



**Student & Family Handbook  
2018-2019**

## **Our Mission:**

Each child will excel in high school, college and careers by students, parents and teachers working hard together.

## **Our Vision:**

We educate and nurture each child to perform at his or her highest academic ability in a school culture of pride and excellence.

## **Our Core Values:**

- We are safe.
- We are respectful.
- We are responsible.
- We are positive leaders.

### **Non-Discrimination Policy**

In accordance with Federal Law and the US Department of Agriculture, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, gender or disability. It is our policy to provide a free and appropriate education to each student, including those with disabilities, within the school's jurisdiction. It is the intent of the Dayton Leadership Academies that learners who have disabilities within the definition of section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate education service.

Dayton Leadership Academies recognize that maintaining a school of origin and a regular, mainstream environment has a positive impact on the academic achievement of students in homeless situations. Therefore, every effort will be made to eliminate, to the extent possible, any barriers that limit equal access to education programs and services, or limit the opportunity for students in homeless situations to reach high standards.

The Dayton Leadership Academies/Alliance Community Schools, Inc. is an equal opportunity provider and employer.

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# I. WELCOME TO OUR SCHOOL!

## Letter from our Principal

Dear Dayton Leadership Academies Families,

It is with great enthusiasm that I welcome you to the 2018-19 school year. By choosing Dayton Leadership Academies (DLA), you are putting your child on a different life path! Our mission is: Each child will excel in high school, college and careers by students, parents and teachers working hard together. The Dayton Leadership Academies team is excited to partner with you to ensure that our students have an exceptional educational experience. Building on last year's successes and based our plans for the year, we are confident that this mission is possible.

To ensure we achieve our goals, we are continually reflecting and refining our practices and policies. It is very important that you read this handbook thoroughly so that you and your child are set up to succeed as members of the DLA Team & Family.

This year, we commit to making DLA a place where students are engaged in learning, receive individualized support, and are modeling our core values. DLA will embody a school culture of joy and achievement. We recognize that we must work together at home and school to achieve excellence this year. We ask that you guide and support your child's learning by ensuring that s/he:

- Attends school daily and arrives on time, in school uniform, and ready to learn
- Adheres to our school core values (Safety, Respectful, Responsible, Positive Leader)
- Completes all homework and in-class assignments
- Reads daily to develop a love for reading and to improve literacy skills
- Shares school experiences with you so that you are aware of highlights and any challenges
- Knows that school is his/her job and that you expect him/her to work hard, succeed in school, and go on to a selective high school

I sincerely thank you for trusting us to educate and nurture your child. Please reach out if you have any questions, concerns, or suggestions. Feel free to reach me by email me at [tasinjo@dlaeagles.org](mailto:tasinjo@dlaeagles.org) or by calling (937) 567-9426.

Together in Excellence,  
Mrs. Tess Mitchner Asinjo  
Principal

## History of our School

1999	2000	2012	2013	2016
Dayton Business Committee partners with Edison Learning to create the DLA - Dayton Liberty Campus	Second DLA building opens - Dayton View Campus	DLA ends partnership with Edison Learning  DLA merges from two campuses into one school at Dayton View Campus	First school year under Alliance Community Schools Board with DLA at Dayton View Campus	DLA receives Momentum Award from State of Ohio for 15-16 test scores

## Our Model

To achieve our mission and vision, we implement a three-prong model:

- Rigorous academics with individualized support
- Positive school culture that promotes and celebrates our core values
- Enriching experiences through project-based learning, specials classes, and community partners

## Staff Contact Information

School Phone Number: 937-567-9426

School Fax Number: 937-567-9446

School Office Coordinator	Tonya Dillard	Extension 1101
School Nurse	Jodi Miller	Extension 1106
Data Manager	Yalonda Robinson	Extension 1107
Director of Operations	Fran Alvis	Extension 1111
Family and Community Engagement Coordinator	Jennifer Mills	Extension 1108
SEEP Coordinator	Krista Matthews	Extension 1112
Dean of Students	Eric Wright	Extension 1232
Teacher Coach	Annie Fasone	Extension 1215
Middle School Coordinator	Donna Rickman	Extension 1247
Assistant Principal	Becky Yerman	Extension 1157
Principal	Tess Mitchner Asinjo	Extension 1248

# 18-19 School Calendar

## AUGUST 2018

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1-2 New Staff Orientation
- 3 New Family Orientation
- 6-8 All Staff PD
- 9 First Day of School 1<sup>st</sup>-8<sup>th</sup>
- 14 First Day for Kindergarten
- 23 Meet the Teacher Night 4:30-6:00

- 1-4 Winter Break – No School
- 7 Staff and Students return
- 17 4:00-7:00 2nd Quarter Conferences
- 18 10:00-2:00 2nd Quarter Conferences – No School for Students
- 21 M.L. King Day – No School

## JANUARY 2019

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## SEPTEMBER 2018

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 3 Labor Day – No School

- 15 Staff PD – No School for Students
- 18 Presidents' Day – No School

## FEBRUARY 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

## OCTOBER 2018

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 5 Staff PD – No School for students
- 8 Fall Break – No School
- 12 End of 1<sup>st</sup> Quarter
- 18 4:00-7:00 1st Quarter Conferences
- 19 10:00-2:00 1st Quarter Conferences – No School for Students

- 13 End of 3rd Quarter
- 21 4:00-7:00 3rd Quarter Conferences
- 22 10:00-2:00 3rd Quarter Conferences – No School for Students
- 25-29 Spring Break – No School

## MARCH 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## NOVEMBER 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 21-23 Thanksgiving Break - No School

- 19 Good Friday – No School

## APRIL 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## DECEMBER 2018

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 20 End of 2nd Quarter
- 21 Staff PD – No School for students
- 24-31 Winter Break – No School

- 24 Last Day for Students
- 27 Memorial Day – No School
- 28 Teacher Records Day

## MAY 2019

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## II. PARENTS AND FAMILIES AS PARTNERS

### Family Engagement Plan

Family engagement means the participation of parents/guardians (with the school) in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring:

- That families play an integral role in assisting their child's learning;
- That families encourage, support and enforce the Student Code of Conduct and Uniform Codes while advocating 100% daily and on-time attendance;
- That parents/guardians are encouraged to be actively involved in their child's education at school; and
- That parents/guardians are full partners in their child's education and are included in decision-making and on advisory committees to assist in the education of their child.

One of the keys to the success of Dayton Leadership Academies is the strong working relationship between parents, teachers, and children. In order for this to happen, there must be constant communication. In addition to phone conversations, welcomed school visits, home visits by admin or staff, DLA also hosts conferences between parents, teachers and children once a quarter.

Below are some additional ways that parents have gotten involved in the past. If you would like to get involved, please contact Mrs. Mills, Family & Community Engagement Coordinator. Also, please feel free to suggest any other ideas you might have.

### What are a few ways I can get involved?

Below are a few ways in which you can be involved and support your child's education and the school community:

- Attend quarterly student led conferences with your child
- Join DLA's Parent Advisory Council
- Attend monthly school board meetings
- Attend monthly House Team Celebrations
- Attend student in-class performances
- Attend quarterly awards ceremonies
- Attend family nights and events
- Complete the bi-annual family survey and provide feedback on ways the school can improve
- Inform us of community events or activities in which we should be participating
- Chaperone field trips
- Help with picture day
- Carpool with other families
- Volunteer in our school
- Help with the Scholastic Book Fair

If you are interested in additional volunteer opportunities, please feel free to contact the school directly to fill out a volunteer application.

# DLA Family Events Calendar

AUGUST 2018									JANUARY 2019								
S	M	T	W	Th	F	S			S	M	T	W	Th	F	S		
			1	2	3	4	<b>2</b> 5:00-6:30 New/returning family orientation <b>3</b> 9:00-10:30 New/returning family orientation <b>15</b> 5:00-6:00 PAC meeting <b>23</b> 4:30-6:00 Meet the Teacher Night	<b>16</b> 5:00-6:00 PAC meeting  <b>17</b> 4:00-7:00 2nd Quarter Conferences <b>18</b> 10:00-2:00 2nd Quarter Conferences – No School for Students  <b>28</b> 5:00-6:00 2nd quarter awards ceremony	6	7	8	9	10	11	12		
5	6	7	8	9	10	11			PAC sponsored family game night (date TBD)  <b>19</b> 5:00-6:00 PAC meeting	<b>20</b> 5:00-6:00 PAC meeting  <b>22</b> 5:00-6:00 Black history living museum  Scholastic book fair (TBD)	13	14	15	16	17	18	19
12	13	14	15	16	17	18					20	21	22	23	24	25	26
19	20	21	22	23	24	25					27	28	29	30	31		
26	27	28	29	30	31												
SEPTEMBER 2018									FEBRUARY 2019								
S	M	T	W	Th	F	S			S	M	T	W	Th	F	S		
						1	<b>17</b> 5:00-6:00 PAC meeting  <b>18</b> 4:00-7:00 1st Quarter Conferences  <b>19</b> 10:00-2:00 1st Quarter Conferences – No school for students	<b>20</b> 5:00-6:00 PAC meeting  <b>21</b> 4:00-7:00 3rd Quarter Conferences <b>22</b> 10:00-2:00 3rd Quarter Conferences – No School for Students	3	4	5	6	7	8	9		
2	3	4	5	6	7	8			10	11	12	13	14	15	16		
9	10	11	12	13	14	15			17	18	19	20	21	22	23		
16	17	18	19	20	21	22			24	25	26	27	28				
23	24	25	26	27	28	29											
30																	
OCTOBER 2018									MARCH 2019								
S	M	T	W	Th	F	S			S	M	T	W	Th	F	S		
	1	2	3	4	5	6	<b>14</b> 5:00-6:00 PAC meeting <b>15</b> 5:00-6:00 DLA Gives Thanks 2nd Annual: The Longest Table	<b>AIR TESTING MONTH!</b>  <b>1</b> 5:00-6:00 3rd Quarter awards ceremony-AIR test launch  <b>2</b> 2:00-3:00 AIR pep rally  <b>17</b> 5:00-6:00 PAC meeting	3	4	5	6	7	8	9		
7	8	9	10	11	12	13			10	11	12	13	14	15	16		
14	15	16	17	18	19	20			17	18	19	20	21	22	23		
21	22	23	24	25	26	27			24	25	26	27	28	29	30		
28	29	30	31						31								
NOVEMBER 2018									APRIL 2019								
S	M	T	W	Th	F	S			S	M	T	W	Th	F	S		
				1	2	3	PAC sponsored event (date TBD)  <b>19</b> 5:00-6:00 PAC meeting	<b>1</b> 7:45-9:00 DLA Family loyalty breakfast for re-enrolled families <b>15</b> 5:00-6:00 PAC meeting <b>16</b> 2:00-3:00 & 5:00-6:00 Art & Music showcase <b>24</b> 9:00-10:00 Kindergarten celebration <b>24</b> 5:00-6:00 8th grade recognition	7	8	9	10	11	12	13		
4	5	6	7	8	9	10			14	15	16	17	18	19	20		
11	12	13	14	15	16	17			21	22	23	24	25	26	27		
18	19	20	21	22	23	24			28	29	30						
25	26	27	28	29	30												
DECEMBER 2018									MAY 2019								
S	M	T	W	Th	F	S			S	M	T	W	Th	F	S		
						1	PAC sponsored event (date TBD)  <b>19</b> 5:00-6:00 PAC meeting	<b>15</b> 5:00-6:00 PAC meeting <b>16</b> 2:00-3:00 & 5:00-6:00 Art & Music showcase <b>24</b> 9:00-10:00 Kindergarten celebration <b>24</b> 5:00-6:00 8th grade recognition	5	6	7	8	9	10	11		
2	3	4	5	6	7	8			12	13	14	15	16	17	18		
9	10	11	12	13	14	15			19	20	21	22	23	24	25		
16	17	18	19	20	21	22			26	27	28	29	30	31			
23	24	25	26	27	28	29											
30	31																

PAC meeting

Quarterly conferences

Family events

## **Parent Advisory Council (PAC)**

The Parent Advisory Council is a group of parents/guardians who serve on a volunteer basis as co-leaders and decision-makers with teachers and administrators in our school community to support student learning and success. The purpose of the PAC is to advocate education to other DLA families and the larger community, support our school goals and core values, and assume part of the responsibility for student learning.

The PAC also serves as ambassadors of DLA and mentors to other parents within our school community.

## **Parent Advisory Council Scholarship**

The Dayton Leadership Academies' Parent Advisory Council (PAC) has developed a scholarship fund for DLA students attending selective tuition-based high schools (Alter, Chaminade Julianne, Stivers School for the Arts, and others) in order to offset the costs for families. Applications are distributed during the 4th quarter of the school year, and a recipient is chosen and announced at 8th grade recognition.

Students must have a 3.2 cumulative grade point average, submit an essay with their application and two letters of recommendation, and potentially go through an interview process. PAC reserves the right to alter or change this criteria.

## **DLA Family Compact**

At the beginning of each school year, families, students, teachers, and school leaders review and sign the DLA Family Compact to define our expectations and demonstrate our commitment to each other.

Teacher/School Leader Commitment:

- We will always protect the safety, interests, and rights of all individuals.
- We will believe in and model the DLA core values.
- We will educate and nurture each child to perform at his/her highest academic ability.
- We will communicate regularly with families and make ourselves available in-person and by phone.
- We will strive to improve our teaching and leadership abilities through continuous learning opportunities.

Family Commitment:

- We will ensure our child attends school in uniform every day by 8:00am.
- We will check our child's homework, DLA maroon folder, and Classroom Dojo reports daily.
- We will read DLA newsletters, One Call Now, and Classroom Dojo messages regularly.
- We will support our child by believing in and demonstrating the DLA core values and adhering to school policies.
- We will attend three quarterly conferences and at least one school event.

Student Commitment:

- I will attend school in my uniform on time, every day.
- I will be safe in my words and actions.
- I will be responsible for my work and for my choices.
- I will respect myself and others.
- I will be a positive leader in my school and my community.

## Communication

Dayton Leadership Academies are committed to keeping families informed about every aspect of school life. On a weekly basis, for most grades, information will be sent home in Student Communication Folders. Families are asked to look through this information and respond promptly. Look for these folders each week and return them the following day with any requested responses.

The One Call Now voice, text and email message system is also used to communicate important information to parents quickly. We also produce a monthly newsletter highlighting important information for the current or coming month. Please also check the school's website ([www.dlaeagles.org](http://www.dlaeagles.org)) whenever possible.

**It is important that the school have current addresses and phone numbers in order to maintain communication.**

Contact information changes, including those for emergency contacts, should be given to the school office as promptly as possible. Staff will insure that this information is given to the appropriate classroom teachers.

## Complaint protocol

If a parent or family member would like to file a complaint on a teacher, staff member, or student, please do so in the main office with Mrs. Mills, Family Engagement Coordinator. You will be asked to complete a parent concern form and include details about the incident or issue. The Family Engagement Coordinator will notify all involved parties and investigate the concern. In 24 business hours, the filing party will receive a resolution or an update regarding the issue and follow up meetings will be scheduled if necessary.

*Please see the complaint policy in the appendix.*

## Visitors

**In order for DLA to maintain a safe environment for our students and staff, ALL visitors (including parents/guardians/family members) must stop in the main office to obtain and sign a visitor's pass to get into the building.** Please understand that our awareness of adults who are in the building is a primary factor in ensuring your child's safety.

All visitors, volunteers, substitutes, and any adults in the building must wear identification badges at all times. Staff members must wear their pictured identification badges at all times throughout the day. Teachers will not permit parents or other visitors to enter their classrooms without required identification. Staff members are expected to ask any adult without identification to check in with the office.

If the visitor requests to visit the classroom, the teacher will be notified first to ensure that the visit won't interrupt classroom instruction or testing. If the visitor would like to address an issue with their child, the child will be asked to meet the parent in the main office. If visiting the classroom, visitors are asked to avoid correcting the behaviors of other students. Students will also be brought to the main office when a parent/guardian requests an early dismissal.

If a parent/guardian has an issue and would like to discuss this issue with an administrator, front office staff will first provide a concern form to document the issue appropriately.

We welcome parents/guardians and community members to work with us as volunteers at our school. ALL volunteers must complete a volunteer information application. For some positions, we reserve the right to request a background check.

## Parents Right to Know

We are excited to work with your family this year. We are proud of the professional credentials of our teaching staff at each of our schools. Our teachers work hard each day to support the growth of your child. As a Title I school (meaning more than 40% of our students qualify for free and reduced priced meals) we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teacher's training and credentials. As a parent, you have a right to request information about the professional qualifications of any of your

child's teachers. If you ask, we can tell you:

- Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
- Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements.
- The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
- Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

All requests must be made in writing and should include the following information: student's full name, legal parent/guardian's full name, address, and teacher's name. Your request can be sent to the school office.

### **III. ACADEMICS**

#### **Curriculum**

Our school uses curriculum designed for the Common Core and Ohio Academic standards. Our well-rounded curriculum requires students to engage in discussion with each other about what they're learning in all subjects, write about what they are learning, cite evidence to support statements, and compare and contrast different concepts. Students are expected to complete homework each night to practice what they have learned in class.

#### **Reading**

In grades K-2 we ensure students learn to read so that in grade 3rd-8th students can read to learn. Students are expected to read multiple texts each day and a variety of them – passages, excerpts, articles, books, novels, and more. Students read across all subject areas – reading, writing, math, science and social studies.

In K-2 we implement the Core Knowledge Language Arts (Skills and Listening & Learning) curriculum and in 3-8 we implement the Expeditionary Learning English Language Arts curriculum.

Families can access the curriculum and supporting resources (also known as EngageNY) online:

<https://www.coreknowledge.org/curriculum/download-curriculum/>

<http://commoncoresuccess.ededucation.org/curriculum>

#### **Mathematics**

To support our students' growth in mathematics, we emphasize focus and coherence. We work to ensure students can make connections across the "what" of math (content) and the "how" of math (processes) at all grades. We build connections across content and grades to drive coherence and ensure that students' knowledge, skill, and sophistication in math increase.

In K-8 we implement the Eureka Math curriculum. Families can access the curriculum and supporting resources (also known as EngageNY) online:

<https://greatminds.org/math>

#### **Science**

Across all grades, our science curriculum focuses on core scientific concepts of life science, human science and physical science. Science instruction places heavy attention on student inquiry and exploration. All students regularly complete hands-on labs and activities to further explore scientific concepts. Additionally, science classes incorporate reading, writing, and research skills.

In K-2 science lessons are embedded in Core Knowledge Listening and Learning units.

In 3-8 we implement the Science Fusion curriculum. Families can explore the curriculum online:

<http://www.hmhco.com/shop/education-curriculum/science/elementary-science/sciencefusion#sthash.KyEewLeQ.dpbs>

#### **Social Studies**

Across all grades, our social studies curriculum focuses on core social sciences concepts of history, geography, and

economics. Social studies develop students' understanding of how the country and the world was shaped over centuries at a time. Additionally, social studies classes incorporate reading, writing, and research skills.

In K-2 social studies lessons are embedded in Core Knowledge Listening and Learning units.

In 3-8 we implement the Social Studies Alive/History Alive curriculum. Families can explore the curriculum online: <https://www.teachtci.com/social-studies/>

### **Blended Learning**

All students participate in blended learning opportunities, using programs including i-Ready, RazKids and Reflex Math. i-Ready is a computer-based program supports the development of foundational skills in reading and writing. Students take a diagnostic at the start of the year and regularly assessments during the year to build their skills. Your child's teacher will provide you with login information so your child can use the programs at home to practice.

### **Assessments**

We use assessments to determine what students have learned and to monitor student progress. Assessments vary depending on grade level and subject area. They include both formative and summative assessments.

#### **Formative Assessments**

Formative assessments are used to gauge a student's mastery or progress towards mastery of a given topic or skill in order to adjust instruction to meet students' needs. Students may be given the opportunity to retake a formative assessment in order to demonstrate improvement or determine if further intervention is needed. Performance on formative assessments will be factored in a student's progress report/report card grade.

Exit Tickets: (K-2 Reading and Math; 3-8 All Subjects) Teachers use daily exit tickets at the end of a lesson to check for understanding and to inform their instruction. Exit tickets can come from the curriculum or be teacher-created and typically range from 3-5 questions.

Weekly/Bi-Weekly Tests: (K-2 Reading and Math; 3-8 All Subjects) Teachers use tests at the end of the week to check for understanding, to determine what students learned and recall, and to inform their instruction. Weekly tests can come from the curriculum or be teacher-created and typically range from 8-15 multiple choice and open response questions.

i-Ready Diagnostic: (K-8 Reading and Math) These computerized tests are given three times a year – at the very beginning of the year, in the middle of the year, and again at the end of the year. These tests are adaptive, meaning that students answer questions that are exactly on their level. We use the results to know how our students are performing in comparison to students all over the country and to pinpoint specific skills and concepts with which students may need extra help. We also use the results to measure our progress as a school. Our goal for this assessment is for all students to make 1.5 years of growth from the fall assessment by the spring test administration.

#### **Summative Assessments**

Summative assessments are used to assess students' overall progress toward grade level material and will be factored in their progress report/report card grade.

Unit Assessments: (Grades K-2: Reading, Math; Grades 3-8: all subjects) All of our students will take unit assessments at the end of each unit of study. These unit assessments come from the curriculum and are designed to measure student application of complex standards. Our goal is for all students to demonstrate mastery on these assessments (70% correct or higher, as measured by questions or rubrics).

i-Ready Standards Mastery: (Grades 3-8 Reading and Math) These benchmark tests are given on the computer every few weeks and allow us to measure each student's progress toward mastering the grade level standards. We use the results from these tests to gauge our progress and to plan for re-teaching specific skills and concepts when needed.

Fontas & Pinnell Benchmark Reading Assessment (F&P): (Grades K-8) All students will be administered the F&P reading

assessment two-three times a year. The F&P assessment measures reading foundations, fluency, comprehension, and independence. Student reading levels are determined by the assessment. Our goal for this assessment is for all students to grow at least 1.25 reading level years each school year, and for all students to end the year on the next grade level.

American Institutes of Research (AIR) Tests: (Grades 3-8 in Reading and Math, Grades 4&6 in Social Studies, Grades 5&8 in Science) This end of year test is given to all public school students across the state of Ohio. It is a timed, multiple choice and short answer assessment. It is used to measure students' skills and progress toward mastery grade level standards. We use the results to plan academic supports and programs for students the following year and to measure our success as a school.

### **Accountable Independent Reading**

Because we value reading, we require our students to read independent texts that they choose. We monitor student reading progress, make recommendations about new things students might like to try, and give students an opportunity to interact and to develop reading skills through independent reading. We both support and hold students accountable for this reading. Accountable Independent Reading has five purposes:

1. To engage and motivate students in learning things they care about
2. To promote students' love of reading
3. To build students' vocabulary: reading a lot exposes students to new words and ideas
4. To build students' knowledge about the world (through both fiction and informational text)
5. To build students' reading "stamina": their ability to read harder texts for longer periods of time

We encourage students to choose texts and topics that interest them. They also should choose books that are at a comfortable and at their independent reading level.

### **Specials Classes**

Students are offered one specials class each day and rotate through music, art and physical education and theatre (7th and 8th grade only) throughout the week. Specials courses are graded and participation is required. Please ensure that your child wears appropriate footwear on P.E. days.

### **Homework Policy**

All students in K-8 grade receive homework every night and during extended breaks. The purpose for assigning homework is to give students the opportunity to practice skills and develop good work habits. Students should read a grade level text for at least 15 minutes every night. If you notice your child is having difficulty completing homework, please contact your child's teacher.

Because we are committed to our mission of preparing our students for high school, college and career, we strongly emphasize the accurate and thorough completion of homework. Homework helps students develop grit, self-control, desire, discipline and dedication – all of which are important tools for success.

Homework completion and effort is also a percentage of your child's overall grade - *see DLA Grading Policy above.*

### **Grading Policy**

We use grades to give families a snapshot of how well a student is doing academically compared to grade level expectations. Students earn grades based on homework completion, in-class participation, in-class assignments, quizzes, and tests. *See more details in the "Assessment" section above.*

### **Grading Weights**

K-2 <sup>nd</sup> Grades	3 <sup>rd</sup> -5 <sup>th</sup> Grades	6 <sup>th</sup> -8 <sup>th</sup> Grades	Specials
*Assessments: 40% Participation: 25% Classwork: 25% Homework: 10%	*Assessments: 50% Participation: 10% Classwork: 30% Homework: 10%	*Assessments: 60% Participation: 10% Classwork: 20% Homework: 10%	Tests/Quizzes: 40% Participation & Class Work: 55% Homework: 5%

\*Assessments include quizzes, tests, unit assessments, i-Ready Standards tests, and final projects.

### Grading Scale

DLA uses the following grading scale in Kindergarten through Grade 8:

Grading Scale		
90%—100%	A	Exceeds Expectations
80% — 89%	B	Meets Expectations
70% — 79%	C	Approaching Expectations
60% — 69%	D	Below Expectations
Below 60%	F	Far Below Expectations

Criteria for Honor Roll	
Honor Roll	As and Bs = 3.0 or higher
High Honor Roll	All As = 4.0 or higher

### Report Cards and Quarterly Conferences

In addition to the regular communication (weekly folders, phone calls, etc.) between teachers and parents about each child's academic and social progress in school, we send home progress reports midway through each quarter (4½ weeks into each quarter) and issue report cards at the end of each quarter (every nine weeks) at Quarterly Conferences.

Quarterly Conferences are student-led with the student, family, and teacher meeting together to review the student's grades, i-Ready diagnostic report, and behavior reports. Attendance at conferences is mandatory for all students and families. Report cards will NOT be sent home. The dates for Quarterly Conferences are included on the school calendar.

### Promotion and Retention

Our team will place students at the grade level best suited for them academically, physically, socially, and emotionally. Typically, students will progress at the level commensurate with their achievement and social and emotional development. However, *student retention may result when a student is required to repeat a grade level due to poor*

*academic performance.* Our instructional staff and administration reserve the right to retain any student who fails to demonstrate grade level academic mastery in core subject areas and/or who has excessive absences from school.

Grade level retention meetings are held by April of the school year, and input from the instructional staff members at that particular grade level is considered when making retention decisions. The following criteria are used to determine retention in the current grade:

- Academic performance
- Attendance rate of 92% or below
- Level of social and emotional development
- Students who have 10 or more days of out-of-school suspensions
- Students in grades 3-8 who did not score proficient in reading or math on state test

\* By Ohio State Law, 3rd Grade students who have not met the cut score for the Third Grade Reading Guarantee will be required to participate in DLA's Summer Launch and will be retained if they do not meet the cut score on AIR or NWEA.

In some cases, attendance in DLA's Summer Launch program will be required in order to be promoted to the next grade.

### **Students with Disabilities and Retention**

Students with disabilities receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.

### **Retention Appeals**

A student's parent or guardian has the right to appeal the school's decision to promote or retain a student and may appeal any promotion and retention decision before the start of the next school year. If a parent or guardian is not satisfied with the school-level decision pertaining to a retention or promotion, the parent may appeal in writing to the Principal.

### **Special Services**

#### Academic Intervention

DLA offers intensive academic supports for students who enter school significantly below grade level or who have special learning needs including students eligible for special education services.

#### *Enrichment and Intervention:*

Every grade level has a designated time during the school day in which students are group based on formative assessment data to receive targeted academic intervention in reading and math. Both general education and intervention teachers provide students with academic intervention based on individualized learning needs.

*iReady Instruction:* DLA utilizes iReady Instruction, an online tool, which provides personalized instruction to students in reading and math. Every student has a personalized iReady account to utilize throughout the school year. Students receive weekly individualized instruction in reading and math on iReady. Students take periodic assessments to monitor progress and adjust for learning needs.

#### *Soaring Eagles Enrichment Program (SEEP):*

DLA offers after school tutoring in reading and math for students below grade level. Students who participate in SEEP receive individualized instruction in reading and math as well as enrichment and recreation.

#### Student Support Team (SST)/Child Find

DLA utilizes the SST as a multi-tiered problem-solving approach to support individual student needs. The SST provides suggestions for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered throughout the SST process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school's Assistant Principal.

### Special Education

Special education programming at DLA is structured to provide specialized instruction, support, and related services to students with disabilities based on a student's Individualized Education Program (IEP). Students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with IDEA and the Ohio Operating Standards.

An integral part of DLA's mission is to promote the inclusion of students with special needs in general education classrooms and activities in order to provide high quality instruction to all students. To meet this goal, DLA is committed to:

- Making every student the responsibility of every staff member.
- Using the best pedagogical practices for the benefit of all students.
- Involving families as essential partners on the Multidisciplinary Team (MDT).
- Implementing accommodations and modifications, related services, and supplementary aids as needed for students with special needs.
- Adhering to special education regulations and requirements at all times.
- Aligning IEP goals with the general education curriculum to ensure access, authenticity, and relevance.
- Educating students in the LRE, removing them from the general education setting only when doing so is necessary to provide appropriate instruction.

In Ohio, *A Guide to Parent Rights in Special Education (2017)* serves as the procedural safeguards notice. Dayton Leadership Academies will provide the parents/guardians of a child with a disability a copy of this guide at the time of referral or request for evaluation once a year, and at the request of a parent/guardian. Please contact the Assistant Principal or see our website if you are in need of a copy of the guide.

### Mental Health Therapy

DLA has a partnership with Eastway Behavioral Health to offer school-based mental health programming for children in need of behavioral and mental health services. Mental health therapy provides students with a safe, comfortable place for them to learn and build the skills necessary to be successful in the school setting.

### Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning)
- has a record of such an impairment, - or -
- is regarded as having such impairment. [34 CFR 104.3(j)]

In order to fulfill obligations under Section 504, Dayton Leadership Academies is responsible for nondiscrimination in policies and practices regarding its personnel and learners. No discrimination against any person with a disability shall knowingly be permitted in any of the programs and practices of the Dayton Leadership Academies.

### **Third Grade Reading Guarantee**

According to Ohio Code, the 3<sup>rd</sup> Grade Reading Guarantee requires all 3<sup>rd</sup> grade students to meet a promotion score on

AIR or NWEA in order to be promoted to 4th grade. Students in K-3 who are not on track in reading are required to have a Reading Improvement Plan (RIMP) and receive intensive interventions to ensure reading proficiency by the end of 3<sup>rd</sup> grade. The RIMP will consist of daily reading interventions tailored to students individualized needs. Parents may not opt out of the RIMP or Third Grade Reading Guarantee. The designation as not on track is based on the beginning of the year diagnostic iReady screening assessment administered by September 30 of the school year. Students will remain on the RIMP until they either pass the following year’s diagnostic screening or AIR.

Students in 3<sup>rd</sup> grade must meet a minimum promotion score on the AIR test or a minimum score on the NWEA MAP assessment to move on to the 4th grade.

**21st Century Before and After School Program**

The goals of this federally funded (also called SEEP) program are to increase math and reading achievement, contribute to positive social development, and increase family engagement in school` related activities. Students participate in character development activities before school, tutoring and recreational activities after school, and are transported home.

**Summer Launch**

To prepare students the the next grade level and prevent the summer slide, DLA provides free summer programming for students. DLA targets students who are not performing on grade level or who are at risk for retention first, all others can sign up on a first come, first served basis.

**Financial Literacy Policy**

Dayton Leadership Academies/Alliance Community School Board of Education believes in and supports the importance of teaching financial literacy and college and career readiness in middle grades (7th and 8th). We believe that preparing students for post secondary education, equipping them with the prerequisite skills needed for a successful career, and teaching students to become financially literate, including the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being will position them for success in later life.

**IV. CULTURE**

**Bring the Thunder**

**“For it is not light that is needed, but fire; it is not the gentle shower, but thunder.” -Frederick Douglass**

Vision

The purpose of Bring the Thunder at Dayton Leadership Academies is to provide positive, proactive supports for students in order to promote positive school culture, academic success, decrease behavioral infractions in the school setting and engage families in the DLA community. Bring the Thunder will define DLA culture for staff, students and families so everyone is clear about how we support students to be their very best. We believe that character counts and we teach it explicitly. Our students are supported using a social skills curriculum to develop skills aligned to our core values; we are safe, respectful, responsible and positive leaders.

Bring the Thunder Highlights

*Engaging Families*

Description	Examples
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<p>Celebrating student/family successes and communicating clear expectations invests students and families in the DLA community.</p>	<ul style="list-style-type: none"> <li>● Monthly and quarterly student celebrations</li> <li>● Daily communication to families about student progress using Classroom Dojo</li> <li>● Clear expectations for students and families outlined in our handbook and at family orientations</li> </ul>
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*Proactive, Positive Supports for Students*

Description	Examples
<ul style="list-style-type: none"> <li>● Implement common school-wide and grade-level routines, procedures and language.</li> <li>● Implement positive, proactive supports and incentives aligned to our core values to promote and reinforce positive behaviors and academic success.</li> <li>● Provide all students with the supports and interventions to be successful in the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement common schoolwide and classroom routines and procedures</li> <li>● Daily, weekly, and monthly incentives to celebrate positive behavior and student success</li> <li>● Individualized student success plans to support all students</li> <li>● Celebrate students who meet academic goals</li> </ul>

*Integration of Core Values*

Description	Examples
<ul style="list-style-type: none"> <li>● Commit to teaching, modeling and reinforcing the DLA Core Values throughout the school day.</li> <li>● Connect all incentives to a specific core value.</li> <li>● Emphasize one specific value each month in morning meetings using Thunderpoints and Thunderbucks and during monthly house team celebrations.</li> </ul>	<p><i>We are Safe</i></p> <ul style="list-style-type: none"> <li>● Be Safe in actions</li> <li>● Be Safe in words</li> </ul> <p><i>We are Respectful</i></p> <ul style="list-style-type: none"> <li>● Be Respectful to Self</li> <li>● Be Respectful to Others</li> </ul> <p><i>We are Responsible</i></p> <ul style="list-style-type: none"> <li>● Be Responsible for my work</li> <li>● Be responsible for my choices</li> </ul>

	<p><i>We are Positive Leaders</i></p> <ul style="list-style-type: none"> <li>● Be a positive leader in my school</li> <li>● Be a positive leader in my community</li> </ul>
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### Celebrations and Incentives

The focus of the Bring the Thunder initiative is to recognize and celebrate students who are meeting school and classroom expectations.

Below is a list of all school-wide incentives to celebrate student successes and reinforce core values.

Incentive	Description
<b>Thunderbucks</b>	<ul style="list-style-type: none"> <li>● Staff members will recognize homerooms demonstrating core values by providing specific positive feedback linking the behavior to the core value and rewarding the homeroom with a thunderbuck.</li> <li>● Homerooms can cash in Thunderbucks to receive class incentives such as extra recess and parties.</li> </ul>
<b>Thunderpoints (Classroom dojo is used to track Thunderpoints)</b>	<ul style="list-style-type: none"> <li>● Teachers will recognize positive behavior by providing students with individual thunderpoints throughout the school day.</li> <li>● Students can earn points during instruction or transitions.</li> <li>● Students can earn thunderpoints each day for arriving to school on time and in uniform.</li> <li>● Thunderpoints will be used to determine nominations for eagle of the month and will be used for daily and weekly incentives such as fun Friday.</li> </ul>
<b>Eagle of the Month</b>	<ul style="list-style-type: none"> <li>● One student from each homeroom will be selected for eagle of the month. This student will have demonstrated positive behaviors connected to the core value of the month.</li> <li>● Thunderpoints points will be used to determine the eagle of the month.</li> <li>● Students will receive a t-shirt at the house team celebration.</li> <li>● Student's photos will be posted in the front entrance and on classroom DOJO.</li> </ul>
<b>Turn Around</b>	<ul style="list-style-type: none"> <li>● One student from each homeroom will be selected for the turn around award. This student will have demonstrated positive academic success, like growth on the iReady assessments, success on iReady online lessons, or high achievement or growth on classroom tests and quizzes.</li> <li>● Students will receive a t-shirt at the house team celebration.</li> <li>● Student's photos will be posted in the front entrance and on classroom DOJO.</li> </ul>
<b>Honor Roll</b>	<ul style="list-style-type: none"> <li>● Students with straight As or all As and Bs will receive an honor roll pin and certificate at each quarterly awards ceremony.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>● Students with perfect attendance will receive a perfect attendance pin and certificate at the quarterly awards ceremony.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers will highlight students with perfect attendance each month in the classroom.</li> <li>Homeroms will post “perfect attendance” signs on their door each day that their HR has perfect attendance.</li> <li>Teachers will write their own class 3 thunder bucks for perfect attendance days.</li> </ul>
<b>Golden Clock</b>	<ul style="list-style-type: none"> <li>Homeroms with the highest attendance/punctuality percentage will earn the golden clock award at the end of each month.</li> </ul>
<b>Math Improvement/Reading Improvement</b>	<ul style="list-style-type: none"> <li>Students who make targeted growth goals on iReady will receive a pin and certificate at the quarterly awards ceremony.</li> </ul>
<b>Eagle Squad</b>	<ul style="list-style-type: none"> <li>At the end of each quarter 6th-8th grade students who meet the following criteria will be inducted into Eagle Squad: <ul style="list-style-type: none"> <li>attendance/punctuality at 95%</li> <li>grades or iReady growth</li> <li>zero write-ups</li> </ul> </li> <li>Students will receive a pin and special sweater vest to wear with their uniform.</li> </ul>

## Classroom Dojo

All teachers will utilize Classroom Dojo, an online tool, to track individualized Thunderpoints and communicate student progress on behavioral and social skills throughout the school day. Parents will be provided with an individualized account at the beginning of the school year to track their child’s progress.

## Student Code of Conduct

Tier	Description of Infractions	Potential Classroom/Administrative Interventions and Consequences
1	<p><b>Inappropriate Tier 1 Behaviors:</b> Behavior that go against DLA’s core values or breaks the classroom compact/rules including:</p> <p><b>We are safe.</b></p> <ul style="list-style-type: none"> <li>Student is in the hallway with no hall pass.</li> <li>Students are playing rough in the restroom.</li> </ul> <p><b>We are responsible.</b></p> <ul style="list-style-type: none"> <li>Student is tardy to class with no pass.</li> </ul>	<ul style="list-style-type: none"> <li>Redirection using verbal or visual cues</li> <li>Use of Thunderpoints to redirect positive behavior</li> <li>Loss of Thunderpoint</li> <li>Verbal or written apology</li> <li>Buddy Classroom</li> <li>Written reflection/refocus</li> <li>Seat Change</li> <li>Loss of Classroom Privilege</li> <li>Teacher/Student phone conference with parent or guardian</li> </ul>

	<ul style="list-style-type: none"> <li>● Student refuses to complete classwork or homework.</li> </ul> <p><b>We are respectful.</b></p> <ul style="list-style-type: none"> <li>● Student says “Shut up” to another student.</li> <li>● Student uses inappropriate tone in response to teacher direction.</li> </ul> <p><b>We are positive leaders.</b></p> <ul style="list-style-type: none"> <li>● Student comes to school out of uniform.</li> <li>● Student lies about actions and refuses to take responsibility for his/her actions.</li> </ul>	
2	<p><b>Inappropriate Tier 2 Behaviors</b></p> <p><b>We are Safe</b></p> <ul style="list-style-type: none"> <li>● Repeated level 1 behavior (repeated defiance and disruptions)</li> <li>● Out of area (reflection)</li> <li>● Use of profanity/related inappropriate gestures</li> <li>● Minor (1-2 times) shoving, punching, kicking, scratching or trying to hurt another student</li> <li>● Harassing another student</li> </ul> <p><b>We are Respectful</b></p> <ul style="list-style-type: none"> <li>● Cheating/Plagiarism</li> <li>● More than one support call in one day (teachers)</li> </ul>	<ul style="list-style-type: none"> <li>● Letter of apology to student or teacher</li> <li>● Phone call home to parent/guardian</li> <li>● Loss of Thunderpoint or privilege</li> <li>● Write up in Educator’s Handbook</li> <li>● Tier 2 reflection assigned and logged</li> <li>● Not Yet University (in-school suspension)</li> </ul>
3	<p><b>Inappropriate Tier 3 and Tier 4 Behaviors</b></p>	<ul style="list-style-type: none"> <li>● Phone call home/write-up in Educator’s Handbook</li> <li>● In-School Suspension/Not Yet University</li> <li>● Out of School Suspension</li> </ul>

<p><b>We are Safe</b></p> <ul style="list-style-type: none"> <li>● Leaving the school building without permission</li> <li>● Profane, obscene, indecent, and immoral or seriously offensive language or gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability, including written materials</li> <li>● Any act of physical or extreme aggression with the intent, or actual harm of another</li> <li>● Willful destruction, including writing on school or transportation property</li> <li>● Use of DLA's network or any information technology for any unauthorized purpose not previously listed</li> <li>● Use, possession or sale of a weapon (i.e. bb guns, look-a-like weapons, toy guns), drugs, alcohol, tobacco products, flammable or explosive devices or other paraphernalia.</li> <li>● False activation of a fire alarm, tampering with safety equipment, or making bomb threats, arson</li> <li>● Theft or possession of stolen property</li> <li>● Aggravated physical or sexual assault to any individual</li> <li>● Bullying as defined by the use of force, threat or coercion to abuse, intimidate, or aggressively dominate a person or a group</li> </ul>	<ul style="list-style-type: none"> <li>● Recommendation for expulsion</li> <li>● In emergency situations, as a last resort, authorities will be contacted for support (parents/guardians will be informed)</li> </ul>
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### **Responding to Inappropriate Student Behavior**

All members of our school community will take steps to correct the student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from recurring. Students, parents/guardians, teachers, and staff are responsible for reporting inappropriate student behavior to school leaders. School leaders, then, assign the appropriate interventions and consequences to address the inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

Students: If you feel unsafe, have a problem with another student that you cannot solve, or see someone hurting or bullying another child, tell your teacher, principal, or another staff member.

Parents/Guardians: If your child feels unsafe, has a conflict with another child, or if you see a student behaving

inappropriately, inform the school. The following steps will be taken if a student behaves inappropriately and are explained in more detail below. The school will investigate and respond to the behavior using the steps outlined below.

Schools: In instances of students failing to meet the standards of behavior that promote a positive and safe learning environment, tier 1 behaviors are typically addressed in the classroom by the teacher. For more serious offenses (i.e. tier 2 –3), our school staff follow these steps to intervene:

1. **Redirect** to correct behavior. All adults will redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
2. **Intervene** to minimize disruption, resolve conflict, and to maintain a positive, safe learning environment. School administrators will utilize a tier 2 reflection process to help students reflect and restore relationships with students and staff.
3. **Investigate** incident as needed. Investigation may include talking to witnesses, reviewing security camera videos, searching students and/or lockers and backpacks, etc.
4. Ensure **due process** for the student by:
  - a. Using the information gathered in the investigation, determine whether the student’s behavior falls within the student code of conduct. If so, determine the level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and evaluate the range of possible interventions and consequences.
  - b. Informing the student of the allegations and the range of consequences the student faces.
  - c. Allowing the student to respond to the charges, telling his/her side of the story.
  - d. Making reasonable efforts to contact the parents/guardians and notify them of the allegations when assigning interventions and/or consequences when incidents may result in suspension or expulsion.
5. **Assign interventions and/or consequences** according to the student code of conduct. The goals of assigning interventions and/or consequences are to maintain a safe environment, maximize all students’ learning, and teach students the necessary social skills by addressing the triggers for inappropriate student behavior. In determining the appropriate interventions and/or consequences, schools will:
  - a. Identify the appropriate intervention(s) and/or consequence(s) that best address *and correct* the student’s inappropriate behavior. Before assigning, our schools:
    - Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when appropriate.
    - Select consequences that are in proportion to the inappropriate behavior.
    - Avoid consequences that will remove the student from class and school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student’s inappropriate behavior. When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior. Possible alternatives to out of school suspension:
      - Not Yet University (NYU): The purpose of NYU is to provide an alternative consequence to out-of-school suspension and to support students in meeting positive behavioral expectations. NYU is a short-term placement within the school setting in which the student will reflect on misbehavior, learn and practice social skills, participate in restorative practices and complete missed classwork. Prior to returning to class the student will work with the culture keeper to develop a plan avoid future disciplinary action.
      - Tier 2 Reflection: Students who cause ongoing disruptions to the classroom environment will be required to complete a tier 2 reflection in order to restore positive school behavior. The administrator will ask the student to write out the student compact, review expectations, practice the skill and commit to improving the behavior. The student will return to class with a written apology and promise to the teacher. The administrator will then check-in with the

student later in the day. Students who are assigned a tier 2 reflection more than once in a school day will receive a write up, a phone call home and may be required to attend Not Yet University for a length of time.

- **Write-ups in Educator's Handbook:** Behavior that violates our core values will be documented in Educator's Handbook. Parents will receive a phone call and may receive a copy of written notification of the incident that resulted in a write up.

6. **Inform** parents/guardians of their right to appeal suspension and expulsion decisions.

- The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider suspension decisions. The principal will review the details of the incident and interventions and/or consequences given. The principal has the final authority to assign all interventions and/or consequences, with the exception of expulsion.
- If a student has been suspended, *pending expulsion*, the parents/guardians may appeal in writing to the Principal or his/her designee within five (5) school days of receiving the initial Notice of Suspension, Pending Expulsion. The Principal will determine whether any factual errors were made in the school's investigation, whether the student was charged with the correct inappropriate behavior under the SCC, and whether the recommendation for expulsion was commensurate with the student's inappropriate behavior.
- If a student has been expelled from one of our schools, the parents/guardians may appeal the final expulsion determination in writing to the Principal. The appeal must be filed in writing within fourteen (14) days after receiving the Notification of Expulsion from the school. If the parents/guardians do not appeal within the specified time, they will have lost or waived their right to a hearing and the proposed expulsion will take effect.

7. **Restore** the student's participation in the school community.

- After a student serves a consequence for a Level 3 or higher offense, staff will review the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students/staff, the school will set aside time to implement strategies to restore relationships with those individuals. Anytime a student is removed from the learning environment, he/she will be welcomed back without bias and given the supportive services necessary for transition back into the school community and for social and academic success.

### **Out-of-School Suspension Guidelines**

Students serving out-of-school suspensions are not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. Suspensions are excused absences. The school will ensure that students serving suspensions are able to obtain homework, and upon the students' return, provide them with the opportunity to make up any quizzes, tests, special projects, or interim assessments given during the period of suspension. Parents must attend a return to school meeting with an administrator and the student before returning to school after a suspension.

### **Police Notification Guidelines**

School leaders have the discretion to call 9-1-1 in emergency situations if students or staff members are in danger. School officials will assess the situation before determining whether or not to contact the DPD. School officials will consider factors including:

- Whether the student presents a danger to the health, safety, or welfare of others,
- Whether the student intends to cause others physical harm, and

- The student's age.

Once school staff members contact DPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the student code of conduct to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

## **Zero Tolerance Policy**

At Dayton Leadership Academies, we have “**zero tolerance**” for:

- Assaults on students or staff
- Possession of drugs, alcohol, matches, cigarettes, lighters, or other drug/tobacco paraphernalia
- Possession of weapons or look alike weapons, including firearms and knives

DLA will follow the due process procedures outlined in the discipline process. Students who engage in such behaviors could receive a 5-10 day suspension pending an investigation to determine if an expulsion is warranted.

## **V. OUR SCHOOL DAY**

### **Attendance**

Research provides evidence that students with good attendance also perform well in school. Good attendance also includes punctuality. Students should be present and prepared for learning each day.

Ohio law requires that all children between the ages of six (6) and seventeen (17) attend school. Attendance is a key factor in student achievement and therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy.

At DLA, students are expected to be at school on time and ready to learn every day. **EVERY MINUTE COUNTS!** To ensure that our students continue to receive an extraordinary education, it is important that students are on time and in class all day. Please make every effort to keep your child/children in school **all day, every school day** from 8:00 am to 3:15 pm Monday through Thursday and 8:00 am to 2:15 pm on Friday.

### **Excused Absences**

The following are acceptable excuses for absence:

- Personal illness (doctor's note is required)
- Medical or dental appointments (proof of the office visit is required upon return)
- Death in the family or funeral (maximum 3 days in state, 5 days out of state)
- Religious observances

### **Unexcused Absences**

Per Ohio Compulsory Education Law 322.19 children must attend school every day until they are 18 years old. State law requires the school to report cases of excessive absences and tardiness to Juvenile Court. An unexcused absence becomes truancy when a student does not have a legitimate reason for missing school.

Examples of unexcused absences include:

- Missing the bus
- Sibling illness
- Student did not want to come to school
- Student overslept
- Parent/guardian overslept

- Non-medical appointments
- Missing documentation for an otherwise excused absence which is not on file. The parent has 72 hours to provide the excused doctor's note.

### **Missed School Work Due to Absence**

Students are expected to make up missed work due to absences. It is the responsibility of the student to discuss assignments with the class instructor upon their return to class. The student will have the number of class days absent plus one to return missed assignments for full credit.

### **Truancy**

We want to help every DLA family avoid consequences that are spelled out in state law. Tardiness is counted towards truancy according to state law. A habitual truant student is defined as a school-age child who is absent from school without a legitimate excuse per the following House Bill 410 guidelines: The threshold under the bill for a DLA habitual truant student is 37.5 or more consecutive hours, 52.5 or more hours in one school month, or 90 hours or more in a school year. The thresholds are essentially the same as under current law, except the bill converts the thresholds from days to the equivalent number of hours.

A DLA school day is 7.25 hours. Therefore, the equivalent number of days for habitual truancy is as follows:

30 hours = 5 school days  
 42 hours = 7 school days  
 72 hours = 12 school days

A student who misses, without legitimate excuse, 30 or more consecutive hours, 42 or more hours in one school month, or 72 more hours in a school year is legally defined as a HABITUAL TRUANT pursuant to O.R.C. 2151.011.

If your child surpasses any of the above listed thresholds it requires your child to be assigned to an absence intervention team and you will be required to participate in a family/student attendance success plan meeting. The team will consist of the Dean, your child's teacher and other staff from DLA. Failure to participate on the team will result in an investigation into whether such failure triggers our mandatory duty to report child abuse or neglect to Montgomery County Children Services. Your child's refusal to participate in, or failure to make satisfactory progress on, the success plan, as a habitual truant, shall result in the filing of a complaint in the Montgomery County Juvenile Court. DLA may also apply internal sanctions such as lunch detention and/or limiting participation in extracurricular activities (i.e. attending sporting events, club etc.).

If a student is absent for 105 consecutive hours (14 days), the student will be withdrawn from DLA per Ohio Law. ***These students will be referred to Juvenile Court. Parents can be charged with neglect or contributing to delinquency with fines up to \$1,000 and jail time of up to 6 months.***

### **Arrival**

Students may be dropped off at school, beginning at 7:30 AM. ***For the safety of your child, do not drop your child off prior to 7:30 AM – there will be no adult supervision until this time.***

Breakfast will be served from 7:30-7:50 AM. ***Students who arrive after 7:50 AM will not have the opportunity to eat breakfast before the start of the school day.***

The instructional day begins promptly at 8:00 a.m. Any student arriving after 8:01 a.m. will be required to sign in at the office and get a pass to class. Students are tardy if they are not in the classroom at 8:00 a.m. Parental assistance is necessary in making sure students arrive at school on time. **A parent must walk in with the student and sign them in if the student is tardy.**

Late busses are not considered tardy against the student. However, students must obtain a late bus pass from the main office unless arriving during first period or a general announcement may be made to make all staff members aware of students arriving on a late bus.

Late arrivals and/or leaving early could count towards truancy if they are not for excused reasons per Ohio Law. Students absent from school more than three (3) hours will be counted as absent for the full day. Student absences will also be calculated into hours rather than days and tardies will count towards the student's overall attendance record.

**We require parents/guardians to come into the building and sign their children out of school.** Students will be brought from the classroom to meet the parent/guardian at the main office. The main office will not take phone requests for the child to meet them outside or announce early dismissals over the intercom. *Signing students out does not ensure that the absence will be excused.*

## **Dismissal**

All students will be dismissed at 3:15 PM Monday- Thursday, and 2:15 PM on Friday. No students will be released prior to this time unless the parent or guardian has called in to the school office by 12:00 pm. Early dismissal will count against the student's attendance per the new truancy laws.

## **Car Riders**

Those driving to pick up their child must drive down Negley Street (one way street) and to the driveway on the left hand side. A staff member will approach your vehicle, and you should be prepared to give the name and grade level of each child you are picking up. **Parents who are driving should NOT enter the roundabout in front of the school as this is our bus pick up zone.**

**SAFETY FIRST:** The safety of our students is our first priority. ***PLEASE DRIVE SLOWLY and WATCH OUT FOR CHILDREN.***

## **Walkers**

Students who are walking home will be assisted by DLA staff members to the end of the bus loading driveway where they will be assisted in **safely** crossing the street, if necessary, by the staff member. Please be sure that your child is aware of the safest route to walk home.

## **Changing your child's dismissal plan**

It is crucial that you inform your child and his/her teacher, ***ahead of time***, of your child's dismissal plan so he or she can be dismissed to the correct location. In order to change your child's mode of afternoon transportation, you must either send, with your child, a written statement of the change or call the office ***by 12 PM*** and provide your child's birth date along with the plans for change in transportation. Sending a letter is the preferred method of notification; transportation changes by phone should only be for emergency situations. ***Please avoid calling the office to make transportation changes after 12 PM.***

## **Early Dismissal**

You, as well as those listed on your child's emergency card, must present a license when requesting to take your child out of school early. Likewise, when you call ahead and grant permission for an alternate person to take your child home, you must provide the School Office Coordinator with your child's birthdate and the alternate person will need to show a license upon arrival.

## **Emergency Dismissal**

In the event that a weather emergency or another emergency results in early dismissal of students, local media will announce details of the dismissal plans. Our automated call system will also be used to communicate plans to families.

## **Breakfast/Lunch**

DLA participates in a USDA Federal Food Service Program and provides free breakfast and lunch every school day. Students in grades 3-8 go directly to the cafeteria upon arrival and have breakfast between 7:30 and 7:50 a.m. Students in grades K-2 report initially to their classrooms and go with their class to breakfast from 7:50 to 8:10 a.m. After eating, students line up with their class and quickly and quietly walk to their classrooms.

Students may opt to bring their own lunch, but it must consist of items that make up a healthy meal. In the event that students bring non-nutritious items, they will not be allowed to eat what they brought (they will bring it back home with them) and other arrangements will be made to ensure that they eat. Students should not bring candy, soda, or large bags of chips for lunch.

If you would like to eat lunch with your child, please coordinate with the main office or your child’s teacher to ensure that you arrive at the correct time.

### Recess

Recess is a necessary break in the day for developing a child's social, emotional, physical, and cognitive development. Recess compliments physical education, it doesn’t replace it. Recess is safe and well monitored by staff. Students in grades K-4 receive recess daily and during a scheduled time, and we offer indoor recess options during inclement weather. Students in grades 5-8 periodically receive recess.

### Uniform Policy

Our goal is to create a safe, welcoming and academically inviting environment. Student uniforms help us reach our goals by minimizing distractions and giving students a clear way to demonstrate that they are part of and committed to our school culture. It is the student and family’s responsibility to make sure that students are “dressed for success” daily. DLA is committed to helping families meet our uniform requirements. Please see your teacher or principal if you would like to request assistance.

If students are not dressed in uniform, a parent or guardian will be notified to bring in appropriate attire. If a parent or guardian is not available, we will provide a loaner uniform that can be checked out and should be returned at the end of the day to a DLA staff member at the end of the day.

Grade	Tops	Bottoms	Not allowed
K-5	<p><b>Maroon DLA polo</b>, DLA logo required.</p> <ul style="list-style-type: none"> <li>Shirts are to be tucked in throughout the school day.</li> </ul> <p><b>Undershirts and turtlenecks</b> must be solid white, navy blue, or black.</p> <p><b>Only a solid black , navy blue and maroon cardigan sweater</b> without a hood can be worn</p>	<p><b>Solid navy blue</b> jumper, dress or skirt</p> <ul style="list-style-type: none"> <li>splits may be no higher than one inch above the bottom of the skirt</li> </ul> <p><b>Solid navy blue</b> pants or shorts</p> <ul style="list-style-type: none"> <li>shorts must be knee length not to exceed one inch above or below the knee</li> <li>solid black belt must be worn</li> </ul>	<ul style="list-style-type: none"> <li>Denim and sweats</li> <li>Boxers, athletic shorts, spandex.</li> <li>Sagging of pants</li> <li>Skin tight clothing</li> <li>Sunglasses and hats in the school building</li> <li>Coats, jackets, hats, etc. in the classroom</li> <li>Dangling necklaces or earrings, large bracelets, chains, or any item of jewelry that might become a safety hazard or distracting to others.</li> <li>Flip-flops, sandals, open toe shoes and shoes with wheels or heels</li> <li>Any item that might reflect gang activity</li> </ul>

<p style="text-align: center;"><b>6-8</b></p>	<p><b>Maroon DLA polo</b>, DLA logo required.</p> <ul style="list-style-type: none"> <li>Shirts are to be tucked in throughout the school day.</li> </ul> <p><b>Undershirts and turtlenecks</b> must be solid white, navy blue, or black.</p> <p><b>Only a solid black, navy blue and maroon cardigan sweater</b> without a hood can be worn</p>	<p><b>Knee length khaki tan</b> jumper or skirt</p> <ul style="list-style-type: none"> <li>splits may be no higher than one inch from the bottom of the skirt</li> </ul> <p><b>Pants or shorts khaki tan</b></p> <ul style="list-style-type: none"> <li>must be knee length not to exceed one inch above or below the knee</li> <li>solid black belt must be worn</li> </ul>	<ul style="list-style-type: none"> <li>same as listed above</li> </ul>
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**Cold Weather Wear**

In the winter months, students may wear an additional navy blue , white and maroon cardigan sweater or sweatshirt (DLA sweatshirts are available for purchase). Winter wear must be free of designs, logos, and writing, unless provided by DLA.

**Exceptions—School Spirit Days and Special Events**

Notification will be posted in the Main Office and/or sent home in advance

**School Uniform Violation**

- When students come to school out of uniform, parents will be notified. Students will be required to wait in the main office until a parent/guardian arrives with acceptable and appropriate clothing and/or footwear.
- If a parent/guardian is unable to bring appropriate clothing and/or footwear to meet uniform requirements, the student will be provided with a loaner uniform.
- Students who are not in uniform will lose Thunderpoints. Students who refuse to follow uniform expectations, may receive a consequence.

**Cell Phones/Student Property**

Cell phones have proven to be a distraction to student learning at DLA. Due to numerous issues including but not limited to, bullying, cyber-bullying, breach of student privacy, and overall poor decision-making, students are not allowed to have cellphones in school.

When students enter the building, cell phones must be turned off and stored in a backpack. Students must turn in their cell phone at the beginning of the day to their homeroom teacher and will responsible for picking them up from that teacher at the end of the day. No student will be allowed to possess or use his/her cell phone during the hours of 7:30 a.m. to 3:15 p.m. If any student is caught with a cell phone, they will be asked to give the phone to an administrator in which case a parent will have to pick up the phone. **Confiscated cell phones will not be returned to students directly; a parent or guardian will have to pick up the phone from the main office.**

We urge parents/guardians to utilize the school phone to relay any messages that may be urgent in nature to your child. We will relay any urgent information.

Items of clothing such as jackets, backpacks, boots, hats, gloves, and sweaters should be labeled inside with the student’s name to avoid loss and confusion. Abandoned articles are kept in the Lost & Found. Students are informed of these designated locations. If a student brings sports equipment to school, he/she must carry the item and store in their

backpack or locker. Students should not bring excess money, toys, or valuables to school. If money is required for field trips or fundraisers, students and parents will be notified. It is suggested that these funds be kept in a Ziploc bag or envelope so it does not get lost.

**The school will not assume responsibility for lost or stolen money, property or valuables.**

## **Transportation**

Transportation is provided at no cost to all enrolled students at the Dayton Leadership Academies. Students are reminded that having the right to ride a school bus is a privilege that must be respected. The expectations outlined in the DLA Code of Conduct applies on buses to and from school. Violation of the code of conduct can result in a student losing his/her bus privileges.

For those families living within the Dayton Public School District, transportation arrangements are initiated through DLA by contacting the Data Manager.

Questions regarding the status of bus pickups and arrivals should be addressed to the **Dayton Public Schools Transportation Office**. Their phone number is **(937)542-4010**. You may also contact DPS Superintendent Rhonda Corr to express your concerns at **(937)542-3164**.

For those students riding **First Student Transportation**, questions regarding their routes should be placed to **(937)279-0497**.

For families living in the **Trotwood and Jefferson Township School Districts**, please contact the school main office for guidance on how to register for transportation services. Families may also call Trotwood's transportation office at **(937)854-3050 ext. 11146** to request an appointment. It is ultimately the parent/guardian's responsibility to register their child for transportation services in this area.

Students are not allowed to take a bus not assigned to them, or go to an alternate address, without prior consent from the school and the transportation service. If the office has not received a note or a call from a parent letting us know that the student is NOT taking a bus on a given afternoon, the student will be required to take their assigned bus home. It is the parent/guardian's responsibility to notify the school office of any changes. We cannot act on the word of the student alone.

## **VII. OTHER SCHOOL INFORMATION**

### **School Supplies**

We ask families to provide communal school supplies at the beginning of the year and the school provides additional supplies throughout the year. School supply lists are sent home in the beginning of the year packet and are also made available for families in our main office.

### **Lockers**

Student school lockers and storage areas are the property of Dayton Leadership Academies and are assigned to Junior Academy students, and some 5th grade students, for their usage during the school year subject to the following conditions:

- Students cannot change to another locker without getting permission from the school and/or share lockers.
- Dayton Leadership Academies encourage all students to place locks on their lockers to protect their personal property; however, the administration may remove these locks at any time if they deem it necessary for the safety and welfare of the student body.
- Locker doors should be closed when students are not at their lockers.
- Items left outside the locker will be picked up and secured in the school office.
- Students may not post anything outside their lockers without administrative permission.
- Decorations in lockers should be done in good taste and affixed with products that are easily removable.

- Students are responsible for their locker and could be fined for damage that is determined to be beyond normal wear and tear. This includes adhesive that is difficult to remove.
- The school administration has the right to search and/or inspect lockers and storage areas at any time, with or without reason or cause to do so, and with or without prior notification to the student.
- In performing any search/inspection of lockers and/or storage areas, school administrators may utilize police officers and devices or animals trained in locating particular items.
- Any illegal or prohibited items found in a locker or storage area will be confiscated and will result in appropriate discipline of the assigned student in accordance with applicable school policies.

## **Extracurriculars and Athletics**

Extracurricular activities are an important part of student development and school experience. Activities are posted on bulletin boards and are included in classroom announcements. Frequently, notifications will be sent home and posted on the DLA website. A signed parent/guardian permission form, or athletic extracurricular agreement form, must be returned to your child's teacher in order for the student to participate. Interscholastic athletes must have an updated medical and emergency form on file. Dayton Leadership Academies/Alliance Community Schools assumes no legal or financial responsibility in providing student accident insurance. Students shall have proof of medical insurance coverage before being permitted to participate in athletics/activities.

Some extracurricular events may include:

- Sports: Basketball, Track, Volleyball, Cheerleading, Dance Team
- Student Council
- Soaring Eagles After School Program
- Girl Scouts
- Talent and Music Shows
- Rites of Passage Program
- Community Service Activities

Participation in extracurricular activities is a privilege and may be withheld from students for poor academic performance and/or frequent behavior referrals. In order to be eligible for athletic and other extracurricular programs, the student must be currently enrolled and maintain a minimum 2.5 Grade Point Average and be required to meet the weekly eligibility standards. Failing grades in any class render the student ineligible for the subsequent grading period. Students under suspension who attend extracurricular events may be considered as trespassing.

Due to the rising costs of extracurricular and athletic programs, some may require a participation fee. Each sport is subject to an athletic fee. Students must pay the fee prior to the first activity or they will not be permitted to continue. Please see the Extracurricular Code of Conduct for more information.

## **Field Trips**

Classroom teachers will plan occasional field trips for educational purposes. In order to participate, students must have a permission slip signed by a parent/guardian. An emergency medical form must accompany the student and be current. The teacher will also send home a notice and permission slip prior to the field trip to let parents know what is planned. If, for any reason, a parent does not wish his/her child to participate, arrangements can be made for the child to remain on the school grounds with another class. Sufficient adult supervision will always be present. Some field trips will need the parent/guardian to cover the costs. If you have any concerns please communicate them to the teacher. School uniforms will be worn on all field trips unless there is an exception made by the Principal.

## **Celebrations**

At DLA, we take the health and wellness of our students very seriously as it directly affects their academic performance. It is a severe distraction to students when food is delivered to their classroom unexpectedly. If it is your child's birthday, or a celebratory event, we ask that you first verify that it is acceptable to bring in edible snacks with your child's teacher. A parent must receive confirmation from the teacher directly. Once confirmation is received, and snacks are delivered,

they will be distributed to your child's classroom at 2:45pm (near the end of the day).

We celebrate the Kindergarten to 1st grade transition as well as the 8th grade transition to high school at the end of the school year. Because regular attendance at school is directly linked to student success and promotion, all students must have 92% attendance for the school year to participate in these celebratory events. Students cannot have more than 14 unexcused absences within a school year.

## **Weather Related School Closure**

Since DLA uses transportation from local districts, when Dayton Public Schools is closed or delayed for inclement weather DLA will also be closed. Additionally, families will be notified about weather related school closures via our automated call system, Facebook page, and the DLA website.

## **School Emergency Plan**

DLA conducts all required safety drills including fire evacuation, property evacuation/relocation, tornado and lockdown drills. The School Safety Plan is available on the DLA website at [www.dlaeagles.org](http://www.dlaeagles.org) and for viewing at the school. All drills are documented as required by law and available for review upon request.

## **Medical Services**

A full-time Licensed Practical Nurse serves as our Health Care Clinic Coordinator to handle first aid for accidents, illnesses, and emergencies while also supporting the health and educational success of students. Emergency Health Plans for specific health concerns such as asthma, seizure, severe allergy reactions, and food allergies are also managed and implemented by the Health Clinic Coordinator.

Ohio State Law (ORC 3313.712) requires that a parent/guardian complete an Emergency Medical Authorization Form each year. The purpose of this form is to make it possible for the parent to authorize emergency treatment for a student who becomes ill or injured while in the school's care. If, in the opinion of the Healthcare Clinic Coordinator or other school official, the accident or illness is serious, the Dayton Emergency Medical Team will be contacted. Every effort to reach a parent/guardian will be made; therefore, it is important that the form be kept up-to-date with the correct telephone number and address.

Parents are encouraged to see that their children have received physical and dental examinations before entering school as preventative care. The Healthcare Clinic Coordinator, Principal, or Special Education Coordinator may suggest that you take your child to a physician during the school year.

Dayton Leadership Academies may conduct general health assessments, vision, hearing, general dental, and/or scoliosis exams during the year. If testing is out of normal limits, a physician referral will be mailed home. Parents must follow-up with a physician if a referral is made.

Each student must have the immunizations required by law or have an authorized waiver. All immunizations must be on file within 15 days of the first day of school, or upon entry of school. Students who do not meet required immunization standards, or qualify for an exemption under State Law or Local Board of Education policy, will be excluded from school and all school activities until the required immunizations are obtained. For more information or to access a list of required immunizations, visit

<https://www.odh.ohio.gov/-/media/ODH/ASSETS/Files/bid/immunizations/School-Immun-Summary-2017-2018.pdf?la=en>.

## **Medication**

It is preferred that medication be given at times OUTSIDE of school hours. Parents who would like their child to take over-the-counter medications at any time (to include Tylenol, cough syrups, etc) will require a note from a physician. Medicine must be in its original packaging and brought to school by an adult.

Any student who must take medication (prescription or over-the-counter) at school must have completed and on file in the Health Care Clinic Coordinator's Office a signed **Request for the Administration of Medication at School Form** prior to bringing the medication on campus. Dayton Leadership Academies' medication procedure and request for

administration forms are available in the Health Care Clinic Coordinator's Office or on our website. Parent/guardian shall assume responsibility for informing the Health Care Clinic Coordinator of any change to the student's medication in writing.

Dispensing medication will be conducted by the Health Clinic Coordinator or designated school personnel if the following conditions are met:

- A written request is signed by the parent/guardian and presented to the Health Clinic Coordinator or School Office Manager.
- A statement by the prescribing physician must accompany the written request which includes 1) student's name and date of birth, name of the drug, times which it is to be administered, beginning and end date of the drug, adverse reactions that might be present, physician phone numbers for emergency reactions, instructions and storage of the medication.
- The parent, guardian or pharmacy has dropped of the new prescription in the appropriate container.
- NO medication that is brought into school by a student will be administered.

Students may not carry over-the-counter or prescription medication for self administration unless the prescribing Physician has filled out a Self Administration Medication Form.

### **Guidelines for Illness**

The below is a brief guideline of when children must remain home, or will be sent home, due to health related conditions:

- Fever 100 degrees or greater (without fever medication).
- Contagious illness such as strep throat, flu, chickenpox, staph infections, illness with fever causing chills, sweating and muscle aches.
- Cough-Persistent cough may be a sign of a contagious illness.
- Vomiting or diarrhea: students may return to school from 12-24 hours after the last episode, and must be fever free.
- Red or pink, itchy eyes with crusty and/or yellow drainage. May return to school when no drainage is present and/or antibiotics have been given for 24 hours (this will require a Physician note).
- Any contagious viral or skin condition. (this may require a Physician note)

**If your child has a combination of any two of these symptoms (fever, rash or cough), he/she needs to be isolated and may need to be evaluated by their healthcare provider.** Students may return to school after at least 24 hours of being fever free (without medication use) or have been on an antibiotic for 24 hours.

## **VIII. School Policies**

### **Child Find Policy**

#### **Article I:**

The Child Find Policy of the Dayton Leadership Academies has been established to set forth requirements of the Ohio Department of Education to ensure that all children with disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated as required by the Individuals with Disabilities Education Improvement Act (IDEA), as amended by the IDEA Act of 2004 and federal regulations at 34 C.F.R. Part 300 (October 13, 2006) pertaining to Child Find, including the regulations at 34 C.F.R. 300.111 and 300.646 (October 13, 2006).

#### **Article II—Screening of Students:**

Prior to the first day of November of the school year in which a student is enrolled for the first time in either kindergarten or first grade, the student shall be screened for hearing, vision, speech and communications, health or medical problems and for any developmental disorders. If the results of any screening reveal the possibility of special learning needs, The Dayton Leadership Academies shall conduct further assessment in accordance with Chapter 3323 of the Revised Code. DLA may provide any of the elements of the screening program itself, contract with any person or governmental entity to provide any such elements, or request the parent to obtain any such elements from a provider selected by the parent. If DLA conducts hearing and vision screening itself or contracts for hearing and vision screening, such screening shall be conducted pursuant to sections 3313.50, 3313.69, and 3313.73 of the Revised Code. DLA shall provide parents with information about the screening program. If DLA chooses to request parents to obtain any screening services, it shall provide lists of providers to parents together with information about such screening services available in the community to parents who cannot afford them. Any parent requested to obtain any screening services may sign a written statement to the effect that he does not wish to have their child receive such screening.

#### **Article III—Policies and Procedures:**

DLA shall work with Ohio Department of Education to ensure that all children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state, and children with disabilities, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

The following provisions apply with respect to implementing the Child Find requirements: The Ohio Department of Education has adopted in rule 3301-51-11 of the Administrative Code a definition of “developmental delay” under 34 C.F.R. 300.8(b) (October 13, 2006) and under that section has determined in rule 3301-51-01 of the Administrative Code that the term applies to children aged three through five years; DLA is not required to adopt and use the term developmental delay for any children within its school. If DLA uses the term developmental, DLA shall conform to both the state’s definition of that term in rule 3301-51-11 of the Administrative Code and to the age range of three through five years of age which is the age range subset that has been adopted by the ODE in rule 3301-51-01 of the Administrative Code.

Child Find must also include Children who are suspected of being a child with a disability under the definition of child with a disability in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children. Nothing in the IDEA requires that children be classified by their disability so long as each child who has a disability that is listed in the definition of child with a disability in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the IDEA.

#### **Article IV—Data Reporting:**

DLA shall maintain an education management information system and submit data to the Ohio Department of Education pursuant to rule 3301-14-01 of the Administrative Code. The collection and use of data to meet the requirements are subject to the confidentiality requirements contained within The Dayton Leadership Academies' Privacy Law Policy.

## **Section 504 Policy**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning)
- has a record of such an impairment, - or -
- is regarded as having such impairment. [34 CFR 104.3(j)]

In order to fulfill obligations under Section 504, Dayton Leadership Academies is responsible for nondiscrimination in policies and practices regarding its personnel and learners. No discrimination against any person with a disability shall knowingly be permitted in any of the programs and practices of the Dayton Leadership Academies.

## **Policy on Restraint**

### **Policy Rationale and Philosophy:**

Every effort should be made to prevent the use of restraint. A non-aversive affective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Dayton Leadership Academies believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. In the event that an individual's behavior presents a threat of imminent harm to self or others the use of approved physical intervention to maintain a safe environment may be used as a last resort.

\*The full Policy on Restraint can be found in our main office.

## **ESEA Flexibility Waiver**

On May 29, 2012, the United States Department of Education (USDOE) granted the Ohio Department of Education (ODE) a waiver of several provisions of the No Child Left Behind Act of 2001 (NCLB). Notice to Parents regarding School Improvement Status, Public School Choice, and Supplemental Educational Services requirements have been waived. A memo detailing this information is available on our website or in the Main Office. Additional information concerning Ohio's ESEA Flexibility Waiver application and other waiver provisions can be found on the ODE website <http://www.ode.state.oh.us> and USDOE's flexibility webpage <http://www.ed.gov/esea/flexibility>.

## **Student Code of Conduct**

The Student Code of Conduct seeks to create a consistent set of expectations for student behavior at the Dayton Leadership Academies; outline the interventions and consequences for students who engage in inappropriate behavior; and reinforce positive behavior and provide students with opportunities to develop appropriate behavior skills.

The Student Code of Conduct is intended to address the entire spectrum of student misbehavior that may occur at school, on school property, and at school-sponsored functions. It also applies to actions of students during school hours, before and after school, on the bus, and while using any computer or technology device related to school activities. This guide outlines a range of appropriate responses for certain inappropriate behaviors. Poor academic achievement is not considered an act of misconduct. Therefore students will not be disciplined for poor academic progress or failure to complete assignments. The Student Code of Conduct applies to all students. However, discipline for students with disabilities will be administered in accordance with the procedures set forth by provided by Alliance Community Schools' guidance, the Individuals with Disabilities Education Improvement Act of 2004 and applicable Ohio laws.

Students who are suspended (in-school or out-of-school) or expelled from school may not participate in extracurricular activities or school-sponsored events during the period of the suspension or expulsion. However, students on suspension during the administration of state assessments shall be provided an opportunity to enter the school for the purpose of taking the test and may be allowed to participate in related test preparation activities upon the approval of the instructor. For violations that involve the improper use of computers or technology devices, the student may be subject to discipline pursuant to the Student Code of Conduct in addition to having privileges suspended.

### **Extracurricular Code of Conduct**

Participation in extracurricular activities is a privilege and may be withheld from students for poor academic performance and/or frequent discipline referrals. Students under suspension who attend extracurricular events may be considered as trespassing. In order to be eligible for athletic programs, the student must be currently enrolled and maintain a minimum 2.5 Grade Point Average and be required to meet the weekly eligibility standards. Failing grades in any class render the student ineligible for the subsequent grading period.

Parents and students will be provided a copy of the extracurricular code and expected to adhere to the code in order to participate in extracurricular activities, including sports.

### **Zero Tolerance**

At Dayton Leadership Academies, we have a “**Zero Tolerance**” for:

- Willful physical injury to another (which includes fighting)
- Assaults on students or staff
- Possession of drugs, alcohol, matches, cigarettes, lighters, or other paraphernalia
- Possession of weapons or look alike weapons, including firearms and knives

**Consequences for these behaviors will involve suspension of the student and are possible grounds for expulsion.**

### **Compulsory School Age**

Children enrolled in Kindergarten, and those between the ages of 6 and 18, are considered to be of compulsory school age. No child shall be admitted to a kindergarten or first grade unless the child is five or six years of age, respectively, by the thirtieth (30<sup>th</sup>) day of September within the year of admittance. Alliance Community Schools has established ODE’s Kindergarten Readiness Assessment as the comprehensive screening instrument to assess developmental readiness skills for those who request admittance but are not of the appropriate age. The school has no Academic Acceleration policy. *ORC 3321.01*

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

The right to inspect and review the student’s educational records within 45 days of the day the school receives a request for access.

*Parents or eligible students should submit to the principal a written request that identifies the record they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.*

The right to request the amendment of the student’s education records that the parent or eligible student believes inaccurate.

*Parents or eligible students may ask the school to amend an inaccurate record by submitting a written request to the principal clearly identifying the part of the record they want changed and the reasoning for doing so. If the school decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing. Additional information regarding the hearing procedures will be provided at that time.*

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

*Disclosure to a school official with legitimate educational interests is permissible under the law without consent. A school official is a person employed by The Dayton Leadership Academies, Fordham Foundation, or Alliance Community Schools in the position of administrator, supervisor, instructor, support staff member, medical staff, school board member, or law enforcement. A person or company with whom the school has contracted to perform in an official role or service for the benefit of the student is also included. We do forward educational records to other schools that are requested when a student seeks or intends to enroll—this requires a parent/guardian signature for release from that school.*

The right to file a complaint with the U.S. Department of Education concerning alleged failures by The Dayton Leadership Academies to comply with the requirements of FERPA. The address of the office that administers FERPA is:

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

Parents have the right to submit a written request to the Principal, 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. The written request or any questions should be directed to the Principal.

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

## **Complaint Protocol for Families**

Complainants must follow the order stated below.

- A written complaint is first given to the staff person at the lowest level most directly involved in the complaint. As an alternative, a complainant may come in to the office and have an administrator write down the complaint for them, in the complainant's own words. At the first level, a complaint would be made to the student's teacher or the teacher's supervisor. A complaint of harassment may skip a level if the level skipped is the level of the alleged harasser.
- If the person complaining (complainant) is unsatisfied with the response or the complaint is unresolved after the response, the written complaint should be given to the person's direct supervisor. The supervisor will consider all of the facts and circumstances and call or write to the complainant with his/her decision or comments.
- If the person complaining is still unsatisfied and the complaint remains unresolved, the written complaint should be addressed to the Principal. If the complaint is unsatisfied after the investigation and an opinion or resolution offered by the Principal, then the complainant may proceed to step 4.
- The written complaint will be tendered to the Chair of the Board of Directors by the person complaining.
- The Chair verifies that the complainant has followed the complaint procedures listed above. If steps 1-4 above have not been followed, the Chair will direct the complaint back to the proper lower level.

- If the step 1-4 procedures have been properly followed, the Chair will speak directly with the complainant, any staff involved, the supervisor and the Principal.
- An investigator may be assigned and the Chair will provide appropriate information to the investigator. An investigator may be a third party, or an attorney who represents the Board.
- The investigator will review all information and develop a plan of action, proposed resolution or findings.
- The plan of action will be implemented and the findings reduced to writing.
- The investigator or the Chair will contact the complainant to inform them of the resolution, findings and/or plan of action, if applicable.
- The complainant may request reconsideration within 10 days of receipt of the resolution or plan of action.
- Reconsideration will be addressed by the Board, in writing, within 30 days. The Board may involve the attorney, the sponsor or all or part of the Board at its/his/her discretion.

## **Rights Under the Protection of Pupil Rights Amendment (PPRA)**

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

***Consent before students are required to submit to a survey*** that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education -

- Political affiliations or beliefs of the student or student’s parents
- Mental or psychological problems of the student or student’s family
- Sexual behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors or ministers
- Religious practices, affiliations or beliefs of the student or parents, or
- Income, other than as required by law, to determine program eligibility.

***Receive notice and an opportunity to opt a student out of:***

- Any other protected information survey, regardless of funding
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. This does not include hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required under State law.

***Inspect upon request and before administration or use:***

- Protected information surveys of students
- Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes, and
- Instructional material used as part of the educational curriculum.

Dayton Leadership Academies has adopted policies in consultation with parents regarding these rights, and makes arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, and use of personal information. Parents will be provided an opportunity to review any pertinent surveys.

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

Family Policy Compliance Office  
U.S. Department of Education

## **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 and extends to violence or harmful behavior which occurs within a dating relationship or is electronically transmitted. A safe and civil environment in the school is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

Harassment, intimidation, or bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, graphic or physical act or threat that a student, or group, has exhibited toward another student or staff member and the behavior has one or more of the following effects:

- mental or physical harm to a student or staff member;
- damages a student's or staff member's property;
- places a student or staff member in reasonable fear of harm to the student's or staff member's person;
- places a student or staff member in reasonable fear of damage to the student's or staff member's property; and
- is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student or staff member.

The school prohibits acts of cyberbullying, i.e. electronic bullying, which is a subset of bullying and involves the use of information and communication technologies (including but not limited to email, cell phone and pager text messages, blogs, Twitter, Instagram, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal web sites, and defamatory online personal polling websites) to support deliberate, repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on school time or on the school premises, at school events, programs or activities or off school time or school premises if such acts affect other students or staff of the school.

The ORC 3313.666 defines an "Electronic Act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

The school reserves the right to discipline students' off campus behavior which substantially disrupts the school's educational process or mission, or threatens the safety or well-being of a student or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

- bullying as defined by ORC on the school bus to or from school or any school related function including athletic events and extracurricular activities.
- whether the behavior created material and substantial disruption to the educational process or school's mission due to the stress on the individual(s) victimized or the time invested by staff in dealing with the behavior or its consequences;
- whether the behavior creates a substantial interference with a student's or staff member's safety or right to educate and receive education;
- whether the behavior invades the privacy of others; or
- whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyberbullying that they require a response at the classroom, school building or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of

harassment, intimidation, bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion.

All school employees, volunteers and students are required to report prohibited incidents of which they are aware to the principal or his/her designee. The principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the principal or his/her designee shall conduct a prompt, thorough and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, and the reported incident has been substantiated, the parent or guardian of any student involved in the prohibited incident shall be notified and to the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) have access to any written reports pertaining to the prohibited incident. The school will maintain, via the education management information system, information regarding the number of incidents of harassment of students against other students that violates this policy.

All school employees, volunteers and students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy. The school prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal or his designee after consideration of the nature and circumstances of the act, in accordance with school policies and procedures. Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

The school may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for parents and students, to raise the level of awareness and help prevent the prohibited conduct. The school may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contact with students.

Semiannually, a written summary of all reported incidents will be presented to the Board. Additionally, a summary of this information will be posted to the school's website.

*R.C. §§ 3301.0714(B)(1)(p); 3313.666, 3313.667*

## **Publication of Student Likeness or Work in the Media**

Consent for Dayton Leadership Academies to use pictures, videotapes, film and/or recordings of a student's likeness, voice or work for news or promotional purposes is assumed unless a parent completes and submits a letter otherwise for refusal for publications of Student Likeness or Work.

This consent does not include the use of materials that specifically identify the student. In the event that personally identifiable information is to be used, a release form must be signed by the student's parent or guardian. Work done within the building that is not publically released, such as a class project, does not require parental permission.

## **Acceptable Use Policy**

This Acceptable Use Policy has been created to ensure that all Dayton Leadership Academies' students use technology resources properly. It is every user's duty to use technology resources responsibly, ethically and lawfully. Access to these resources may be designated a privilege, not a right. The following rules and obligations apply to all users of the school's computer and technology resources, regardless of the physical location of the resource. Violations will be taken very seriously and may result in loss of computer privileges, disciplinary action and possible civil or criminal liability.

**In accordance with CIPA (Children's Internet Protection Act) requirements, Dayton Leadership Academies protects its school network, students and staff by using industry-recognized products.**

### **Student Responsibilities Include:**

- Demonstrate basic skills in computer use.

- Treating all computer and technology equipment with care and leave facilities in good working condition when finished.
- Never give out personal or family information such as phone numbers, credit card numbers, or home addresses.
- Be safe and responsible when using any computer equipment.
- Take total responsibility for any electronic messages sent using Dayton Leadership Academies' computer resources.
- Will not insult, threaten other people, or use profanity.
- Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive message. All such instances should be immediately reported to a teacher or technology staff person.

**Network User Responsibilities Include:**

- Use of the Dayton Leadership Academies technology resources must be in support of education and research consistent with the educational objectives of the school.
- Comply with all rules and laws regarding access and copying of information as prescribed by Federal, State, local laws and Internet providers.
- Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing board policies as they may be interpreted to apply to technology resources.
- Help maintain security of district technology resources by following this policy and maintaining secrecy of all passwords. Students should not share any of the school computer passwords with anyone except a parent/guardian and homeroom teacher. Neither should they access Dayton Leadership Academies' computer resources and licensed software with another User's password or account.
- Bring any personal software to use on the school computers; (2) copy any software for use on home computers; (3) provide copies of software to any third party or client of Dayton Leadership Academies; (4) modify, revise, transform, recast or adapt any software or (5) reverse-engineer, disassemble, or decompile any software.
- Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files.
- Assure an adult supervision is present whenever Internet access is allowed.

Parents and students are responsible for setting the standards for good digital citizenship. No student will be allowed to operate a computer to access the Internet unless all parties commit to the responsibility by completing the Acceptable Use and Handbook Acknowledgements.

**School Ceremonies and Observances**

Dayton Leadership Academies believe that special recognition should be given to national holidays. The Principal will encourage appropriate observances of these holidays, which have become part of the American heritage. These observances may, in some instances, be in the form of a school assembly, while in other instances may be a part of the classroom work.

**Religious Holidays and Observances:**

The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

"Religious celebration" is defined as: 1. Formal observance, including worship or religious services of any kind, whether or not conducted by a clergyman. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request; 2. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or the presentation of religious music, except to the extent that such music is presented for its musical content rather than its religious content. 3. A program or observance relative to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken. 4. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

### **Patriotic Exercises:**

One's appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom. Saluting the flag and reciting daily the Pledge of Allegiance helps students to learn and to reinforce these principles. All students should have the opportunity to recite the Pledge of Allegiance during the school day at a time and manner specified by the Principal. We recognize that beliefs of some persons prohibit participation in the Pledge, the salute to the flag or other opening exercises. Such persons are excused from participation and will be protected from intimidation by other students or staff for the purposes of coercing participation.

U.S. Const. Amend I, Establishment Clause, The Elementary and Secondary Education Act; 20 USC 1221 et seq. ORC 3313.601; 3313.602; 3313.76-77

### **Veteran's Day**

Veterans Day is a Federal holiday observed officially on November 11. The Veterans Day National Ceremony, like most ceremonies around the nation, is held on Veterans Day itself. Veteran's Day is the day set aside to thank and honor those who served honorably in the military. In fact, Veterans Day is largely intended to thank living veterans for their service, to acknowledge that their contributions to our national security are appreciated, and to underscore the fact that all those who served - not only those who died - have sacrificed and done their duty. The Principal will encourage teachers to download the Teacher's Guides available at US Department of Veteran Affairs.

### **Health Exams and Immunization**

<b>VACCINES</b>	<b>FALL 2017 IMMUNIZATIONS FOR SCHOOL ATTENDANCE</b>
DTaP/DT Tdap/Td Diphtheria, Tetanus, Pertussis	K Four (4) or more of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4 th birthday, a fifth (5) dose is not required.* 1-12 Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up. Grades 7-12 One (1) dose of Tdap vaccine must be administered prior to entry.**
POLIO	K-6 Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.*** Grades 7-12 Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.
MMR Measles, Mumps, Rubella	K-12 Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1
HEP B Hepatitis B	K-12 Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.
Varicella (Chickenpox)	K-6 Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid. Grades 7-10 One (1)

	dose of varicella vaccine must be administered on or after the first birthday.
MCV4 Meningococcal	Grade 7 One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry Grade 12 Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry****

For more information, please visit:

<https://www.odh.ohio.gov/-/media/ODH/ASSETS/Files/bid/immunizations/School-Immun-Summary-2017-2018.pdf?la=en>

## Peanut and Other Food Allergies

Dayton Leadership Academies are committed to the safety and health of all students and employees. In accordance with this and pursuant to Ohio general law, the purpose of this policy is to 1) provide a safe and healthy learning environment, including to those with food allergies; 2) reduce the likelihood of severe or potentially life-threatening allergic reactions; 3) ensure a rapid and effective response in the case of an allergic reaction; 4) protect the rights of food allergic students to participate in all school activities.

Individual Health Care Plans (IHCP) and an Emergency Health Care Plan (EHCP) shall be developed for each student identified with any food allergy with potentially serious health consequences. The Health Clinic Coordinator will develop the IHCP and EHCP in collaboration with the student's professional health care provider, the parent/guardian, and the student (if appropriate). This shall be done within 7 days of admittance into the school or diagnosis. These plans will include preventative measures to help avoid accidental exposure to allergens and emergency measures. It may also include:

- Posting additional signs (e.g. in classroom entryways);
- Informing appropriate and relevant school employees, food service staff, transportation and activities staff
- Prohibiting the sale of particular food items in the school;
- Designating special tables in the cafeteria;
- Prohibiting particular food items from certain classrooms and/or the cafeteria;
- Completely prohibiting particular food items from the school or school grounds;
- Educating school personnel, students, and families about food allergies;
- Implementing particular protocols around cleaning surfaces touched by food products, washing of hands after eating, etc.

These measures shall be taken in accordance with the Dayton Leadership Academies' health and wellness policy and food safety policy. Plans shall also be developed for each staff member with a serious allergy. Confidentiality of students will be maintained to the extent appropriate and as requested by the family.

The Principal/school administrator in coordination with the Health Clinic Coordinator shall implement a protocol that is consistent with this policy and the IHCP and EHCPs when providing food during school and school-sponsored activities. These protocols will be reviewed and updated at least annually as well as after any serious allergic reaction has occurred. Signs shall be posted in a conspicuous place at every point of entry within the cafeteria advising when there are students with allergies to peanuts/tree-nuts. Designated staff will receive annual training on the signs and symptoms of anaphylactic shock, proper epinephrine auto-injector administration, adverse reactions, accessing emergency medical care, and preparation for movement and transport of the student. If trained school personnel are not available, any willing person may administer the epinephrine auto-injector. Individuals at risk for anaphylaxis shall be allowed to carry an epinephrine auto-injector with them at all times. If this is not appropriate, they can be kept in a conspicuous place where it is most likely to be used. Students may self administer if written in the IHCP with a physician's standing order.

## Lead and Chemical Hazards in Our Community

Each year in the United States, thousands of people are accidentally poisoned. Young children and senior citizens are often victims and often require critical emergency care. Poisoning can involve carbon monoxide fumes, cleaning products, medicines, vitamins, household items and chemicals.

Lead is a bluish-grey metal that occurs naturally in the environment. Although lead can be found in small amounts in the earth's crust, most of it comes from man-made activities such as manufacturing and mining. In the past, lead has been used in gasoline, paint, metals, ammunition, and batteries. But because of lead's hazardous health effects, lead has been banned or significantly reduced in these products.

#### **How to Protect Your Family From Lead and Chemical Hazards:**

- Have your home checked for lead hazards.
- Get young children tested for lead, even if they seem healthy. This is a requirement for children on Medicaid between the ages of 1 and 2.
- Wash children's hands, bottles, pacifiers, and toys often.
- Make sure children eat healthy, low-fat foods.
- Regularly clean floors, window sills, and other surfaces.
- Wipe soil off shoes before entering your house.
- Have surfaces with peeling or chipping paint fixed.
- Don't use a belt-sander, propane torch, dry scraper, or dry sandpaper on painted surfaces that may contain lead.
- Don't try to remove lead-based paint yourself.
- Take precautions to avoid exposure to lead dust when remodeling or renovating. Call 1-(800)-424-LEAD for guidelines.
- Eat foods that are rich in calcium and iron.
- Always store pesticides and other household chemicals, including chlorine bleach, out of children's reach – preferably in a locked cabinet.
- Always read directions carefully because pesticide products, household cleaning products, and pet products can be "dangerous" or ineffective if too much or too little is used.

#### **For More Information:**

1-800-LEADSAFE for general guidelines and more information  
Poison Control Center Hotline: 1-800-222-1222  
Lead Poisoning: 1-608-466-2627  
Dangerous Chemicals: 1-608-266-0923

## **Integrated Pest Management**

A knowledgeable person or company competent to carry out pest management duties finds the origin of a pest problem or potential problem. Pest problems are prevented by routine monitoring, identification of potential pest problems and through education of the school community. When necessary, habitat modification is used to discourage pests from an area. The individual/company responsible for the School's IPM program routinely inspects the building, including entrances, food/water storage sites and restrooms for pest activity. The individual/company responds to complaints reported by students, staff, parents or other school community members.

#### **Education and Training:**

Everyone in a school community plays a role in pest management. Students, staff and other stakeholders are provided with the information necessary to implement the IPM program successfully. The IPM policy is distributed to students and staff in School handbooks and to any individual/company hired to carry out pest management duties. Education and training programs address common human habits and other cultural practices which may be pest conducive.

#### **Approved Least Toxic Chemical Use:**

Nontoxic methods of pest control are preferred. When applicable, the School uses environmental, cultural, mechanical and sanitation controls as the primary sources of pest control. If nontoxic methods of pest control fail or are impractical, the least toxic chemical pesticide that is effective is used. Application techniques that minimize exposure are approved

prior to being used. Only trained and qualified workers handle and apply the pesticides. A record of all chemical pest control treatments is kept for at least a three years. All records are made available upon request to the general public, the Ohio Department of Agriculture- Section of Pesticide Regulations and the board of health upon request.

**Pre-notification:**

Whenever possible, pesticides are administered during non-instructional periods and/or during school breaks. If it becomes necessary to administer pesticides during times school is in session, the administration provides notice to affected persons (parents or guardians of minor children, adult students, faculty and staff who are enrolled or employed at the school), prior to the date and time of the pesticide application. The notice includes the date, time and location of the application, the name of the product being used and the telephone number to contact the school/company for more information.

The following specific regulations are used by School staff and contractors when pesticides or alternative pest-control products are used:

- An Integrated Pest Management Program (IPMP) is developed and implemented to reduce the use of pesticides. Lawn care standards including mowing height and frequency, aeration, overseeding and fertilization are implemented to improve turf grass density and reduce weed growth.
- Structural and lawn chemicals such as insecticides, herbicides and fertilizers are chosen with as low a level of toxicity as practical. The least toxic or organic formulation with the safest method of application is selected when there is a choice of products with comparable cost and effectiveness. Products labeled “caution” are to be preferred over products labeled “warning” or “danger.”
- Long-term storage of chemicals is kept to a minimum. Since many chemicals lose effectiveness with storage, and storage further increases risk, only enough of the product for a given application is purchased. All materials are stored in accordance with label instructions. All products and application equipment are stored in a separate facility away from classrooms and food preparation or storage areas. Storage facilities are kept inaccessible to students and the general public and are clearly marked as pesticide storage areas.
- All chemicals have complete label instructions and remain in the original containers until used. Material Safety Data Sheets (MSDS) and sample labels for lawn chemicals are kept on file in the School and are readily available to anyone who must handle such materials or who may be exposed to the product. Structural pesticide labels and MSDS are filed in the School as well.
- All applications of pesticides and fertilizers are made in strict compliance with the label instructions, and under no circumstances do the product concentrations exceed those specified in the application instructions.
- An annual written plan of seasonal applications is distributed to building administrators and kept on file in the School. The plan contains the following information:
  - the season of the application;
  - the purpose of the application;
  - the product to be used;
  - the formulation of the product;
  - an estimate of the amount of product to be used;
  - the School site and specific area to be treated;
  - the type of equipment to be used and
  - any requirements necessary to comply with the Ohio Department of Agriculture and the Ohio Environmental Protection Agency regulations, including any warning or notification signs.
- All chemicals and organic products are applied at times that individuals are not in the immediate area or scheduled to use School facilities within the restricted entry limitations identified on the product label.
- When applying chemicals for seasonal applications a sign is posted on each affected site seven days prior to the target application date identified. The sign includes a phone number to call to request additional information.
- Treated school grounds are posted with a sign identifying the date and time of the application, product used and re-entry date and time. Signs remain posted for 24 hours after the expiration of the re-entry date and time.
- Records are kept in the School following each application and contain the following information:
  - name of certified applicators supervising the application and name of trained service technicians making application;
  - application and re-entry dates;

- school site and specific areas treated;
- pests controlled;
- trade name (brand name) and EPA registration number of chemicals used;
- total amount of each chemical used;
- rate of application and concentration of chemical formulation applied;
- type of equipment used;
- time of day, including the time of starting the actual application and the time of completion or, if uncompleted, the time when operations ceased for the day and
- wind direction and velocity, air temperature and other weather conditions when applicable.
- School employee(s) responsible for handling and applying pesticides are required to have a valid pesticide application license issued by the Ohio Department of Agriculture, or must work under the direct supervision of a licensed applicator as permitted by ODA guidelines.
- No school support groups, i.e., PTA, PTO, athletic boosters, etc. are permitted to apply chemicals on School property.
- A school employee (Business Manager) will serve as the contact person for pesticide applications made at the school.
- Records shall be maintained for inspection during normal school hours a period of one year following the date of pesticide application; and documentation that requested notifications were made pursuant to the school policy.

*Any contracted services requiring the use of pesticides or any other chemicals must abide by Board policy and administrative regulations.*

## VIII. ACKNOWLEDGEMENT

### RECEIPT AND ACKNOWLEDGMENT OF DLA's STUDENT HANDBOOK AND FAMILY COMPACT

School Year 2018-2019

*Please read the following statements, sign below and return to school.*

I have received and read a copy of DLA's Student and Family Handbook. I understand that this handbook supersedes all prior DLA handbooks, and that the policies and benefits described in this handbook are subject to change at the sole discretion of DLA at any time. By signing I am agreeing up uphold the DLA Family Compact.

At the beginning of each school year, families, students, teachers, and school leaders review and sign the DLA Family Compact to define our expectations and demonstrate our commitment to each other.

Teacher/School Leader Commitment:

- We will always protect the safety, interests, and rights of all individuals.
- We will believe in and model the DLA core values.
- We will educate and nurture each child to perform at his/her highest academic ability.
- We will communicate regularly with families and make ourselves available in-person and by phone.
- We will strive to improve our teaching and leadership abilities through continuous learning opportunities.

Family Commitment:

- We will ensure our child attends school in uniform every day by 8:00am.
- We will check our child's homework, DLA maroon folder, and Classroom Dojo reports daily.
- We will read DLA newsletters, One Call Now, and Classroom Dojo messages regularly.
- We will support our child by believing in and demonstrating the DLA core values and adhering to school policies.
- We will attend three quarterly conferences and at least one school event.

Student Commitment:

- I will attend school in my uniform on time, every day.
- I will be safe in my words and actions.
- I will be responsible for my work and for my choices.
- I will respect myself and others.
- I will be a positive leader in my school and my community.

Student Printed Name:	Student Signature:	Date:
Parent/Guardian Printed Name:	Parent/Guardian Printed Name:	Date:

