishonesty:** Students shall not give or receive unauthorized information regarding class work or class activities, misrepresent the results of researched or laboratory assignments, or give or receive unauthorized assistance on assignments. Use of electronic translators without permission is a violation of this rule. Repeated violations may result in failure of academic subjects.
15. **Driving:** Students driving a vehicle on school property shall follow the rules and regulations established for this privilege. (Refer to the Code of Conduct in the Driving Regulations section).
16. **Dress Code:** Refer to Dress Code in the Code of Conduct section.
17. **Inappropriate Display of Affection:** Students shall refrain from public displays of affection. Students are not to hold hands, hug, kiss, or demonstrate other similar acts of affection, though in unusual circumstances involving sorrow or extreme joy, hugging is natural and acceptable.
18. **Unauthorized or Unsupervised Areas:** Students may not be in areas for which they have not been authorized or areas that are unsupervised.
19. **Hazing (Initiations):** Initiations or hazing are those activities into which students are coerced in order to become part of a group or activity or to avoid harm. Initiations of any sort are prohibited.
20. **Technology Misuse/Abuse:** Computers/technology is provided for student use and for teacher-assigned work in courses or programs at the high school. (Refer to the Code of Conduct section for the Technology Usage Policy.)
21. **Violation of Bus Rules:** Students must follow all bus rules as outlined in the Code of Conduct section for Bus Rules)
22. **General Misconduct:** Students shall refrain from throwing objects, or being abusive or excessively disruptive in their behavior. They must respect the rights and feeling of others.
23. **Gross Misconduct:** Repeated violations of Code of Conduct.

**24. Other Violations:** Other conduct violations not covered in the above rules.

### **Out-of-School Suspension (OSS)**

The principal or the principal's designee may suspend a student from school for a period of up to ten (10) days for violation(s) of the Code of Conduct.

1. Parents will be notified of the suspension and may be asked to take the student home. The student may not attend school through the length of the suspension.
2. Students will be permitted to make up class work, quizzes, tests, papers, or major projects missed while serving out of school suspension for full credit.
3. Parents will be notified of the student's rights to appeal.
4. Suspensions may cross semester lines and may be carried from one school year to the next.
5. All out-of-school suspensions will apply to Five Class Period Rule.
6. Students may not attend any school functions, home or away, while serving OSS.
7. Students are not permitted on school grounds while serving OSS.

### **Court Referral**

Referral to Delaware County Juvenile Court may be used when other disciplinary actions have not been effective. The two most common reasons for referral are truancy and unruliness. The parents will receive a warning notice that students are going to be referred and notice when they are referred

### **Expulsion**

If all other attempts to modify student behavior are unsuccessful, or a serious violation of the Code of Conduct is committed, the student may be recommended for expulsion from school. If a student is expelled, the length of the expulsion may be up to eighty school days and may extend into the following

semester or school year. Schoolwork missed as a result of expulsion may not be made up.

O.R.C. 3313.662 permits the state superintendent of public instruction, upon the request of a local board of education, to permanently exclude certain pupils from attending any public school in the state under certain conditions. To permanently exclude would mean to forever prohibit an individual from attending any public school in this state that is opened by a city, local, exempted village or joint vocational school district. The superintendent may permanently exclude a pupil if the pupil is convicted of or adjudicated a delinquent child for committing, when he was age 16 or older, any of the following offenses or acts (hereinafter, "predicate offenses") that would be offenses if committed by an adult, on property owned or controlled by a school board or at an activity held under the auspices of a school board:

Illegal conveyance or possession of a deadly weapon or dangerous ordnance on school premises

Carrying a concealed weapon, municipal ordinance substantially similar to that offense, or aggravated trafficking, trafficking in drugs, or trafficking in marijuana involving the possession of a bulk amount or more of a controlled substance or the sale of a controlled substance

Aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, rape, gross sexual imposition, or felonious sexual penetration, if the victim is an employee of the school board

Complicity in any violation described in items 1, 2, or 3 above, that was alleged to have been committed in the manner described in items 1, 2, or 3 above, regardless of whether the act of complicity was committed on property owned or controlled by, or at any activity held under the auspices of a school board, including extracurricular activities, the joint vocational schools, and post-secondary options locations

### **Alcohol, Tobacco and Other Drug Use / Abuse Policy (ATOD)**

A copy of the Student Handbook and the Alcohol, Tobacco, and Other Drug Use/Abuse Policy (ATOD) will be given to each student. Compliance with the ATOD policy is mandatory.

It is the primary objective of CCPA Local Schools to assure that the education of all students proceeds in an efficient, orderly, and non-disruptive manner. Possessing, using, actual or attempted transmitting, buying, selling, or supplying of mood-altering chemicals or look-alike substances or paraphernalia on school premises is an obstacle to that objective and an interference with the rights of other students to receive quality academic instruction. While student drug education and referral to counseling resources will continue to be made available, such measures should be viewed as instructional or rehabilitative and will not ordinarily be considered as an alternative to the disciplinary measures specified in Section 9.

### **1. *Statement of Policy Regarding Students***

Students of CCPA Local Schools, while on school property or at a school-sponsored activity, shall not possess, use, transmit, buy, sell, supply, or attempt to do so with a mood-altering chemical of any kind prior to or during the school day, at any school-sponsored activity or event or at any time while on school premises.

#### **a. Definitions**

- i. "Possession" includes without limitation: holding in the student's hand, retention on the student's person or in purses, wallets, lockers, desks, or any other personal possessions, or vehicles parked on school property or at school functions.
- ii. "Use of mood-altering chemical" is defined as manifesting signs of chemical misuse such as staggering, reddened eyes, chemical odors, nervousness, restlessness, memory loss, abusive language, falling asleep in class, or any other behavior not normal for that particular student, or a preponderance of evidence that a student has used a mood-altering chemical.
- iii. "Tobacco" includes any product containing tobacco or nicotine that is smoked, chewed, inhaled, or placed against the gums.
- iv. "Mood-altering chemical" includes, without limitation, alcohol, marijuana, inhalants, ecstasy or other club drugs,

depressants, stimulants, hallucinogens, narcotics, over-the-counter medications (including any over-the-counter pain medications containing aspirin, acetaminophen, ibuprofen, or any other pain relievers, any cough or cold medications, etc.), substances such as *Wite Out*, glue, toxic markers, and caffeine pills. Prescription drugs are included in this category unless authorized by a medical prescription from a licensed physician and kept in the original container that states the student's name and directions for proper use, according to school policy. See Medication section of this policy. This list is intended for example only and not as an exclusive list.

- v. A "counterfeit" or look-alike drug is (O.R.C., Section 2925.01(P)) any drug that bears, or whose container or label bears a trademark, trade name, or other identifying mark used without authorization of the owner of rights to such trademark, trade name, or identifying mark.
  - 1. Any unmarked or unlabeled substance that is represented to be a controlled substance/mood-altering chemical, manufactured, processed, packed, or distributed by a person other than the person that manufactured, processed, packed or distributed it
  - 2. Any substance that is represented to be a controlled substance/mood-altering chemical but is not a controlled substance/mood-altering chemical or is a different controlled substance/mood-altering chemical
  - 3. Any substance other than a controlled substance/mood-altering chemical that a reasonable person would believe to be a controlled substance/mood-altering chemical because of its similarity in shape, size and color or its markings, labeling, packaging, distribution, or the price for which it is sold or offered for sale

b. Jurisdiction

This policy extends to use of the above:

- i. On or in close proximity to any property owned, leased by, or under the control of the CCPA Board of Education, including vehicles used for the transportation of students
- ii. During normal school hours, including recess, lunch and class changes, and summer school
- iii. At any school-sponsored or sanctioned activity or event away from or within the school district

## ***2. Student Responsibility***

All students are responsible for understanding the CCPA Drug And Alcohol Policy and the counseling services available to them.

## ***3. Parent Responsibilities***

The CCPA Board of Education recognizes that parents are primarily responsible for their children. The link between school and parents is the child. The effectiveness of this drug and alcohol policy will be assisted by the cooperative effort of the family, the school officials, and the board.

## ***4. Staff Responsibilities***

All CCPA staff members have the responsibility to report all suspected cases of drug or alcohol use, misuse, or abuse by students to the appropriate school officials. Staff members will report to the building official alleged possession, use, actual or attempted transmitting, buying, selling, or supplying of mood-altering chemicals, counterfeit, or look-alike substances or paraphernalia. Staff will immediately notify the principal or principal's designee and may be required to submit a written report at a later time.

## ***5. School Official Responsibilities***

It is the responsibility of the school officials to inform students, staff and parents about the drug and alcohol abuse policy of this school district and to share with these audiences any available pertinent

information regarding the extent of the drug and alcohol problem in the school.

Except for the persons directly involved in the students' education and except as otherwise provided herein, all matters concerning reports of drug or alcohol abuse shall be and remain confidential.

When a school official has reason to believe that a student is in violation of the drug/alcohol policy, the following action will be taken:

1. The student will be informed of the alleged offense, the evidence to support the allegations, and the disciplinary action that may apply.
2. If the student is in need of medical attention, the school nurse or the local emergency squad will be notified to give medical attention.
3. The parent or guardian of the student will be notified and asked to meet with the school officials. Only in the case of medical emergency or if the parent(s) cannot be reached will the person on the student's emergency call list be notified.
4. School officials will cooperate fully with law enforcement agencies and report to them any information that would be considered beneficial in their efforts to stem the use of drugs and alcohol.
5. Notification to the local law enforcement agency shall be in accordance with the provisions under each offense. When reported, a written record shall be made of the incident to the law enforcement official who may conduct an investigation at their discretion.

#### **6. Medication**

The board wishes to cooperate fully with students, parents, and the medical profession to assure that any student receives required medication during the normal school day at the time the student needs it. It is preferred that medications be taken by students at home; however, it is recognized that certain circumstances may necessitate taking medications during school

hours. Guidelines have been established to maintain control of authorized drugs within the schools and to ensure the health and welfare of the students

In accordance with O.R.C. 3313.713, prescription medications must be kept locked in the office and administered by school personnel. A Physician's Medication Procedure Request Form and Parent's Medication Procedure Request Form must be completed, signed, and on file in the office before *any* prescription medication will be given.

In rare instances, a student may be allowed to carry certain prescription medications (e.g., asthma inhalers). If the physician deems it medically necessary for the student to carry a medication with him or her, the physician will note this information on the required form.

Students are permitted to carry a one-day's supply of non-prescription medication to self-administer *if* a Parent's Non-Prescription Medication Request Form is signed by the parent and on file in the office. Medication forms are available in Student Services and on the district web site.

## **7. Drug Paraphernalia**

Drug paraphernalia or instruments such as pipes, roach clips, syringes, pacifiers, hypodermic needles, cocaine spoons or kits, nitrous oxide paraphernalia, rolling papers, water pipes, and any other items normally or actually used for the packaging, conveyance, dispensation, or use of mood-altering substances will not be permitted on any school property or vehicle and will be subject to confiscation. Possession of drug paraphernalia will be treated the same as possession of a mood-altering substance. Addiction to an illegal substance may not be used as an excuse for a violation.

## **8. Searches**

Random searches may include the assistance of dogs trained to detect the presence of drugs. If the school official has reason to believe that mood-altering or controlled substances drug paraphernalia or

instruments are concealed in a school locker, on a student, in a purse, wallet, book bag, or in a student's vehicle, the following applies:

- a. **Locker Search:** Lockers supplied by the school and used by the students are the property of the board of education. Therefore, student lockers and the contents of the lockers are subject to random search at any time without regard to whether there is a reasonable suspicion that any locker or its contents contains evidence of a violation of a school rule or criminal status.
- b. **Personal Searches:** The school official may ask a student to reveal any illegal or dangerous item(s) suspected of being on his person, in a purse, wallet, or book bag. If the student refuses, the school official may ask the student or the student's parent for permission to conduct a search. The school official, at their discretion, may call the local law enforcement agency to investigate.
- c. **Student Vehicle:** When illegal or dangerous items are suspected to be in a student's vehicle on school property, permission of the driver or owner will be secured to search the vehicle. If permission to search the vehicle is denied, the local law enforcement agency may be called to search the vehicle.

## **9. *Offenses and Disciplinary Action***

The actions set forth below will be considered routine disciplinary measures for each category and occurrence of offense. It is intended that the penalties delineated below shall be considered the standard penalty to be imposed for the offenses described. In incidents where extreme violations occur, the specified actions may be waived by the school official in favor of stronger measures such as longer suspensions (not to exceed ten days), expulsion or other appropriate action. Similarly, the school official may at the hearing consider matters in mitigation of the routine disciplinary measures.

Following are the offenses that are prohibited and the consequences that will result from the student's decision not to abide by the school policy.

Violations are cumulative within grades 7–12.

## **10. Consequences**

- a. Possession, use or application of any mood-altering chemical, as defined above:
  - i. First Offense:
    1. The rapid eye movement test may be administered for screening purposes. If the screening is positive, it will be recommended that the parents seek professional guidance with a certified chemical dependency counselor. Also, an investigation will be conducted by the legal authorities as to the source of the drug.
    2. Parent/guardian (hereafter referred to as parent) will be notified immediately and the student may be removed from classes or the school event for the remainder of the day.
    3. Law enforcement officials may be notified and, at their discretion, conduct an investigation. In any instance in which it is illegal for a school official to possess or dispose of a mood-altering drug, law enforcement will be notified. School officials will notify law officials in the jurisdiction in which the offense occurs.
    4. Parents will meet with the principal or the principal's designee that day, if possible.
    5. The student shall be assigned 10 days out-of-school suspension. The principal *may* waive 5 of the 10 days out-of-school suspension provided that the student has an appointment for an assessment with a certified chemical dependency counselor within five days and notifies the principal or the principal's designee of the appointment. The student must participate in the assessment process (the cost of any and all assessments will be the responsibility of the student or parents) and follow the counselor's recommendations to completion. If treatment or counseling is recommended, it must be with an Ohio-certified chemical dependency counselor. The student must waive his or her rights of confidentiality so that verification of this assessment and a

written report can be given to the principal or the principal's designee. It is the responsibility of the student and parents to keep the principal or the principal's designee apprised of the student's progress throughout this entire process.

ii. Second and Subsequent Offenses:

1. The rapid eye movement test may be administered for screening purposes. If the screening is positive, it will be recommended that the parents seek professional guidance with a chemical dependency counselor. Also, an investigation will be conducted by the legal authorities as to the source of the drug.
2. Parents will be notified immediately and the student may be removed from classes or the school event.
3. Law enforcement officials may be notified and, at their discretion, conduct an investigation. School officials may file charges in the appropriate court.
4. Parents will consult with the principal or the principal's designee.
5. The principal will suspend the student for not more than ten days.
6. The principal will recommend expulsion.

iii. Actual or attempted transmitting, selling, supplying, or purchasing of mood-altering chemicals, counterfeit or look-alike substance or paraphernalia is a serious offense.

1. First Offense and Subsequent Offenses:

- a. Will follow the process described in second and subsequent offenses and receive a 10 day suspension with a recommendation for expulsion.

## ***11. Self-Referral***

Students have the opportunity for a voluntary referral procedure to seek information, guidance, counseling, or assessment in regard to the use or possession of tobacco, alcohol and other controlled or non-controlled substances. The student or his/her immediate family may make voluntary referrals.

For an alcohol and/or controlled substances/mood-altering chemicals referral, the student must have, within five days, an appointment for an assessment with a certified chemical dependency counselor and notify the principal or principal's designee of the appointment. The student must participate in the assessment process (the cost of any and all assessment will be the responsibility of the student or parents) and follow the counselor's recommendations to completion. If treatment or counseling is recommended, it must be with an Ohio-certified chemical dependency counselor. The student must waive his/her rights of confidentiality so that verification of this assessment and a written report can be given to the principal or principal's designee.

For a tobacco referral, the student must within five days provide verification of enrollment in an out-of-school tobacco education/cessation program approved by the principal/principal's designee. Parents must sign a release of information to the principal/principals so that the student's progress in the program can be followed and written verification of completion can be given to the principal or principal's designee. The student must complete the program or receive the original discipline.

Voluntary referrals will not carry violation consequences on the first offense only. Voluntary referral must occur prior to any report of violations. Involvement by law enforcement officials negates the option of voluntary referral. The student may use the option of voluntary referral once in his/her career at CCPA Local Schools.

Any subsequent violations will be enforced as a second or subsequent violation. If the student requesting the voluntary referral opportunity does not complete the assessment recommendations by the established time schedule, the violation consequence will be put into effect immediately.

## **12. Tobacco**

a. Use or possession of tobacco, nicotine or paraphernalia used to consume tobacco products:

i. First Offense:

1. The student shall be assessed two Wednesday/Saturday schools.

ii. Second Offense:

1. The student shall be assigned three days of in-school detention.

iii. Third and Subsequent Offenses:

1. The student shall be assigned five days Out-of-School Suspension.

2. Provided that the student, within five days, submits verification of enrollment in an out-of-school tobacco education/cessation program approved by the principal or principal's designee, the principal or principal's designee may reduce the above-mentioned discipline as follows:

a. Two Saturday Schools reduced to one;

b. Three days of In-School Detention reduced to two; or

c. Five days Out-of-School Suspension reduced to three days In-School Detention

In all cases, parents must sign a release of information to the principal or principal's designee so that the student's progress in the program can be monitored and written verification of completion must be given to the principal or principal's designee. The student must complete the

education/cessation program or receive the original disciplinary consequence.

## ***TECHNOLOGY USAGE POLICY***

### **Technology Usage Agreement**

ALL students will be permitted to use district-provided technology according to the provisions listed in the Technology Usage Policy section of this handbook. Students are encouraged to use the school's computers/network and the Internet connection for teacher-assigned, educational work. All references to schools in this policy will mean any school in the CCPA Local School District. The term computer or computer equipment includes: system units, displays, mice, keyboards, speakers, microphones, scanners, video projectors, video cameras, printers, hubs, switches, routers, patch panels, wiring, connectors, programs, and any other piece of equipment or software which is part of the school's computer system. Students using a school's computers are expected to abide by the following rules:

1. Students may only access the district network or Internet by using their assigned network account. Use of another person's account/password is prohibited. Students may not allow other users to utilize their passwords. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging or other users, or misrepresent other users on the network.
2. The Computer Usage Policy must be read and approved, in writing, by each student and, in the case of students under the age of eighteen, the student's parent, guardian, or custodian. CCPA Local Schools reserves the right to filter any Internet sites.
3. Students are permitted to use networked software and school-supplied software. Programs written by the student which are part of an assignment in a school's course of study may be run, as required, for that course of study's requirements with teacher supervision.
4. Students may not download programs from the Internet or any portable device. Students may not install or delete programs on the school's computers.

5. Students may not use the Internet to engage in "hacking" or other unlawful activities.
6. Students may not create keyboard macros in Microsoft Word or any other program. However, macros written by the student that are part of an assignment in a school's course of study may be run, as required, for that course of study's requirements, with teacher supervision.
7. Students should only use computer programs approved by the classroom teacher.
8. The school staff may review computer files or messages that are created by the student. Material may be reviewed for grading and appropriate content. It may be reviewed for any harassing or threatening material, trade secret protection, or any vulgar or obscene content.
9. Only one student may work at a single computer. Only a teacher may assign more than one student to work at a single computer.
10. Students are not to send messages over the network using outside email accounts or systems nor participate in online "chat rooms." All electronic communication between students and teachers should happen through their district assigned myED (FirstClass) accounts.
11. Students are not to enter the network's operating system.
12. Students are not authorized to use school computers to copy programs or disks. A teacher may authorize the copying of student-created work to CDs, jump/flash drives, or other outside media. The use of CDs, jump/flash drives, and so on is not permitted without permission from a teacher. The preferred method of file transport is through myED (FirstClass).
13. Students may not bring food or drink into the computer lab.
14. All copyright laws are to be enforced.
15. Students may not unplug or change any computer device or network connections.
16. Students may not change any display screen settings.

17. Students may not change any program's toolbars or settings.
18. Students may not add or delete any program icons on the desktop or Start Menu.
19. Malicious use of the school's computers/network to develop programs that harass other users or infiltrate a computer or computer system or damage the software components of a computer or computing system is prohibited. Students may not use the school's computers/network in such a way that would disrupt their use by others.
20. Students are not to remove, modify, damage, or destroy any computer or networking equipment.
21. Students are not to modify or remove any identifying labels on computer equipment.
22. Students may not modify or remove any printer settings.
23. Students must advise school staff when they observe any violation of the school's policy for the use of the school's computers.
24. Students may advise their teacher when a computer malfunctions in any way (example: a program is not opening or closing correctly). The teacher will notify the technical support staff so that the PC can be repaired.
25. The possession of, or the taking, disseminating, transferring, or sharing of by way of example: nude, obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfers or other means (commonly called texting, emailing, sexting, etc.) may constitute a crime under state or federal law. Any person possessing, taking, disseminating, or sharing nude, obscene, pornographic, lewd, or otherwise illegal images or photographs may be punished under this code of conduct and may be reported to the appropriate law enforcement agencies.
26. Cyber bullying is the act of harassment that takes place via some method of technological media. If a student is being harassed and the effect is on the school, it does not matter where the offense originates, even if off

grounds. In other words, if the effect of such acts makes a transition to school grounds it is under our best judgment to take appropriate action.

### **Cellular Phone Policy**

Students are permitted to use their cellular phones in designated areas during designated times only. Students using their cellular phones at times other than the designated times or in locations other than the designated locations may be subject to school discipline. At the building leadership's discretion, students' confiscated cellular phones may only be returned to their parent or guardian.

Exceptions to the above rules are permitted only under direct teacher supervision. Violations of these rules may result in disciplinary action, including but not limited to termination of access to the school's computers, detention, Saturday School, or suspension. Violations also may be referred to the appropriate legal authorities or other legal action may be pursued.

### ***BUS RULES***

**Notice to students: Video surveillance equipment may be used in the investigation of violations of the Code of Conduct. Please refer to the Security Recording section of this handbook for additional details. Students may receive discipline as a result of what is recorded.**

The following bus regulations are recommended guidelines to correct behaviors that could create an unsafe environment.

Administrative responsibility prior to the first written conduct report:

Building administrators will assure that each student receives a copy of the Student Handbook (with Bus Rules included) at the beginning of each school year or upon enrollment of a new student.

It is our privilege and pleasure to furnish students with the safest transportation possible as they travel between home and school and on school related trips. In order to protect all students riding CCPA school buses, safety precautions are a must! **Student help is needed because safety is everyone's responsibility!**

All students are to understand that the bus driver is in charge of the bus at all times. Any student who repeatedly violates the safety precautions or conduct

rules may be denied the privilege of riding the bus and is subject to other disciplinary action to be determined by the principal or transportation coordinator. To that end, the following conduct rules are called to everyone's attention:

1. Students must arrive at the bus stop 5 minutes before the bus is scheduled to arrive. The bus will not wait. (Ohio Law 3301.83.08)
2. Students must wait quietly in a location clear of traffic and away from the bus stop. (Ohio Law 3301.83.08)
3. Student behavior at bus stops must not threaten life, limb, or property of any individual. (Ohio Law 3301.83.08)
4. Students must go directly to an available or assigned seat. (Ohio Law 3301.83.08)
5. Students must remain seated, keeping aisles and exits clear. (Ohio Law 3301.83.08)
6. Students must observe classroom conduct. All school rules apply on the bus. The driver must be obeyed promptly and respectfully. (Ohio Law 3301.83.08)
7. Students must be courteous and respectful to fellow students and to the bus driver. (District policy)
8. Students must not engage in loud talking or laughing, excessive horseplay, or fighting. (District policy)
9. Unnecessary confusion diverts the driver's attention and might result in a serious accident. (District policy)
10. Students must not use profane or abusive language. (Ohio Law 3301.83.08)
11. Students must refrain from chewing gum, eating, and drinking on the bus except as required for medical reasons. (Ohio Law 3301.83.08)
12. Students must not use tobacco, or related products, on the bus. (Ohio Law 3301.83.08)

13. Students must not have alcohol or drugs in their possession on the bus except for required prescription medication. (Ohio Law 3301.83.08)
14. Students must not throw or pass objects on, from, or into the bus. (Ohio Law 3301.83.08)
15. Students may carry on the bus only objects that can be held in their laps. No living creatures are permitted. (Ohio Law 3301.83.08)
16. Students must treat bus equipment as one would treat valuable furniture in their homes. Vandalism will not be tolerated. The bus must be kept clean and sanitary. (District policy)
17. Students must not extend any part of their bodies out of the bus windows. (Ohio Law 3301.83.08)
18. Students are to remain absolutely quiet at railroad crossings until the bus has completely crossed and the driver says it is all right to talk. (Ohio Law 3301.83.08)
19. Students must leave or board the bus at locations to which they have been assigned unless they have written parental and administrative authorization to do otherwise. (Ohio Law 3301.83.08)

**Driver's responsibility prior to the first written conduct report:**

1. Drivers will confer with the student or change the student's seating assignment.
2. Drivers are strongly urged to call parents (doing so is a proven, effective way of managing student behavior).

**Level I (Minor Infractions)**

Level I behaviors are those that disrupt the driver's concentration, or behavior that may cause harm to the student or others. Some other Level I infractions are:

- Loud talking (at any time) or talking at railroad crossings
- Moving around the bus/out of the seat

- Pushing/touching/disrupting others
- Repeated tardiness on boarding the bus
- Disrespect to other students or the driver
- Harassment of other students
- Not following the reasonable request of the driver
- Use of profanity
- Possession of a match or lighter
- Eating or drinking (food or gum) on the bus
- Tampering with emergency equipment or doors
- Littering/throwing objects from the bus
- Any other infraction of the building's student behavior code

### **Level II (Major Infractions)**

Level II behaviors are those that are severe in nature or that directly or indirectly endanger the student or other students, the driver, or the public. Some examples are:

- Minimum of five repeated Level I offenses (Minor Infractions)
- The threat of violence to the driver or other school employees
- Profanity directed to the bus driver
- Igniting a match or lighter
- Possession of an incendiary device (smoke bomb, fire cracker, cherry bomb, sparkler, etc.)
- Fighting/assault
- Possession of a weapon

- Vandalism or arson
- Theft

***Recommended Consequences for Level I and II Bus Rules Infractions:***

	Level I	Level II
First Written Report	Principal Action	3 days off bus
Second Written Report	3 days off bus	5 days off bus
Third Written Report	5 days off bus	10 days off bus
Fourth Written Report	10 days off bus	Expulsion

**Follow-up Communication**

Following the disciplinary action taken with a student, it is the administrator’s responsibility to inform the parent and the assistant transportation supervisor of the disciplinary action taken. It is then the assistant transportation supervisor’s responsibility to inform the driver of that action.

***DRIVING REGULATIONS***

For student safety, provisions have been made to provide bus transportation for all students to and from school. Those students granted permission to operate a vehicle should understand that driving their vehicles to school is a privilege that may be revoked by the school authorities in the event students violate any of the guidelines pertaining to the school’s driving regulations.

The CCPA Local Schools assumes no responsibility or liability for injuries to persons or for damage to or loss of contents from any vehicle while on school property.

Any student wishing to drive to school must abide by the following rules:

1. Students must observe a proper speed while on the school grounds.
2. Students must park only in the proper student parking lot.
3. Students may not park in faculty parking or visitor parking lots.
4. Students are not to drive on the grass.
5. School buses have the right-of-way at all times.
6. Students must be out of their cars and in school by 7:15 a.m.
7. Driving privileges may be denied for violation of attendance policies (to include absences, tardies, or leaving school without permission).
8. Cars are to be parked within parking lines.
9. Students are not allowed to move their cars without permission from the office.
10. Students are to complete a *Pupil Driving Permit Registration and Agreement* form, available in the Main Office and on the district Web site. Upon completion and return of this form, a high school permit will be issued. A parking fee will be charged. The permit must be displayed from the front mirror of the car that is being driven to school. Failure to do so may result in school discipline.
11. Violation of these rules may result in suspension of driving privileges for a period of time to be determined by the principal or principal's designee.
12. Students are not to loiter in their cars.

### **Loss of Driving Privileges**

When the superintendent of the school district receives information that the student of compulsory school age has:

1. been absent without legitimate excuse for more than 10 consecutive days or a total of at least 15 school days;

2. withdrawn from school for a reason other than a change of residence and is not enrolled in and attending an approved program to obtain a diploma or its equivalent;
3. been suspended or expelled from school and the reason for the suspension or expulsion is the use or possession of alcohol or drugs; or
4. been suspended or expelled from school pursuant to Ohio Revised Code 2923.122 (A), (B), (D) and (E) (1), knowingly conveying, or attempting to convey, a deadly weapon or dangerous ordnance or knowingly possessing a deadly weapon or dangerous ordnance on school premises, in a school or school building, at a school activity, or on a school bus;

then the superintendent may be required to notify the registrar of motor vehicles and the juvenile judge of the county. The registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or a license.

Denial of privileges will remain in effect until the student reaches age 18, or until the denial is terminated for another reason allowed by law.

The student will have an opportunity to present evidence that he has not been habitually absent without legitimate excuse.

### ***PROCEDURES TO RESOLVE PARENT / TEACHER DISAGREEMENTS***

Whenever a complaint is made directly to the Board as a whole; a board member as an individual; the superintendent, principal or other administrator; it will be referred to the appropriate building administrator. A teacher who is the object of a complaint will be informed promptly.

#### **A. Step No. 1 – Direct Conversation**

If a parent or community member (complainant) has a disagreement or misunderstanding with a teacher, the complainant should address the concern to the specific teacher directly involved with the circumstances surrounding the concern. The staff member will meet with the parent as soon as possible, but in no case longer than five

calendar days after the teacher has been notified of the concern (subject to change by mutual agreement).

### **B. Step No. 2 – Fact and Possible Resolution**

If the complainant or the teacher is not satisfied with the outcome of step no. 1, or the complainant or teacher is unwilling to meet independent of an administrator, a meeting with the teacher, appropriate administrator, and complainant will be arranged at a mutually convenient time, but in no case more than five calendar days after the meeting in step no. 1. This step is to be informal and verbal. No further action will be taken beyond step no. 2 unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the teacher involved, and the remedy sought.

### **C. Step No. 3 – Formal Process**

If a complainant's concern is not satisfactorily resolved at either the first or second level, the complainant should then refer this concern to the superintendent in writing. At that time another meeting will be arranged at the convenience of the complainant and staff member directly concerned, but in no case more than 10 calendar days (subject to change by mutual agreement). The staff member has the right to be at all meetings with or without a representative as he/she so determines. Copies of the disposition will be sent to the board.

### **D. Dispositions**

Dispositions at Step 3 will be sent in writing to all parties within 10 calendar days of the meeting with reasons stated.

### **E. Repeat Concerns**

If a complainant believes there has been a repeat of the previous concern, he or she may go directly to step no. 3 – “formal process.”

## ***LOCKER ASSIGNMENTS***

Each high school student will be assigned a locker at the beginning of the school year. The locker number will appear on the student's copy of their schedule. The

student will be responsible for cleaning and maintaining the locker. Problems with lockers should be immediately reported to the office.

In order to protect personal belongings, each locker must be kept locked and the combination numbers used only by the assigned student. Lockers or combination numbers must not be shared! Students must provide their own combination lock for the gym lockers that are not equipped with built-in locks, and this combination should be given to the office. Students violating the locker policy may receive school discipline.

### ***CAFETERIA RULES***

The following common courtesies are expected of our students during lunch:

- Moving ahead of others in the lunch line is unacceptable.
- Loud talk and noise are not appropriate behavior.
- Throwing food, paper, or other items is unacceptable.
- All trash and trays in one's area must be disposed of properly.
- At the discretion of the cafeteria duty teacher, seniors (only) may eat on the patio during their lunch periods. Students are not permitted in unauthorized areas. Failure to obey this rule may result in school discipline.
- Restrooms to be used during the lunch periods are those adjacent to the commons area.
- Students will be permitted in the school store during lunch periods to purchase items. After visiting the store, students are to return to the commons.
- Snack foods and beverages are available to students during lunch.

### ***VISITORS***

By state law, all persons who are not regular school personnel must report to the principal's office and state their reason for being on school grounds or in the building. Whether or not such persons can remain is entirely up to the principal. This law is for the protection of students and staff and will be enforced.

Bringing visitors to school is discouraged. However, if there is a valid reason that a visitor must come to school with one of our students, the situation will be considered by the principal or principal's designee. The student must complete a *Request for Student Visit* form three days prior to the visit and is responsible for the behavior of the visitor while at school. The visitor is to have a pass from the office.

### ***POSTERS / ANNOUNCEMENTS***

The principal will approve only those posters/announcements publicizing school events. A community bulletin board may be used by community groups, businesses, and so on upon obtaining the approval of the principal. All announcements must have an advisor's signature and be approved ahead of time.

### ***VALUABLE PERSONAL PROPERTY***

Personal property including, but not limited to, laser pointers, recorders, CD, MP3 and tape players, pagers, expensive jewelry and electronic games, etc., are to be turned off, kept out of sight, and not used during the school day unless authorized by building policy. Violation of this rule may result in disciplinary action and confiscation of the item(s). At the building leadership's discretion, confiscated items may only be returned to a student's parent or guardian.

### ***TEXTBOOKS***

The Board of Education furnishes all necessary textbooks. For identification, each book is numbered. Each student is responsible for all textbooks loaned to him/her and is expected to return each book at the end of his/her participation in the course or pay for any book lost, destroyed, stolen, or mutilated. No report card, records, transcripts, or diplomas will be issued until all books are turned in or fees paid.

Students should immediately write their name and homeroom number in all textbooks issued to them in the space provided inside the front cover. Lost textbooks will be returned to the appropriate teacher.

### ***FEDERAL / STATE / LOCAL COMPLIANCE***

The school complies with federal laws that prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age. CCPA Local Schools also complies with the Family Education Rights and Privacy Act of 1994 and grants parents/guardians the right to examine children's official school records. Inquiries regarding unlawful discrimination may be directed to the principal of the building.

***CONCEAL CARRY***

**UNLESS OTHERWISE AUTHORIZED BY LAW, PURSUANT TO OHIO REVISED CODE SECTION 2923.122, NO PERSON SHALL KNOWINGLY POSSESS, HAVE UNDER THE PERSON’S CONTROL, CONVEY, OR ATTEMPT TO CONVEY A DEADLY WEAPON OR DANGEROUS ORDNANCE INTO A SCHOOL SAFETY ZONE.**

***GRADE CLASSIFICATION***

Assignments to grade level classifications are made on the basis of credits accumulated according to the following:

- Freshmen must have completed 8th grade.
- Sophomores must have five credits.
- Juniors must have ten credits.
- Seniors must have fifteen credits.

***GRADING SCALE AND POLICIES***

The following represents the regular grading system at the high school:

A	= 93–100	= 4.000
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A-	= 90-92	= 3.670
B+	= 87-89	= 3.330
B	= 83-86	= 3.000
B-	= 80-82	= 2.670
C+	= 77-79	= 2.330
C	= 73-76	= 2.000
C-	= 70-72	= 1.670
D+	= 67-69	= 1.330
D	= 63-66	= 1.000
D-	= 60-62	= 0.670
F	= 59-Below	= 0.000

The following represents the weighted grading scale and point values for AP courses:

A	= 93-100	= 5.000
A-	= 90-92	= 4.670

B+	= 87–89	= 4.330
B	= 83–86	= 4.000
B–	= 80–82	= 3.670
C+	= 77–79	= 3.330
C	= 73–76	= 3.000
C–	= 70–72	= 2.670
D+	= 67–69	= 2.330
D	= 63–66	= 2.000
D–	= 60–62	= 1.670
F	= 59–Below	= 0.000

For transfer students, only those grades on transcripts for AP courses that are comparable to current CCPA AP courses will be converted to our weighted scale and quality points.

A student should receive a grade if enrolled for three or more weeks of the grading period.

The student must make up “incompletes” within a reasonable time or credit may be denied for the course. It is suggested that students be granted the same amount of time to make up work as they were absent from school. This is a suggestion and "rule of thumb." The time of the grading period will influence this guideline greatly.

A student who fails the first semester and passes the second semester of a year-course shall receive the full credit of the course if the semester average is 60% or above. A student who passes the first semester and fails the second semester shall fail that course and receive no credit unless recommended by the teacher and approved by the principal, and the student has an overall average of 60% or above.

Semester grades are determined by counting each quarter letter grade as  $\frac{2}{5}$  and the exam letter grade as  $\frac{1}{5}$  of the total grade. (Example: 1st quarter =  $\frac{2}{5}$ ; 2nd quarter =  $\frac{2}{5}$ ; exam =  $\frac{1}{5}$  of the semester grade.) The final grade is determined by averaging the 1st semester letter grade with the second semester letter grade.

### **Credit Flexibility**

CCPA recognizes that an effective educational program is one that provides opportunities for all students to customize aspects of their learning around needs and interests. The District Credit Flexibility Plan offers options to middle school students to earn high school credit by

completing coursework;

testing out or showing mastery of course content;

pursuing an educational option or an individually approved option, or

any combination of the above.

### **Ohio Graduation Test**

The Ohio Department of Education requires that all high school students be given the Ohio Graduation Test. These tests will include the subject areas of reading, writing, mathematics, citizenship, and science. All students must pass these tests in order to receive a diploma. Each student will have one chance in the tenth grade and two chances in both the eleventh and twelfth grade years to pass the Ohio Graduation Tests. Additional testing opportunities are available in summer school following 10th and 11th grades.

### **National Honor Society**

#### ***Qualifications:***

Students must have attained 11th or 12th grade standing.

Students should secure an application from the National Honor Society (NHS) advisor.

Students applying to NHS must have attended an CCPA high school at least two semesters prior to application.

Cumulative GPA must be 3.5 or better for membership eligibility and must be maintained to remain eligible.

Selection for membership is by a faculty council and is based on outstanding scholarship, character, leadership and service. Once selected, members have the responsibility to continue to demonstrate these qualities.

### **Honor Roll and Merit Roll**

The Honor Roll and Merit Roll are published at the end of each grading period. Students with a nine-week GPA of 3.5 or above will be listed on the Honor Roll. Students with a nine-week GPA of 3.0 to 3.49 will be listed on the Merit Roll. Students with “Incompletes” are ineligible for the Honor Roll and Merit Roll.

### **Academic Recognition at Commencement**

Because of the competitive nature of the CCPA high schools, students are not ranked for college admission purposes. The high schools will instead honor students based upon the following standards of achievement:

Students will be honored at commencement based on the following cumulative GPA scale:

*Summa Cum Laude:* 4.000 GPA and above

*Magna Cum Laude:* 3.800 to 3.999

*Cum Laude:* 3.670 to 3.799

The high schools will recognize as valedictorian(s) at the end of seven or eight semesters anyone who achieves one or more of the following criteria:

The senior(s) who has the highest cumulative GPA in the class

The senior(s) who has taken the highest number of AP credits and who has maintained solid A's in all courses

The senior(s) with the highest GPA in the group of students with the highest number of AP credits.

In order to be eligible, a student must have attended a CCPA high school for his/her entire fifth through eighth semesters.

### **Transcripts**

Students desiring a copy of their transcript should complete a *Transcript Request Form* available from Student Services in the front office. Please allow one week to process transcripts, scholarships, college applications, recommendations, etc.

### **Gifted Education**

#### ***Policy on Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation***

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded certain opportunities. Members of the CCPA Board of Education believe that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The CCPA Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this support can best be offered by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

The CCPA Acceleration Policy provides students with opportunities for possible accelerated placement through early admission to kindergarten, individual subject acceleration, whole-grade acceleration, and early graduation from high school. A teacher, administrator, gifted education specialist, guidance

counselor, school psychologist, or a parent or legal guardian of the student may submit referrals for possible accelerated placement to the school principal. A student may refer himself, herself, or a peer through a district staff member who has knowledge of the student's abilities.

Copies of referral forms for evaluation for possible early entrance, whole-grade acceleration, and individual subject acceleration are available to district staff and parents at each school building.

### ***Appeal Notification***

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local superintendent within thirty days of being notified of the committee's decision. The superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

### **Intervention Assistance Team (IAT)**

Concerns about academic performance or emotional, social, or behavior problems will be discussed by the Intervention Assistance Team (IAT), a group of teachers, counselors, administrators and other appropriate school personnel, in an attempt to resolve the problem. Parents or school personnel may make referrals to the IAT. All referrals for special education must also be made through IAT.

### **Withdrawal from School**

Upon withdrawing from CCPA, a student must report to the student services office to receive a withdrawal sheet. This sheet is presented to each teacher, who assigns a grade and initials the form when all fees, work, and books have been accounted for. A copy of the withdrawal sheet is given to the student to take to his or her new school. Under no circumstances will a teacher sign the slip or assign a grade if any of the following are not complete:

- Fees paid, including library fines, etc.

- Books returned in satisfactory condition
- Work completed

A parent or guardian must also sign the withdrawal sheet and be present upon withdrawal.

The superintendent is required to report those students who drop out of school to the Bureau of Motor Vehicles, which may revoke their driver's licenses.

### ***WORK PERMITS***

All working students up to age of 18 are required by the State of Ohio to have a work permit. They may secure information and application cards from the student services office. The school information form will be completed by student services staff and signed by the principal. The county superintendent issues the permit itself. Students working without permits place their employers in jeopardy of legal action by state authorities.

### ***FEES***

A list of course and workbook fees will be distributed to the students at the beginning of the school year. Fees vary according to grade levels and payment plans may be made in the front office. Fees may be paid via credit card, money order, or cash. Checks are not accepted. At the end of the school year, report cards or course credit may be withheld until all fees are paid. Grade cards may also be held each quarter for non-payment of fees.

### ***RELEASE OF STUDENT RECORDS***

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years or older certain rights with respect to the student's education records. These rights, which are fully explained in CCPA Board of Education Policy and Regulations, include:

The right to inspect and review the student's education records

The right to request the amendment of the student's education records that are believed to be inaccurate and the right to a hearing if the request is not honored

The right to file a complaint with the U.S. Department of Education regarding the alleged violation of FERPA

The right to consent to the disclosure of personally identifiable information within the student's records, unless disclosure otherwise is authorized by law or unless disclosure is made to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The following is designated as "directory information," which may be disclosed without prior written consent: a student's name, address, telephone number, grade, date of graduation, extracurricular participation, achievement awards or honors earned, weight and height if a member of an athletic team, photograph, and parents' names.

Parents have the right to submit a written request to the Communications Department, preferably within two weeks after the first day the student is enrolled in a school year, directing the district not to release directory information concerning their child to third parties. Examples of third parties include PTOs, booster organizations, the media, and military recruiters. According to Ohio Revised Code, public schools are prohibited from releasing directory information to third parties who intend to use the information for profit making ventures.

### ***RELEASE OF STUDENT PHOTOS, MEDIA INTERVIEWS***

During the year, the CCPA Local Schools often have the opportunity to photograph students in a variety of school-related activities. Student recognition programs, academic, and fine arts programs are a few examples of these activities.

As such, these photographs may be used in communication tools such as the district newsletter and calendar and in communications with the media such as allowing interviews or photographs with students. The district reserves the right to deny media requests for student interviews at any time.

Highlighting achievements in our schools is an integral part of reporting responsibly to our community and is a way of sharing in the success of our schools and students. For this reason, the district has designated student photographs as “directory information.” However, it is our primary goal to respect student privacy.

**Parents have the right to submit a written request to the Communications Department directing the district not to release directory information, including the information as listed above. The written request or any questions should be directed to the Communications Department, CCPA Local School District, 814 Shanahan Road, Suite 100, Lewis Center, Ohio 43035, (740) 657-4050.**

### ***HEALTH SCREENINGS***

Hearing, vision, blood pressure, height, weight, BMI, and scoliosis screenings are conducted as a routine health screening for select grade levels or may be conducted when a concern arises.

### ***EXTRACURRICULAR ACTIVITIES***

Extracurricular activities are available to high school students who meet eligibility requirements. Students should be alert for announcements of meetings for these activities. Students may be removed from these activities for violations of the Code of Conduct.

### **School Clubs and Organizations**

The clubs at CCPA appeal to a variety of interests. It is hoped that each student can find an outlet for expression in one or more of these organizations. Students can request information regarding specific clubs and organizations by visiting the main office.

### **Athletic Eligibility**

According to the Ohio High School Athletic Association (OHSAA), for a student to be eligible for sports, he/she must be passing subjects the previous grading period that earn a minimum of five credits per year toward graduation. The GPA will determine a student’s eligibility for the previous nine-week grading period.

All grades must, when combined, result in a GPA of at least 1.5, based on a 4.0 scale. An athlete will be eligible or ineligible for the next grading period beginning with the fifth school day after the end of each grading period. Eligibility or ineligibility would be in effect until the fifth school day after the end of the next grading period. All incoming freshmen are eligible during the first quarter of the school year.

**\*\*Important Note:** See [Athletic Handbook](#) for details about athletic rules and regulations.

### ***LEVELS OF DISCIPLINARY PROCEDURES***

Each student will start on Level 1 every day for any behavior listed in the rules for aggressive and defiant behaviors unless other measures need to be taken.

#### **Level 1      1st Incident of Aggressive or Defiant Behavior in a Class**

The teacher will:

- Make a private statement with a student about his/her behavior (away from the instructional arena) to serve as a verbal warning to the student

#### **Level 2      2nd Incident of Aggressive or Defiant Behavior in a Class**

The teacher will:

- Relocate the student, within the classroom, to a designated area close in proximity to the teacher, and allow the student to continue his/her work for an allotted amount of time
  - Grades K–2 = 5 minutes
  - Grades 3–6 = 10 minutes
  - Grades 7–8 = 15 minutes

#### **Level 3      3rd Incident of Aggressive or Defiant Behavior in a Class**

The teacher will:

- Move the student to a co-teacher's classroom

- Give the student a behavior contract to complete
- Schedule a student/teacher meeting to discuss the behavior contract
- Allow student to make up any missed work during the student's next free period

**Level 4      4th Incident of Aggressive or Defiant Behavior in a Class**

The teacher will:

- Contact the front office and ask that an administrator remove the student

The administrator will:

- Contact the student's parent/guardian
- Assign the student to a Saturday detention (grades 3–8 only)
- Suspend the student (depending on the severity of the offense)

**Level 5      5th Incident of Aggressive or Defiant Behavior in a Class**

The teacher will:

- Contact the front office to have the student removed from the classroom.

The administrator will:

- Contact the student's parent/guardian.
- Suspend the student (length of suspension depending on the severity of the offense).
- Conduct a mandatory re-entry conference with the parent/guardian, teacher, student and administrator
  - The student will not be allowed to return to school until this conference is held.
  - The student's parent/guardian may be required to shadow his/her child in the child's classroom for a prescribed period of time.

**Discipline:** Students who do not demonstrate discipline and maturity will not be promoted or graduated. **Any student who accumulates more than 12 detentions or more than 20 days suspension in any one year will not be promoted to the next grade or graduate.** Students may possibly remove detentions already served from their total through methods like taking a discipline class or a summer behavior course approved by the school. The maximum number of detentions allowed to be removed from the student's total record is 20. All detentions must still be served. The cost of these courses varies but are usually about \$135, the equivalent of a 3 credit class. Also, all outstanding detentions must be served and bills paid before a student is promoted or graduated.

**Note: Students who do not meet the entire academic and discipline requirements at least one week before school starts for the following year must repeat the entire grade.**

## ***ACADEMIC INTEGRITY***

### **Academic Dishonesty**

The students at Cincinnati College Preparatory Academy must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of references or footnotes for any borrowed words, ideas, or opinions, and by including quotation marks when others' work is copied exactly. When working on a team project, credit must be given to each person who contributes. Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered PLAGIARISM. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of CHEATING. These types of academic dishonesty will result in loss of credit or failure according to the discretion of the teacher. Students will also receive an automatic detention (first offense), or a more severe penalty if their cheating continues.

### **Deliberate Plagiarism**

- Copying of a phrase, sentence, or a longer passage from a source and passing it off as one's own.

- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Buying a term paper and handing it in as one's own.

### **Accidental Plagiarism**

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

### **Cheating**

- Obtaining a copy of tests or scoring devices.
- Copying another student's answers during a test.
- Providing another student questions or answers to, or copies of, test questions.
- Having or using notes or other non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy the student's homework, paper, project, laboratory report, or take-home test.
- Representing as one's own work the product of someone else's creativity.

**The following consequences are in place for students who engage in acts of academic dishonesty:**

#### **First Offense**

- Automatic 0 on the assignment
- Detention

- Teacher/student conference
- Warning that additional offenses could result in removal from CCPA and summer program consideration

### **Second Offense**

- Automatic 0 on the assignment
- Detention
- Removed from consideration for Summer Programs
- Teacher/student/principal/parent conference

### **Third Offense**

- Automatic 0 on the assignment
- Parent Meeting with advisor and/or teachers
- Suspension
- Homework must be handed in to the office for 4 weeks before 8:00 the day after it is assigned. Teachers will not accept homework that is not turned into the folder.

### **C.C.P.A. Saturday School Detention Procedures**

Time – 8:00 a.m. and 10:00 a.m.

Parents are welcome to accompany students during detention and assist teachers with monitoring.

Students must work independently for the amount of time in detention.

Students must arrive on time or an additional day of Saturday detention will be assigned.

Students missing an assigned Saturday school will be required to serve two Saturday schools. If the student misses the second assigned day, a two-day suspension will be assigned.

If the student in detention does not follow the rules, the time will be extended or the student will be suspended from school.

**Behavior improvement classes**– Students who violate the Student Code of Conduct may be required to take a class to learn proper behavior for each violation. Typically this session will be a four week summer class costing \$135 that must be successfully completed in order for the student to be promoted or to graduate. For example, students who fight, in addition to days of suspension, must take a class that deals with violence prevention; students who bully, in addition to days of suspension, must take a class that deals with bullying; and students who violate a drug policy or gang policy, in addition to days of suspension, must take a class that deals with drug prevention or gang prevention.

**Good Standing:** Students who break school rules or fail to serve the penalty for breaking them, may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates or not being eligible for sports, dances, proms, camp, activities, field trips, night school classes, and other activities.

### ***SUPERVISION OF STUDENTS***

Students are not to be in the building or on the school grounds after the regular school day unless under the direct supervision of a school staff member.

### **Expulsion and Suspension Policies**

The school may suspend a student for up to ten (10) days or may expel a student. In the event that the school decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by phone. A copy of the notice of intent to expel will be mailed to the parent or guardian within one (1) school day after the time of a student's expulsion. A formal hearing will be scheduled within ten (10) business days from the date of the notice to expel.

In the event, in the opinion of the principal or his/ her designee, that a student's presence at the school creates a health risk, presents a danger to other persons or property, or seriously disrupts the functions of the school, the student may be removed from the premises without formal suspension or expulsion procedures

with notice and procedures to follow the removal in accordance with R.C. §3313.66.

**Suspension** – Students can be suspended for violations of the Student Code of Conduct, failure to serve detentions, and receiving more than six detentions in any year. Suspensions are considered to be unexcused absences by the board of education. Furthermore, students who miss gym due to suspensions receive a zero for those days and must make up the missed classes.

**Expulsion** – All campuses of Cincinnati College Preparatory Academy can exercise the right to expel students for serious violations as appropriate. Due process will be followed to protect the rights of the students involved.

### **Due Process**

All staff must give students due process by conducting thorough investigations of all offenses. If a violation of the Code of Conduct has occurred, a referral to the discipline coordinator must be placed in writing immediately.

**CINCINNATI COLLEGE PREPARATORY HIGH SCHOOL  
GRADUATION REQUIREMENTS**

STATE OF OHIO GRADUATION  
REQUIREMENTS

Twenty (20) units of credits

Minimum quantitative requirements are:

English – language arts 4 units

Social Studies 3 units  
( $\frac{1}{2}$  unit American History and  $\frac{1}{2}$  unit of Government required)

Mathematics 3 units

Science 3 units  
(1 unit biological science and 1 unit physical science)

Health  $\frac{1}{2}$  unit

Physical Education  $\frac{1}{2}$  unit

Electives 6 units  
(must include 1 unit or two  $\frac{1}{2}$  units in Business/Technology, Fine Arts, or Foreign Language)

Classes of 2011 and 2012

Must score at proficient or above on the Ohio Graduation Tests (OGT).

Class of 2013 and beyond

A new test will take the place of the Ohio Graduation Test. CCPA will make information available to parent/guardians and high school students as more information is released from the Ohio Department of Education.

## High School Requirements and Electives

High School English

Ohio Requirements 4 Credits

### **English 9**

Term 1 & 2 Credit 1.0 Open to grade: 9

Course Description: This course is designed to provide freshman with an overview of various literary genres. Students read selected short stories, poems, plays, a novel, and an epic. They learn to appreciate the distinctive qualities that each genre possesses. Grammar study emphasizes elimination of usage and mechanical errors in their writing. To develop their skills in composition, students write a variety of compositions, including a self-assessment project, paragraphs, multi-paragraph essays, and a research project. Vocabulary development is based on the literary selections.

### **English 10**

Term 1 & 2 Credit 1.0 Open to grade: 10

Course Description: This course is intended to advance organizational, reading, writing, speaking, listening and critical thinking skills. Student writing includes journals response and interpretive, expository, persuasive, and narrative essays, along with historical research. The literature features nonfiction, including autobiographical and biographical readings. Emphasis is placed on meeting state learning standards in English and on improving writing, speaking, and listening skills. This course enables students to interact with their classmates and to express themselves creatively, as well as factually, in both written and oral communication. Particular emphasis is placed on preparing students to take the PSAE reading and writing tests.

### **English Literature I**

Term 1 Credit 0.5 Open to grade: 11

Course Description: This course is presented within an historical context. Beginning with the Anglo-Saxon writings, students learn about the progression of English literature from its earliest stages through the 17th Century. Selected authors and works from the Anglo-Saxon, Medieval, Renaissance, and 17th Century periods are noted. Important developments in the English language are reviewed. Generally, the course is designed to give students a broader sense of the development of literature as a foundation for further study at the college level. The course is highly recommended for students planning to attend college.

**English Literature II**

Term 2 Credit 0.5 Open to grade: 11

Course Description: This course explores the periods of English Literature from the Restoration to the present in an historical context. Selected authors and works from the Restoration, 18th Century, Romantic, Victorian, and Modern/Contemporary periods are discussed, and the historical significance of these eras is noted. Important developments in the English language are reviewed. Generally, the course is designed to give students a broader sense of the development of literature as a foundation for further study at the college level. The course is highly recommended for students planning to attend college.

**American Literature I**

Term 1 Credit 0.5 Open to grade: 11

Course Description: This course is designed for juniors with strong oral and written communication skills who are planning to attend college. Selected readings in American Literature, from the Colonial Period through the Civil War era, will be studied in historical as well as thematic context. Vocabulary study will be drawn from the readings, and students will respond to the literature through class and small group discussions and activities. Students will write essays based on their responses to or critical analyses of the readings. Rhetorical strategies, grammar, usage, and mechanics will be studied as they relate to growth in critical thinking and in writing style and correctness. Students complete an independent research project based on a classic American work.

**American Literature II**

Term 2 Credit 0.5 Open to grade: 11

Course Description: This course is designed for juniors with strong oral and written communication skills who are planning to attend college. Selected readings in American Literature, from the Civil War era to contemporary times, will be studied in an historical as well as thematic context. Vocabulary study will be drawn from the readings, and students will respond to the literature through class and small group discussions and activities. Students will also write essays based on their responses to or critical analyses of the readings. Rhetorical strategies, grammar, usage, and mechanics will be studied as they relate to growth in critical thinking and in writing style and correctness. Students will complete an independent research project using MLA guidelines.

**Advanced Writing: Journalism** Term 1 & 2 Credit 1.0 Open to grade: 10–11

Course Description: This course is designed for those students who wish to expand their writing skills by studying news, feature, and editorial writing. Students study professional models as a way to learn the techniques of journalistic research and writing. Their articles are submitted for publication in the school newspaper and other area publications. Students also read a daily newspaper once a week. Students enrolled in journalism are expected to participate in creating the school newspaper; therefore, interviewing and speaking skills are also taught. The ability to meet deadlines is imperative. This course is required for students who would like to serve as editors of the school newspaper. ***This course may be taken for elective credit only, and does not count toward English credit for graduation.***

High School Social Studies Ohio Requirements 3 Credits

**American History:** Term 1 & 2 Credit 1.0 Open to grade: 9

Colonialism – World War II

Course Description: This course examines formations of "America" in a global context, beginning with its emergence as a European colonial outpost imposed on native peoples, to its assumption of the mantle of imperialism and military superiority that continues today. We will survey major world-historical events in which the United States has played key roles as well as consider the impacts that other world cultures have had on the American social, political, cultural, and economic fabric.

**Modern World History:** Term 1 & 2 Credit 1.0 Open to grade: 9–10–11

Prehistory – Present Day

Course Description: The struggles, solutions, failures, and successes of the world's peoples are the story of history. This course examines the major turning points that shaped the modern world from a wide range of historical periods. During the fall semester, law and government are studied using the Greek & Roman civilizations, the Middle Ages in Europe and Asia, the Reformation & Renaissance of Europe, and, finally, the Enlightenment. Our goal is to trace the

rise of democracy and democratic ideas and develop an understanding of the historical roots of current world issues.

The spring semester explores the era of European Imperialism, the cause, course, and effect of socio-political conflicts that lead to world wars. Students will develop an understanding of current world issues and relate them to historical, geographical, political, economic, and cultural contexts. Students will then analyze multiple accounts of events in order to understand international relations from a variety of perspectives.

**Geography: Regions & People** Term 1 & 2 Credit 1.0 Open to grade: 9

Course Description: This course is an introduction to the global perspectives, basic concepts, and fundamental questions of geography. It focuses on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies over space.

**U.S. History** Term 1 & 2 Credit 1.0 Open to grade: 10–11

Course Description: This course is a survey of U.S. History, originating with a review of the founding of our nation. It investigates the study of presidential administrations, and compares major historical events and movements with a focus on the social, economic, and political aspects of America's past. Students are expected to produce analytical essays and to think critically through classroom discussions. Primary and secondary source documents are used.

**Government** Term 1 or 2 Credit 0.5 Open to grade: 11

Course Description: This course focuses on an extensive study of the executive, legislative, and judicial branches of the U.S. Federal Government. State and local governments are also major areas of study. Required tests on the U.S. Constitution, Ohio Constitution, Declaration of Independence and Flag Codes are administered at this time. The student understands the rights and responsibilities of a citizen of the United States and the state of Ohio upon completion of this course.

**Ancient History** Term 1 or 2 Credit 0.5 Open to grade: 9–10–11

Course Description: This course is a study of the development of man, from the dawn of civilization to Medieval Times. Major components of study for this

course include the progression of the Egyptian, Greek, Roman, African, and Asian civilizations. Social, political, and religious components of these societies are reviewed and analyzed. This course may be taken for elective credit only. ***It does not count toward Social Science credit for graduation.***

**World Cultures & Geography** Term 1 & 2 Credit 1.0 Open to grade: 9–10

Course Description: This course is an introduction to our physical environment and the locational characteristics of human activities. The interrelationships of climate, land forms, vegetation, soils, and natural resources are studied and their significance to humankind. Students primarily study the United States and other North American countries during the first semester, and South America, Europe, Asia, Africa, Australia, the Pacific Ocean area and the Polar Regions during the second semester. Extensive map study is utilized. ***This course may be taken for elective credit only.***

**Sociology** Term 1 or 2 Credit 0.5 Open to grade: 11

Course Description: This course is a study of various types of social, cultural, behavioral, and legal issues concerning people today. Students develop the ability to look at the social world around them more objectively before. Topics studied to develop this awareness include understanding human behavior through personality, intelligence, and behavior disorders; structures and functions of society; social problems; race and ethnicity; and legal topics. ***This course may be taken for elective credit only.*** High School Mathematics Ohio Requirements 3 Credits

**Financial Literacy** Term 1 or 2 Credit 0.5 Open to grades: 7-12

Course Description: This course is a study of personal financial literacy and taught each year beginning in grade 7 through high school. Students will become familiar with checking accounts, 401Ks, IRAs, stocks and bonds, credit cards, insurance – all the realities of adult life. Knowing how to make appropriate personal economic choices is too often learned by trial and error, however, it is our objective to ensure that our learning community is proficient in this area. It will help students be prepared to manage their personal finances as they move into adulthood, and its knowledge that one has to have to understand the economic news that pervades our lives today.

CCPA students must meet the financial literacy requirement in order to earn their high school diploma. High school students will meet this requirement by completing a Personal Finance Course worth 1/2 credit hours under the Social Studies Curriculum. Students will have the option of completing the course during grades 9-12 or as designated by high school counselor or administration.

**Algebra I** Term 1 & 2 Credit 1.0 Open to grade: 9

Course Description: This course is a standard Algebra 1 course. Some of the topics included in this course are: use of variables and formulas, rate of change and linear functions, solving equations, factoring, operations with polynomials, systems of equations, exponents, radicals, probability, and quadratic equations. **Scientific calculator required (TI scientific preferred).**

**Geometry** Term 1 & 2 Credit 1.0 Open to grade: 10

Course Description: In this course, students are taught deductive reasoning and become acquainted with the development of a mathematical system. Some of the topics included are: logical thinking and proof-writing, polygons, circles, congruency, transformations, parallel and perpendicular lines, similarity, constructions, areas of polygons, and some three dimensional concepts. This course will aid students in thinking logically, a skill necessary for everyday living as well as post-high school education. **Scientific calculator required (TI scientific preferred).**

**Algebra II** Term 1 & 2 Credit 1.0 Open to grade: 11

Course Description: **Prerequisite:** *Geometry and Algebra I.* This course is designed to fulfill admission requirements for a four-year college. Topics which will be included on this course are: real numbers, and variable operations, equations, inequalities, graphs, polynomials, functions, complex numbers, matrices, systems of equations, rational expressions, conics, exponential and logarithmic functions, and introductory trigonometry. **Graphing calculator required (TI-83+, TI-84, or TI84+ preferred).**

High School Science Ohio Requirements 3 Credits

**Chemistry** Term 1 & 2 Credit 1.0 Open to grade: 9–10–11

Course Description: This course is designed for any student interested in acquiring an exposure to the science of chemistry. It explores modern chemical concepts such as matter, atomic structure, stoichiometry, periodic table, gas laws, nuclear chemistry, chemical equations, and nomenclature through laboratory investigation and a study of the development of major theoretical topics when applicable. An emphasis is placed on conceptual developments and basic chemistry skills. **Scientific calculator required (TI scientific preferred).**

**Biology** Term 1 & 2 Credit: 1.0 Open to grade: 9-10-1

Course Description: This laboratory course is designed for students with a variety of skills and ability levels. It examines the following topics in depth: chemistry in life, the biosphere, populations, cell structure and function, DNA and inheritance, evolution, and classification. A significant emphasis is placed on scientific methodology. Recurring themes include ecology, genetics, and evolution.

**Physics** Term 1 & 2 Credit: 1.0 Open to grade: 9–10–11

Course Description: This course introduces students to the central concepts of physics as it relates to events familiar in the everyday environment, including: motion, forces, energy, matter, heat, sound, light, and the inside of atoms. Course emphasis is on lab work as well as on lecture, and on comprehension as well as computation. **Scientific calculator required (TI scientific preferred)**

High School Health Ohio Requirements  $\frac{1}{2}$  Credit

**Health & Wellness** Term 1 or 2 Credit: 0.5 Open to grade: 9–10–11

(Physical Education)

Course Description: This course promotes health and wellness as a way of life. Emphasis will be placed on creating a healthy lifestyle. Topical areas include mental health, and stress management; personality development; nutrition and body systems; drug abuse prevention; healthy relationships; disease prevention; challenging education; fitness, movements heels, and team activities. This is a full year class that meets both of the health and physical education

requirements. Students must have a physical education uniform, school approved lock, and heart rate monitor strap.

**Health** Term 1 or 2 Credit: 0.5 Open to grade: 9-10-11

Course Description: This course will provide an overview of current facts and issues in ten areas of health: mental health, family and social health, growth and development, nutrition, exercise and fitness, drugs, disease and disorders, consumer and personal health, safety and first aid, and community and environmental health. Students will learn to differentiate between healthful or wellness behaviors and harmful or risk behaviors in each of these areas. The holistic approach is implemented throughout this course. Health 1–2 teaches the process of healthful living. It is designed to promote responsible decision-making and provide students with life management skills that could last a lifetime.

**Weight Training** Term 1 or 2 Credit: 0.5 Open to grade: 10–11

Course Description: Students will understand and demonstrate proper weight training techniques and safety procedures in a weight training facility. Students learn strength training concepts and techniques for implementation and creation of a personalized weight training program. Fitness activities and concepts are stressed two days per week. This course may be repeated for credit. Students must have a physical education uniform.

**Dance** Term 1 or 2 Credit: 0.5 Open to grade: 10–11

Course Description: The major units of study of this course include introduction to jazz, lyrical, beginning hip-hop, improvisation, and choreography. Skills developed through this course include grace, balance, correct posture, rhythm, coordination, and agility. Students also learn correct dance vocabulary for numerous steps, as well as dance history. Fitness activities and concepts are emphasized two days per week. This course may not be repeated for credit. Students must have a physical education uniform.

**Life Skills** Term 1 or 2 Credit: 0.5 Open to grade: 10–11

Course Description: **Prerequisite:** *Open to grade 10 second semester after passing Fitness Program Design.* The class provides students with an opportunity to make a connection between the mind and body in a health-club like setting. An emphasis is placed on activities that have an effect on student's

daily life, such as self defense, resistance training, yoga, Pilates, and cardiovascular activities. The class also teaches stress management, meditation, and weight management techniques. This course may be repeated for credit. Students must have physical education uniform.

**Leadership Training**      Term 1 or 2    Credit: 0.5    Open to grade: 10–11

Course Description: Prerequisite: Grade 9 and 10 Physical Education course, complete application by deadline, provide two letters of recommendation from teacher to coach, attend mandatory training session, and pass entrance exam with at least an 80% or higher. Student may not choose to receive a PE exemption.

Leadership Training is designed to promote and enhance leadership qualities in the upper-class student. The student will be assigned to either a freshman wellness or a sophomore fitness program design class. The student will develop an understanding of the importance of responsibility, reliability, cooperation, initiative, creativity, and adaptability. Their major responsibilities include officiating small group instruction, assisting the teacher, and serving as a role model. Students must have a physical education uniform. This course may be repeated for credit.

**High School Electives**                      **Ohio Requirements 6 Credits**  
(must include 1 unit or two ½ units in Business/Technology, Fine Arts, or Foreign Language)

**Spanish I**                      Term 1 & 2    Credit: 1.0    Open to grade: 9–10–11

Course Description: In this course, emphasis is placed on building a foundation of basic vocabulary and grammar in order to develop the student’s abilities to read, write, speak, and listen in the Spanish language. The culture and customs of the Spanish speaking people are also introduced.

**Spanish II**                      Term 1 & 2    Credit: 1.0    Open to grade: 9–10–11

Course Description: After a brief review of Spanish I, this course emphasizes the ability to understand and use the Spanish language. The study of Spanish grammar and vocabulary continues to enhance the student’s skills in reading, writing, listening, and speaking, and involves more difficult Spanish concepts. The customs and cultures of Spanish speaking countries remain a central element in the second level program.

## 2010–2011 CCPA CALENDAR FOR FAMILIES

1st Semester Activities	2nd Semester Activities
August	January
Aug 9–13 Admin Training	Jan 3 Staff Development Day
Aug 16 – Sept 2 Staff Boot Camp	Jan 4 Students return to school
	Jan 17 MLK Jr. Day No School
September	
Sept 1 Parent Orientation	February
Sept 6 Labor Day	Feb 9–10 Academic Reviews
Sept 7 1st Day of School	Feb 15 100th Day of School
Sept 16 After School Staff Dev.	Feb 17 After School Staff Dev.
Sept 23 Open House	Feb 21 Presidents Day No School
	Feb 24 Grade 8–12 Blk History Pgm
October	
Oct 1 Student Fees	March

## DEADLINE

Oct 4–8 3 Testing	OAA Grade	Mar 4	Mid Terms to go home
Week	EMIS Count	Mar 4	K–12 Spring Pictures
Oct 9 Homecoming		Mar 17	After School Staff Dev.
Oct 13 Testing	PSAT	Mar 31–Ap1	Academic Reviews
Oct 14 Staff Dev.	After School	Mar 14–27	OGT for 10th Grade
Oct 18–22 Review	Academic		if applicable
Oct 22 Picture Day	K–12 Fall		
Oct 29	Fall Festival	April	
		Ap 1	Spring Talent Show Gd 3–12
November		Ap 4–8	Spring Break
Nov. 4 Staff Dev.	After School	Ap 11	Staff Development Day
Nov 5 to go home	Mid Terms	Ap 12	Students return to school
Nov 18 Family Night	K–2 Fall	Ap 16	Jr / Sr Prom
Nov 24–26		Ap 25	M13 Grades 3–

Thanksgiving Vacation	8 OAT		
		Testing	
		Ap 25	Imaginary University
			Begins
December			
Dec 2	Picture Retake Day K-12	May	
Dec 2-3	Academic Reviews	May 5	KG Graduation
Dec 9	After School Staff Dev.	May 10	Gd 1-2 Year In Review
Dec 16	Winter Family Night 7pm	May 12	Gd 3-4 Year In Review
Dec 17	Report cards mailed home	May 17	Gd 5-7 Year In Review
		May 19	Field Day/Last Day
			Gd 8 Graduation
		May 31	Report cards mailed home
		June 2	HS Graduation
		June 6-10	Senior Trip

Calendar Changes, Field Trips and Special Events will be noted in monthly newsletters and special flyers or mailings. Contact the school at 513-684-0777.



**CINCINNATI COLLEGE PREPARATORY ACADEMY**  
**ACKNOWLEDGMENT AND COMMITMENT**

We hereby acknowledge that we have received and carefully read a copy of the Cincinnati College Preparatory Academy Parent and Student Handbook.

We agree to willingly accept and faithfully abide by all the rules, regulations, policies, and procedures as stated in the handbook, and we will make a good faith effort to adhere to expectations contained therein.

Mother or Guardian Signature:

\_\_\_\_\_

Mother or Guardian Name:

\_\_\_\_\_

(Please Print)

Date: \_\_\_\_\_

Father or Guardian Signature:

\_\_\_\_\_

Father or Guardian Name:

\_\_\_\_\_

(Please Print)

Date: \_\_\_\_\_

Student Signature:

\_\_\_\_\_

Student Name:

\_\_\_\_\_

(Please Print)

Date: \_\_\_\_\_

Please sign and date this commitment page and return it to the school by the last Friday in September.

## ***FEES***

<b>Student Fees</b>	\$25 per student up to 2
	\$65 up to 3 students
	\$75 up to 4 students
	\$80 up to 5 students

Student fees must be paid no later than the last Friday in September of each school year.

Outstanding fees will result in a delinquent school bill, which includes any meal fees accrued by the student through the cafeteria

## **Consequences**

Report cards will not be issued until fees are paid

Students may be retained until the fees are paid

## **Uniforms:**

Grades K–7 uniform shirts are \$15.00 each and are available with short and long sleeves

Grades 8–12 uniform shirts are \$25.00 each, ties \$9.00, and sweater vest \$25

Short sleeve fall/summer

Long sleeve oxford w/navy tie winter/spring

(See uniform policy page 20 for dates)

Spirit wear is also available for between \$10 and \$25. Contact Ms. Ives at 513-684-0777 for more information.