



Student & Family Handbook 2024-2025

Our Mission:

Dayton Leadership Academies challenges students to thrive and become leaders for today and tomorrow through a culture of joy and unwavering support based upon personalized goals, challenging academics, and partnerships with family and community.

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 in its programs and activities. It provides equal access to the Boy Scouts and other designated youth groups. It is our policy to provide 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 with disabilities within the definition of section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate education services.

Dayton Leadership Academies recognize that maintaining a school of origin and a regular, mainstream environment positively impacts 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.

The following person has been designated to handle inquiries regarding non-discrimination policies:

Name and Title: Tess Mitchner Asinjo, Executive Director

Address: 1416 W. Riverview Avenue, Dayton, OH 45402

Phone Number: 937-567-9426 ext. 1248

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I. WELCOME TO OUR SCHOOL

Letter from our Executive Director and Principal

Dear Dayton Leadership Academies Families,

It is with great enthusiasm that we start the 2024-2025 school year. By choosing Dayton Leadership Academies (DLA), you are setting your child up to be a leader of their learning. Congratulations on your decision!

As our mission states, we prepare students to be leaders for today and tomorrow through a culture of joy and unwavering support. The Dayton Leadership Academies team is excited to partner with you to ensure that your child maximizes their potential academically and socially. Building on our strategic plan and past successes, we are confident that this mission is possible.

To ensure we achieve our school goals, we continually reflect and refine our practices and policies. DLA is entering the fourth year as a Leader in Me School. This year we will continue to promote a school culture of joy, commit to helping students set personal goals and monitor their progress, and will teach and reinforce the seven habits of effective people.

We recognize that we must work together to achieve ambitious results. We ask that you guide and support your child's learning by ensuring that your child:

- Attends school daily and arrives on time, in school uniform, and ready to learn
- Adheres to our core values by being Safe, Respectful, Responsible, and a Positive Leader
- Completes all homework and in-class assignments including, daily practice of handwriting, sight words, fact fluency, etc.
- Reads daily to develop a love for reading and to improve literacy skills
- Knows that school is the top priority and that you expect them to work hard, continue to grow, and go on to a selective high school

It is very important that you read this handbook thoroughly so that you and your child are familiar with our school-wide expectations.

Thank you for trusting us to care for, guide, and educate your child to be a positive leader. Please reach out if you have any questions, concerns, or suggestions. Feel free to contact us at tasinjo@dlaeagles.org or akreischer@dlaeagles.org or by calling (937) 567-9426.

Together in Excellence,
Mrs. Asinjo and Mrs. Kreischer
Executive Director and Principal

History of Dayton Leadership Academies

1999	2000	2012	2013
Dayton Business Committee partners with Edison Learning to establish the DLA - Dayton Liberty Campus	Second DLA building opens - Dayton View Campus	DLA board 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
2016	2018	2019	2020
DLA receives Momentum Award from the State of Ohio for 2015-2016 state test scores	Early Learning Academy K-2 earns B rating on the state report card	DLA celebrates 20 years of service to Dayton students DLA earns B rating in Progress and Gap Closing on state report card	DLA increases enrollment by 35% over 5 years and welcomes 500 students in K-8
2021		2022	
DLA adopts Leader in Me school framework DLA Board adopts new 5 year strategic plan for 2021-2026		DLA earns 3 year charter renewal from the Fordham Foundation from 2022 to 2025	

Our Model

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

- Rigorous academics based on personalized goals with unwavering support
- Positive school culture that promotes our core values and celebrates students' achievements
- Enrichment experiences through specials classes, field trips, project-based learning, and community partners

Staff Contact Information

School Phone Number: 937-567-9426

School Fax Number: 937-972-0130

Executive Director	Tess Mitchner Asinjo	Extension 1248
Principal	Annie Kreischer	Extension 1247
Family Engagement Coordinator	Shelicia Brown	Extension 1112
Director of Operations	Fran Alvis	Extension 1111
Senior Dean of Students	Eric Wright	Extension 1232
School Office Coordinator	Loretta Christon	Extension 1101
School Nurse	Jodi Miller	Extension 1106

Data Manager	Alexis Chapman	Extension 1107
Senior Dean of Academics	Sharell Ford	Extension 1157
Attendance Officer	Tonya Dillard	Extension 1109

[2023-2024 School Calendar](#)

II. PARENTS AND FAMILIES AS PARTNERS

Family Engagement Plan

Engagement is the participation of parents/guardians with the school, in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring:

- Families play an integral role in assisting their child's learning
- Families encourage, support and enforce the Student Code of Conduct and Uniform Codes while advocating 100% daily and on-time attendance;
- Parents/guardians are encouraged to be actively involved in their child's education at school
- 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.

An important factor in 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, and home visits by admin or staff, DLA also hosts conferences between parents, teachers, and children once a quarter.

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 an ambassador of DLA and mentors other parents within our school community.

Parent Advisory Council Scholarship

In 2018, the Dayton Leadership Academies' Parent Advisory Council (PAC) developed a scholarship fund for DLA students attending selective tuition and fee-based high schools (Archbishop Alter, Chaminade Julianne, Stivers School for the Arts, Ponitz, and others) in order to offset the costs for families. Applications are distributed during the 3rd quarter of the school year, and a recipient is chosen and announced at 8th-grade recognition.

Students must have a 3.0 cumulative grade point average, and submit an essay with their application and two letters of recommendation. The PAC reserves the right to alter or change these criteria.

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 the maroon Home-School 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, Classroom DOJO, and Constant Contact 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 upcoming month. Please also check the website (www.dlaeagles.org) and social media pages (Instagram, Facebook) whenever possible.

It is important that the school has current addresses and phone numbers for guardians in order to maintain communication. Contact information changes, including those for emergency contacts, should be provided to the school office as promptly as possible. Staff will ensure that this information is given to the appropriate classroom teachers. Failure to keep this commitment will result in a conference with the Family Engagement coordinator. Not having this information is a safety hazard if any incident occurs.

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 a visitor's pass before entering the rest of the building. Please understand that our awareness of adults who are in the building is a primary factor in ensuring your child's safety.

If the visitor requests to visit the classroom, the teacher must first approve the visit to ensure that it 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. Visitors are asked to avoid correcting the behaviors of their student and other students, while in the classroom. Students will also be brought to the main office when a parent/guardian requests an early dismissal.

DLA reserves the right to refuse parent access to the school campus due to disorderly conduct or any behavior that interferes with the learning environment or compromises the safety of students and staff.

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 concern formally. Following the submission of the form, please allow 24 hours for a staff member to acknowledge receipt of the form and look into the matter. A resolution will be determined and communicated to the parent/guardian. If the issue is an emergency, please contact Mrs. Matthews (Family and Community Engagement Coordinator) at 937.361.3175.

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.

Family and Staff Interactions

In an effort to provide a safe and professional school environment, families are expected to interact with staff in ways that reflect our core values of being safe, respectful, and responsible. We cannot allow parents or visitors to engage in behavior that compromises our school environment and core values. This includes a zero tolerance policy for profane language, threats, or harassment over the phone, via text, or in person.

If a parent/guardian/family member violates our core values, the following tiered actions will be taken:

1. Phone Conference to review the expectations,
2. Written notification of the expectations and next steps,
3. Contact the authorities to file trespass charges.

Parents Right to Know

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 State requirements for the grade level and subject areas in which they teach;
- Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements;
- Whether the teacher is teaching in the field of discipline of their certification; and
- Whether any paraprofessionals are providing services to their child(ren) and the qualifications of those paraprofessionals, where applicable.

III. ACADEMICS

Our school makes every reasonable effort to provide all children with a significant opportunity to receive a fair, equitable, and high quality education, and to close the educational gap between the school's high and low performing students.

As part of a five year strategic plan, Dayton Leadership Academies is implementing Franklin Covey's The Leader in Me program. The Leader in Me program uses the Seven Habits of Happy Kids in order to help students become "leaders of their own learning." This philosophy is embedded within our school culture. It leads to higher levels of learning and greater satisfaction as the students take ownership of their academic goals and character development.

Students will be able to:

Achieve Goals

- Individual Goals
- Team Goals
- Aligned School Goals

Empower Learners

- Leadership Portfolios
- Student -Led Conferences
- Empowering Instruction

Curriculum

Our school uses a 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 grades 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 Wilson's Foundations (phonics and skills instruction), Heggerty (phonemic awareness instruction), 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>
<https://amplify.com/programs/amplify-core-knowledge-language-arts/>

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-5 we implement the Eureka Math curriculum. Families can access the curriculum and supporting resources (also known as EngageNY) online:

[Math | Overview](#)

In 6-8 we implement the Connected Math 3 (CMP3) curriculum. With this curriculum, students will continue to build their 21st-century skills using the online component for mathematical inquiry.

[CMP3 Math Program - Savvas \(formerly Pearson K12 Learning\)](#)

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

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

[ScienceFusion | K-8 Science Curriculum](#)

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 were shaped over centuries at a time. Additionally, social studies classes incorporate reading, writing, and research skills.

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

In grades 3-8, we implement the Social Studies Alive/History Alive curriculum. Families can explore the curriculum online:

[Engaging K-12 Social Studies Curriculum Resources and Textbooks](#)

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 that supports the development of foundational skills in reading and writing. Students take a diagnostic at the start of the year and regular 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

Testing Requirements

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

DLA uses 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 into 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.

Quarterly Exams: (3-8 Reading and Math) All our 3rd-8th grade students will complete quarterly exams in math and reading, science in 5th and 7th-8th grades, and social studies in 7th-8th. These assessments will be a compilation of all the material covered in that quarter or up until the last unit assessment. Quarterly assessments are created by the DLA academic team and made available on the Edulastic platform.

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 into 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 of these assessments (70% correct or higher, as measured by questions or rubrics).

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 of 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 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 they are comfortable with and at their independent reading level.

Specials Classes

Students are offered one special class each day and rotate through music, art, physical education, and exploration 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 of 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.

Each teacher will provide families with their detailed expectations for homework completion. Homework completion and effort are also a percentage of your child's overall grade - *see DLA Grading Policy above*.

Grading Policy

We use grades to give families and students 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.*

Grade Weights			
K-2 nd Grades	3 rd -5 th Grades	6 th -8 th Grades	Specials Classes
Tests/Quizzes: 40% Participation & Class Work: 50% 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 bi-weeklies, unit assessments, quarterly exams, and final projects.

Kindergarten-2nd Grading Scale		
90% or above	O	Outstanding
80%-89%	S+	Satisfactory (includes S+ and S-)
70%-79%	S-	
60%-69%	N	Needs Improvement
59% or below	U	Unsatisfactory

3rd-8th 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

K-5 Specials Grading Scale		
60%—100%	Pass	Exceeds Expectations
59% or below	Fail	Far Below Expectations

6th-8th Specials 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 for 3-8 Students	
Honor Roll	As and Bs = 3.0 or higher
High Honor Roll	All As = 4.0 or higher

Criteria for Honor Roll for K-2 Students	
Honor Roll	Os and S+s

High Honor Roll	All Os
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Makeup Assignments

When students are absent, they are required to complete any missing assignments from that day. Students have the number of days missed plus 1 day to turn in those assignments. All missing assignments must be submitted before the end of the quarter. Teachers can provide the in-class assignments as packet work or via Google Classroom. Parents should notify teachers in advance if they know their student is going to be absent so teachers can provide the assignments prior to the student being out.

Online Grade Policy in Event of School Closure

In the event of a long-term closure, DLA will use the online grading policy. We use grades to give families and students 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.

Grade Weights		
K-3rd Grades	4th-8th Grade	Specials
Participation: 25% Homework: 75% *Pass/Fail Grading Scale	Assessment: 50% Participation: 10% Classwork/Homework: 40%	Participation/Classwork: 100% *Pass/Fail Grading Scale

K-3rd Grades	<ul style="list-style-type: none"> • Participation: Comment and review material on Class Dojo 1 entry per week • Classwork/Homework: Complete weekly assignments, submit through Class Dojo 2-3 entries per subject per week
4th-8th Grades	<ul style="list-style-type: none"> • Participation: Comment and review material on Google Classroom, Class Dojo 2-3 entry per week per at a minimum • Classwork/Homework: Complete weekly assignments and submit through Google Classroom or Class Dojo 2-3 entries per week at a minimum • Assessments: Quizzes, unit assessments, final exams 1 entry per week
Specials Classes	<ul style="list-style-type: none"> • Participation/Classwork: Complete weekly assignments and submit through Class Dojo or Art, Music, and PE Google Classrooms 1 entry per week per class (Art, Music, PE)

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. In the event of a long-term school closure or special family circumstances, quarterly conferences can be conducted by phone.

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.

Promotion: A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention: Notification of possible retention will be communicated to families during 3rd Quarter Conferences. Final retention decisions will be communicated to families by the end of June. Retention decisions are made with input from the instructional staff members at the grade level as well as admin team members. 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, AIMS Web or iReady after multiple attempts throughout the school year and summer school.

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 retention or promotion, the parent may appeal in writing to the Principal.

Special Services

Academic Intervention

DLA offers intensive academic support 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

Lightning Power Hour is a designated time during the school day in which students are grouped based on formative assessment data to receive targeted academic intervention or enrichment 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.

After-School Tutoring

DLA offers after-school tutoring in reading and math for students below grade level. The tutoring will consist of small group instruction on core academic skills and homework support.

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 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 Principal or see our website if you are in need of a copy of the guide.

Mental Health Therapy

DLA has a partnership with Thrive Therapeutics 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. To be serviced by a Thrive Therapeutics

counselor, a DLA student must be referred by a staff member, the parent or guardian must complete the intake form, and complete the intake assessment prior to services being provided.

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 3rd Grade Reading Guarantee requires all 3rd-grade students to meet a promotion score on AIR or iReady 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 3rd 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.

Ask to see Policy #245, *Promotion and Retention Policy* for more details on retention and exceptions that allow for promotion.

Summer Launch

To prepare students for 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.

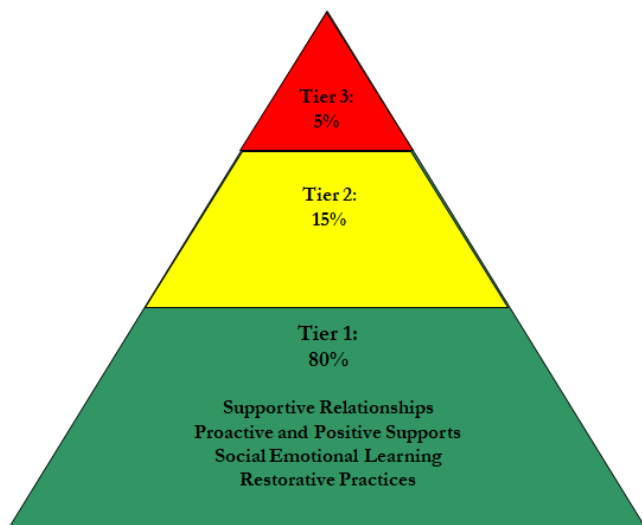
Financial Literacy Policy

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



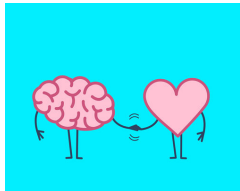

PBIS Framework

DLA implements a Positive Behavioral Interventions & Supports (PBIS) framework which is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior.



Within its PBIS framework, DLA is committed to implementing four principles of school culture: supportive relationships, proactive support for students, restorative practices, and social-emotional learning in order to promote positive school culture, academic success, decrease behavioral issues, and engage families in the DLA community. DLA implements the four principles in each of the three tiers of the PBIS framework in order to support all students' needs so they can do their very best in school and beyond.

Principles of School Culture

DLA's Four Principles of School Culture	
Supportive Relationships <ul style="list-style-type: none"> • Responsive Classroom and Leader in Me practices • Authentic, supportive relationships between student-student and teacher-student 	Positive and Proactive Supports <ul style="list-style-type: none"> • Classroom and school-wide leadership roles • Positive discipline and interventions • Clear routines and procedures 
Social Emotional Learning <ul style="list-style-type: none"> • Social skills curriculum to teach students the skills to meet the core values • Explicit teaching and reinforcement of social skills 	Restorative Practices <ul style="list-style-type: none"> • Logical consequences • Restorative conversations • Peace path 

Leader in Me description

As part of a five-year strategic plan, Dayton Leadership Academies is implementing Franklin Covey's The Leader in Me

program. The Leader in Me program uses the Seven Habits of Happy Kids in order to help students become “leaders of their own learning.” This philosophy is embedded within our school culture. It leads to higher levels of learning and greater satisfaction as the students take ownership of their academic goals and character development.

Students will be able to:

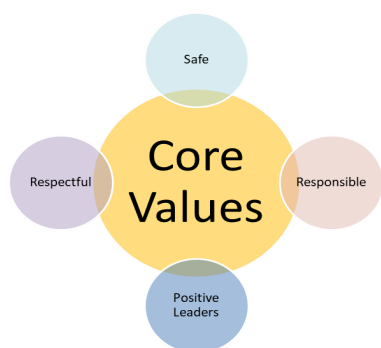
Create a Leadership Environment

- Physical Environment
- Social-Emotional Empowerment
- Leadership Events

Share Leadership

- Lighthouse & Action teams
- Leadership Roles
- Student Voice

DLA Core Values



All members of the DLA community strive to live out our core values: we are safe, responsible, respectful and positive leaders. Below is a description of each core value and what it looks like in the classroom and school community.

We are Safe	We are Responsible
<p>We are safe in our words.</p> <p>We are safe in our actions.</p> <p>We feel safe in our classroom community.</p>	<p>We are responsible for our work.</p> <p>We are responsible for our choices.</p>
We are Respectful	We are Positive Leaders
<p>Be respectful of yourself.</p> <p>Be respectful to others.</p>	<p>Be a positive leader in my school.</p> <p>Be a positive leader in my community.</p>

Leader in Me

The Leader in Me program uses the Seven Habits of Happy Kids in order to help students become “leaders of their own learning.” This philosophy is embedded within our school culture. It leads to higher levels of learning and greater satisfaction as the students take ownership of their academic goals and character development.

The Seven Habits

Habit 1: Be Proactive

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking. I can state my problems and needs calmly and respectfully.

Habit 2: Begin with the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school’s mission and vision, and look for ways to be a good citizen.

Habit 3: Put First Things First

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others’ Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5: Seek First to Understand, Then to Be Understood

I listen to other people’s ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6: Synergize

I value other people’s strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people’s ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

Habit 7: Sharpen the Saw

I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

Celebrations and Incentives

As part of DLA’s PBIS framework, we 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
Eagle Thunderbucks	<ul style="list-style-type: none">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.

	<ul style="list-style-type: none"> Homerooms can cash in Thunderbucks to receive class incentives such as extra recess and parties.
Leader Points	<ul style="list-style-type: none"> Teachers will recognize positive behavior by providing students with individual Leader points throughout the school day. Students can earn points during instruction or transitions. Students can earn thunderpoints each day for arriving at school on time and in uniform. Leader points will be used to determine nominations for Eagle of the Month and will be used for daily and weekly incentives such as Fun Friday.
Eagle Leader of the Month	<ul style="list-style-type: none"> One student from each homeroom will be selected as the eagle leader of the month. This student will have demonstrated positive behaviors connected to the core value of the month. Leader points will be used to determine the Eagle leader of the month. Students will receive a t-shirt at the house team celebration. Student photos will be posted at the front entrance and on Classroom Dojo.
College Bound	<ul style="list-style-type: none"> One student from each homeroom will be selected for the college-bound 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. Students will receive a t-shirt at the house team celebration. Student photos will be posted at the front entrance and on Classroom Dojo.
Honor Roll	<ul style="list-style-type: none"> Students with straight As or all As and Bs (3rd-8th grade) and Os and S+s (K-2) will receive an honor roll certificate at the quarterly grade-level celebrations.
Attendance	<ul style="list-style-type: none"> Students with perfect attendance for the month will be recognized at the monthly house team celebration as a member of the N.B.A - Never Been Absent club Students with perfect attendance for the quarter will receive a certificate at the quarterly grade level celebration. Homerooms will post “perfect attendance” signs on their door each day that their HR has perfect attendance.
Golden Clock	<ul style="list-style-type: none"> Homerooms with the highest attendance/punctuality percentage will earn the golden clock award at the end of each month.
Principal for the Day	<ul style="list-style-type: none"> At the end of each month, one student in the middle school will be nominated for the Principal for the Day. The following criteria are used to determine the nomination: <ul style="list-style-type: none"> Highest Leader points for each month zero write-ups

Classroom Dojo

All teachers will utilize Classroom Dojo, an online tool, to track individualized Leader points 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.

Restorative Practices

DLA utilizes restorative practices as an approach to discipline. If and when there is a mistake, they aim to do the right thing to “fix it,” and restore the relationship. Many schools around the country are embracing the model of developing students academically and socially. At Dayton Leadership Academies, we are too! We use the Second Step (a social skills curriculum) and Leader in Me framework to ensure our students are progressing socially as well as academically. Both of these programs align with our commitment to a restorative approach. DLA expects our students to meet high expectations for personal behavior and when they fall short, we provide the support and tools necessary for them to learn from their mistakes and continue learning.

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; 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 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 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.

Tier	Description of Misbehavior	Potential Response to Improve Behavior
1	<p>Inappropriate Tier 1 Behaviors: Behaviors that go against DLA's core values or break the classroom compact/rules including:</p> <p>We are safe.</p> <ul style="list-style-type: none"> • Student is in the hallway with no hall pass. • Students are playing around in the restroom or classroom. <p>We are responsible.</p> <ul style="list-style-type: none"> • Student does not participate in class. • Student refuses to complete classwork or homework. • Student uses electronic devices inappropriately. <p>We are respectful.</p>	<ul style="list-style-type: none"> • Redirection using verbal or visual cues • Use of Dojo points to redirect positive behavior • Loss of Leader point • Verbal or written apology • Buddy Classroom • Written reflection/refocus • Seat Change • Adjustment to Classroom Privilege • Teacher/Student phone conference with parent or guardian

	<ul style="list-style-type: none"> • Student says “Shut up” to another student or staff member • Student uses inappropriate tone in response to teacher direction. <p>We are positive leaders.</p> <ul style="list-style-type: none"> • Student comes to school out of uniform. • Student lies about actions and refuses to take responsibility for his/her actions. 	
2	<p>Inappropriate Tier 2 Behaviors</p> <p>We are Safe</p> <ul style="list-style-type: none"> • Repeated level 1 behavior (repeated defiance and disruptions) • Out of area (reflection) • Use of profanity/related inappropriate gestures • Minor (1-2 times) shoving, punching, kicking, scratching or trying to hurt another student • Harassing another student <p>We are Respectful</p> <ul style="list-style-type: none"> • Cheating/Plagiarism • Multiple classroom disruptions 	<ul style="list-style-type: none"> • Letter of apology to student or teacher • Phone call home to parent/guardian • Write up in Educator’s Handbook • Tier 2 reflection assigned and logged • Lunch/recess detention • After School detention • Restorative Classroom (In-school time out of the classroom to reflect, restore relationships and learn skills needed to return to class)
3	<p>Inappropriate Tier 3 Behaviors</p> <p>We are Safe</p> <ul style="list-style-type: none"> • Leaving the school building without permission • 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 • Any act of physical or extreme aggression with the intent, or actual harm of another • Willful destruction, including writing on school or transportation property • Use of DLA’s network or any information technology for any unauthorized purpose not previously listed • Use, possession or sale of a weapon (i.e. bb guns, look-a-like weapons, toy guns), drugs, alcohol, tobacco products, vaping, flammable or explosive devices or other paraphernalia. 	<ul style="list-style-type: none"> • Phone call home • Document in Educator’s Handbook • Lunch/recess detention • After School detention • In-School Suspension • Restorative assignment and reflection • Parent meeting with admin/teachers • Remote learning days • Out of School Suspension • Reverse Suspension • Recommendation for expulsion • In emergency situations, as a last resort, authorities will be contacted for support (parents/guardians will be informed)

	<ul style="list-style-type: none"> • False activation of a fire alarm, tampering with safety equipment, or making bomb threats, arson • Theft or possession of stolen property • Aggravated physical or sexual assault to any individual • Bullying as defined by the use of force, threat or coercion to abuse, intimidate, or aggressively dominate a person or a group 	
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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.

If you believe your child needs a customized plan and additional support to improve their behavior, please contact the Senior Dean of Students or Dean of Students and complete the referral form posted on our website.

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 the incident** as needed. Investigation may include talking to witnesses, reviewing security camera videos, searching students and/or lockers and backpacks, etc.
4. Ensure the **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:**
 1. 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, and a phone call home and may be required to attend a restorative classroom for a length of time.
 2. Lunch/Recess Detention: this option entails the student spending their lunch and recess time completing classwork or reflection.
 3. Restorative Classroom (RC): The purpose of RC (short-term in-school suspension) is to provide an alternative consequence to out-of-school suspension and to support students in meeting positive behavioral expectations. RC 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 to avoid future disciplinary action.
 4. After-School Detention: this option entails the students staying after school for an hour to complete classwork or homework. Parents will be notified prior to that their child had been assigned detention. Parents will be responsible for providing transportation for their child being picked up.
 5. Remote Learning Days: This option may be selected by the parent. It allows the student to continue their education through online learning until they are ready and prepared to return to the classroom. If the student is on remote learning during testing days, they will be expected to come to school for testing only and then return home for the remainder of the time.
 6. Out-of-School Suspension: If possible, avoid consequences that will remove the student from class and school. 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 from school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior.
 7. Reverse Suspension: This option entails the parent/guardian attending class with their child.
 8. Modified Schedule: This option entails the student attending class on a different schedule from the regularly scheduled day. The time that the student is not in class may be spent out of the building or in the building in a different environment from their regular class.
 9. Alternative Placement: Being placed in an alternative school environment such as Webster Street may be determined to be the best option for the student. The student may still be able to return to the building for testing and assessments.
 10. Growth Plan: A Growth Plan is an agreement between the parent, student, and school. The growth plan outlines expectations around behavior. GP can be assigned as needed. This intervention is implemented prior to a code of conduct hearing or expulsion.
 11. Expulsion: This option is reserved for the most egregious student behavior and usually involves acts of violence, dangerous behavior, extreme vandalism, or bringing weapons into the school.

Documentation in Educator's Handbook: Behavior that violates our core values may be documented in Educator's Handbook. Parents will receive a phone call and may receive a copy of the 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 the 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 school, 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 of 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 suspension, out-of-school suspension including remote learning, or alternative placement 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 or Distance Learning Guidelines

Students serving an out-of-school suspension, distance learning alternative, or alternative placement due to behavior are not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. Suspensions and remote learning days are excused absences. The school will ensure that students serving suspensions are able to obtain homework, and upon the student's 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.

See Policy # 273, *Expulsion and Suspension Policies* for more details.

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:

- Willful physical injury to another (including fighting)
- 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 the expulsion of up to one year is warranted. Under the guidelines Supporting Alternatives Fair Education (SAFE) Act, HB-318 which went into effect November 2, 2018. Students in grades kindergarten through 3rd grade may not be suspended or expelled unless the student has committed a firearm, bomb threat, or knife offense, or other criminal offense that results in serious bodily injury or property damage. A student in grades K-3 may be removed for the remainder of the school day under the ORC 3313.66 (C) If a student's presence poses a continuing danger to others or property or is an ongoing threat of disrupting the academic process in a classroom or elsewhere on school premises. The student must be permitted to return to curricular and extracurricular on the school day following the day that student was removed. This will be classified as an emergency removal. If a student is returned to activities in accordance with this requirement, the school can forego the written notice and one-day post-removal hearing requirements. However, a school district may not initiate a suspension or expulsion proceeding against a student in any of the grades kindergarten through 3rd grade, who was removed unless (1) the student committed an act described in ORC 3313.66(B)(1)(a) or (2) it is necessary to protect the immediate health and safety of the student, the student's classmates or the classroom staff and teachers.

See Policy # 273, *Expulsion and Suspension Policies* for more details.

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 eighteen (18) 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 the classroom 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 Friday.

DLA has a three-tier approach to addressing student attendance.

Tier I represents universal strategies to encourage good attendance for all students.

Tier II provides early intervention for students who need more support to avoid a chronic absence.

Tier III offers intensive support for students facing the greatest challenges in getting to school.

Attendance Expectations during Long-Term Closures

In the event of a long-term school closure required by state or federal order, students are expected to participate daily in

remote learning. This includes participating in online video instruction via classroom Dojo and/or Google Classroom as well as completing assigned work. Failure to participate in online learning will result in an unexcused absence.

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
- Principal may excuse absences based upon circumstances

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 that 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.

Chronic Absenteeism

A student is considered chronically absent if they miss at least 10 percent of instructional time (excused or unexcused) for any reason. This includes any time that is excused by a doctor's note, tardies, or early dismissals since time is counted by hours. Any student who is near the 10% threshold will be put on an attendance improvement plan in order to decrease the percentage of school missed.

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 habitually 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 30.00 or more consecutive hours, 42.00 or more hours in one school month, or 72 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. Students who have 18 days or more of unexcused absences are considered chronically absent by law. This is equivalent to 10% of the school year.

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

30.00 hours = 5 school days

42.00 hours = 7 school days

72 hours = 11 school days

A student who misses, without a legitimate excuse, 30.0 or more consecutive hours, 42.00 or more hours in one school month, or 72 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 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 absence intervention plan, as a habitual truant. The threshold under the bill for a DLA habitual truant student is 30.00 or more consecutive hours, 42.00 or more hours in one school month, or 72 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.

DLA may also apply internal sanctions such as lunch detention and/or limiting participation in extracurricular activities (i.e. attending sporting events, clubs, etc.).

If a student is absent for 72 consecutive hours (11 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.***

Car Riders

Those driving to pick up their child must drive down Negley Street (a one-way street) and into 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. **As a safety precaution, access to the school's front parking lot is limited during arrival and dismissal as this is our bus drop off/pick-up zone.**

Back Parking-lot

For the safety of all children and staff members, it is important that families **follow the suggested traffic flow and drive slowly** as they are dropping off or picking up their child. The safety of our students is our first priority. **PLEASE DRIVE SLOWLY and WATCH OUT FOR CHILDREN.**

Arrival

Students may be dropped off at school, beginning at 8:00 AM. **For the safety of your child, do not drop your child off prior to 8:00 AM – there will be no adult supervision until this time.**

Breakfast will be served from 8:00 AM-8:30 AM. **Students who arrive after 8:30 AM may not have the opportunity to eat breakfast before the start of the school day.**

The instructional day begins promptly at 8:15 a.m. Any student arriving after 8:30 a.m. will be required to sign in at the office and get a pass to class and will be considered tardy. **A parent must walk in with the student and sign them in if the student is tardy.**

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

Late arrivals and/or leaving early could count towards truancy if they are not for excused reasons per Ohio Law.

Student absences will also be calculated by the minute rather than by days and tardies will count toward 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 - Friday. No students will be released prior to this time unless the parent or guardian has called in to the school office by 2:00 pm or comes to the office prior to 2:45 pm. To ensure all students are accounted for during dismissal, whether being picked up or boarding the bus, no student will be called to

the main office after 2:45 pm for dismissal. All pickups beginning @ 2:45pm and after must be conducted in the back parking lot. Staff will be there to assist with directing your child(ren) to their ride.

Early Dismissal

Early dismissal will count against the student's attendance per the new truancy laws. Family emergencies, medical and or court appointments will be considered as excused absences if a medical note and/or a letter from the courts is provided as proof of early dismissal. We are aware most medical and court appointment notes cannot be provided until after the required participants have met the scheduled appointment.

Anyone picking up a child for early dismissal must present a license or picture ID. Likewise, when the parent/guardian calls ahead and grants permission for an alternate person to take your child home, you must provide the Main Office Coordinator with your child's birthdate and the alternate person will need to show a license or picture ID upon arrival before the child will be released to their custody.

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 2:00 PM*** and provide your child's birth date along with the plans for the 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 2:00 PM.***

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. **All students who walk home must have prior permission from their parent/guardian on file in the main office.**

Late Pickups

Students must be picked up at dismissal time. Please notify your child's teacher or our main office staff by 3:00 pm to inform us of your estimated arrival time. A 15-minute grace period will be given, but all students should be picked up by 3:45 pm. If a student has not been picked up by 3:45 pm, we may take the following steps:

- Attempt to make contact with the parent/guardian or other emergency contacts
- After the 2nd late pickup, we will charge \$1 per minute after 3:45 pm
- **If a student is picked up after 3:45 pm more than three times with no communication from the parent, child services will be called.**

Emergency Dismissal

In the event that a weather emergency or other emergency results in the 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 report directly to their classrooms and have breakfast between 8:00 a.m. and 8:30 a.m.

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

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.

Outside Food and Drink Policy

DLA provides all students with a healthy breakfast and lunch every day. Students may pack a healthy lunch or snack to eat at breakfast or lunch. All food must be eaten in the cafeteria/classroom at either breakfast or lunch assigned period. Unhealthy foods such as soda, candy, and large bags of chips are prohibited. Staff members reserve the right to confiscate foods that are prohibited. Below are suggestions for what to pack your child for breakfast and lunch and foods that are not sorry, permissible at DLA.

Healthy Allowable Breakfast, Lunches, and Snacks	Foods Not Allowed
<ul style="list-style-type: none"> • Cheese and meat sandwiches • Lunchables • Fruit • Cereal • Snack size bags of chips, goldfish, cookies, fruit snacks (bags of chips must be less than 4 ounces) • Granola bars • Juice boxes • Water 	<ul style="list-style-type: none"> • No family size bags of chips (more than 4 ounces) • No soda pop of any size • No large bottles of beverages • No glass containers • No candy (small pieces of candy that come in Lunchables are ok) • No gum
   	   

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-8 receive recess daily and during a scheduled time, and we offer indoor recess options during inclement weather.

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. Jeans are not permitted as part of our daily uniform. Students may earn a jeans pass as a special privilege or for a jeans fundraising day.

DLA is committed to helping families meet our uniform requirements. Please see your teacher or the office staff 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.

Grade	Tops	Bottoms	Not allowed
K-5	<p>Maroon DLA polo or sweatshirt, DLA logo required.</p> <ul style="list-style-type: none"> Polos are to be tucked in throughout the school day. <p>Undershirts and turtlenecks must be solid white, navy blue, or black.</p> <p>Only a solid black, navy blue, or maroon cardigan sweater without a hood or a DLA sweatshirt can be worn.</p>	<p>Solid navy blue jumper, dress, or skirt</p> <ul style="list-style-type: none"> Splits may be no higher than one inch above the bottom of the skirt. <p>Solid navy blue, black, or khaki pants or shorts</p> <ul style="list-style-type: none"> Shorts must be knee length not to exceed one inch above or below the knee. a solid black belt must be worn. 	<ul style="list-style-type: none"> Denim or sweats Leggings, except with skirts or jumpers Jeans with rips and/or holes Boxers, athletic shorts, spandex Sagging pants Skin-tight clothing Hair bonnets and durags Sunglasses and hats in the school building Coats, jackets, hats, etc. in the classroom Dangling necklaces or earrings, large bracelets, chains, or any item of jewelry that might become a safety hazard or distraction to others Flip-flops, sandals, open toe shoes, slides, backless shoes, and shoes with wheels or heels Any item that might reflect gang activity
6-8	<p>Maroon or Black, short or long-sleeved DLA polo or DLA sweatshirt, DLA logo required.</p> <ul style="list-style-type: none"> Polos are to be tucked in throughout the school day. <p>Undershirts and turtlenecks must be solid white, navy blue, or black.</p> <p>Only a solid black, navy blue, or maroon cardigan sweater without a hood or a DLA jacket can be worn.</p>	<p>Knee-length khaki tan jumper or skirt</p> <ul style="list-style-type: none"> Splits may be no higher than one inch from the bottom of the skirt. <p>Pants or shorts</p> <ul style="list-style-type: none"> must be knee length not to exceed one inch above or below the knee. solid black belt must be worn. 	<p>Denim or sweats</p> <ul style="list-style-type: none"> Leggings, except with skirts or jumpers Jeans with rips and/or holes Boxers, athletic shorts, spandex Sagging pants Skin-tight clothing Hair bonnets and durags Sunglasses and hats in the school building Coats, jackets, hats, etc. in the classroom Dangling necklaces or earrings, large bracelets, chains, or any item of jewelry that might become a safety hazard or distraction to others Flip-flops, sandals, open toe

			shoes, slides, backless shoes, and shoes with wheels or heels • Any item that might reflect gang activity
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Cold Weather Wear

In the winter months, students may wear an additional navy blue, white, or maroon cardigan sweater or sweatshirt without hoods. DLA sweatshirts and jackets 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 and posted on Dojo.

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 Leader points. Students who refuse to follow uniform expectations may receive a consequence.

Cell Phones & Student Property

This year, Ohio Governor Mike DeWine signed House Bill 250. The new law requires every school district in Ohio to establish an official policy governing cell phone usage during school hours and seeks to minimize student use of cell phones in K-12 schools. Below is DLA's cell phone policy based on recommendations from the state.

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 permitted to have cell phones in their possession during the school day, **including breakfast, lunch, and recess**. Students in grades 5th-8th will be required to use Yondr pouches throughout the day (see policy below).

When K-4 students enter the building, cell phones must be turned off and earbuds or headphones removed and stored. Students must turn in their cell phones at the beginning of the day to their homeroom teacher and are 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 8:00 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 directly to students; a parent or guardian will have to pick up the phone from the main office or an administrator.** For repeated violations of our cell phone policy, see student code of conduct below.

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.

Students' personal property such as items of clothing, jackets, backpacks, boots, hats, gloves, and sweaters should be labeled with the student's name to avoid loss and confusion. Abandoned articles are kept in the Lost & Found in the cafeteria. If a student brings sports equipment to school, he/she must carry the item and store it 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.**

Yondr Pouches

Students are not to use cell phones used during school hours. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

DAILY PROCESS

As students **Arrive to School**, they will:

- 1) Turn their phone off.
- 2) Open their Yondr Pouch by tapping against the Unlocking Base.
- 3) Place their phone inside the Pouch and secure it in front of school staff.
- 4) Store it in their backpack, locker, or pocket for the day.

At the end of the day, as student depart from school, they will:

- 1) Open their Yondr Pouch by tapping against the Unlocking Base.
 - 2) Remove their phone
 - 3) Close their Yondr Pouch and put it in their backpack/pocket/locker.
- Students must bring their Pouch to school with them each day.

*Students arriving late or leaving early will unlock/lock their Yondr pouches in the Main Office.

VIOLATIONS

Pouch Damage / Lost Pouch / Using Phone During School

If a student damages their Yondr Pouch or is caught on their phone, administration will collect the phone/Pouch and the parent must pick up the phone. After the 1st offense students will also be assigned to the restorative classroom and/or after school detention.

If a pouch is damaged (see examples below), students will be responsible for the \$30 replacement fee to receive a new pouch for their phone.

Examples of damage:



- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap

Forgotten Pouch

If a student forgets their Pouch, their phone will be collected for the day and Admin will call home to remind the parent of the policy. The phone will be returned to the student at dismissal.

If a student consistently forgets their Pouch, it is considered Lost. **Refer to the Lost Pouch policy above.**

Transportation

Transportation is provided at no cost by a student's home district 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 apply during bus rides 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 at 937-567-9426 ext 1107. Please note that it may take up to 2 weeks to have a student assigned to a bus route. If there are problems with your child's transportation, please contact Dayton Public Schools at (937) 542-4010.

For families living in the Trotwood and Jefferson Township School Districts, please contact 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 that is 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.

Staff Transporting Students

When a student needs to be transported by an employee, the employee must get approval from the Principal or her designee in each situation. If the request is approved, the following requirements must occur:

- The employee must have a valid, current driver's license; automobile insurance; vehicle registration and meet the minimum safety requirements by law
- The employee understands that they are transporting the student at their own personal liability and risk
- The parent/guardian must be contacted in advance of leaving the building, providing them with an expected arrival time
- The driver must follow all traffic rules
- The driver will refrain from talking on a mobile phone (even with a hands free device) and from texting while in the car
- The employee must drive directly to the intended destination
- All passengers must wear a seatbelt
- The driver shall keep a copy of the students' Emergency Medical Authorization form with them in the car
- The student must be received by another adult/guardian at the destination – they cannot be left alone at any age

Please see Policy #347, Student Transportation by Private Vehicle, for additional information.

VII. OTHER SCHOOL INFORMATION

Re-Enrollment and Proof of Residency

Every year it is required that all families re-enroll in order to continue being a member of Dayton Leadership Academies. Upon enrolling in the family portal, families are prompted to create an online account that will be used annually. On the portal, you are able to manage student accounts and update contact information. The requirements for re-enrollment are as follows: Completion of the EMA form, Completion of the Income Form, Completion of the Free and Reduced Meal form, shot record, and providing Proof of Residency. All forms are electronic. Assistance with the process is available when needed.

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 at 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 Middle School 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.
- Students are required to have a lock in order to store their personal belongings in a locker.
- Students may not have open food containers in their lockers.
- Students may not sell anything from their lockers.
- 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 lockers and could be fined for damage that is determined to be beyond normal wear and tear. This includes an 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 the 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 throughout the building, on Dojo, and on the DLA website. A signed parent/guardian permission form, athletic extracurricular agreement form, proof of student physical, and participation fee, if applicable, must be returned to the Athletic Director in order for the student to participate. Families must arrange transportation and students must be picked up by a family member/guardian within 30 minutes of the end of the event. 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
- Art and Theater Club
- 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 trespassing.

Due to the rising costs of extracurricular and athletic programs, each sport is subject to a \$25 athletic fee per sport. 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.

Educational Field Trips

Classroom teachers may plan occasional field trips for educational purposes. The teacher will send home a notice and permission slip prior to the field trip to let parents know what is planned. The permission slip must be signed by the parent/guardian and returned to the teacher by the date shown on the notice. If for any reason a parent does not wish his/her child to participate, arrangements will be made for the child to remain on the school grounds with another class. Sufficient adult supervision will always be present on field trips. 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 - Birthdays and Grade-Level Transitions

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 unexpectedly delivered to their classroom. If it is your child's birthday or another celebratory event, we ask that you first coordinate with your child's teacher to bring in snacks or treats. A parent must receive confirmation from the teacher within 24 hours of the event and bring the treats to the main office. See visitor policy regarding joining the class.

We celebrate the Kindergarten to 1st-grade transition, 5th-grade to middle school transition, as well as the 8th-grade transition to high school at the end of the school year. Kindergarten students must have 95% attendance in May in order to participate in the kindergarten recognition. 8th-grade students must also have 95% attendance in May in order to participate in 8th-grade recognition.

Weather-Related School Closure

Since DLA uses transportation from local districts when Dayton Public Schools are closed 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, local television stations, and the DLA website.

Emergency School Closure for Other Reasons

School may be closed due to power outages, loss of water, flooding, tornado damage, etc. These closures will be posted on local television stations and sent by OneCall text messages to families. It is very important that DLA has a current phone number for your family so you are able to receive these text messages.

School may also be closed for longer periods of time due to regional, national, or worldwide reasons. During long-term closures, education will still occur via remote learning. Tools needed to be successful will potentially be provided via paper packets and/or technology. Notice for long-term closure will be posted initially on local television stations and sent by OneCall text messages. Ongoing information will be provided by OneCall messages, Facebook, Class Dojo, and other sources. During long-term closures, every attempt will be made to also provide breakfast and lunch meals to-go.

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 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, seizures, severe allergic reactions, and food allergies are also managed and implemented by the Health Clinic Coordinator, under the supervision of the Physician, Specialist, or other Medical Professional.

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 another 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 to 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 [Immunization: Required Vaccines for Child Care & School](#)

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 (including 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. The 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) the student's name and date of birth, the name of the drug, times at which it is to be administered, the 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 off 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

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 illnesses such as strep throat, flu, chickenpox, staph infections, and 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's note).
- Any contagious viral or skin condition. (this may require a Physician's 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.

Health Exams and Immunization

VACCINES	FALL IMMUNIZATIONS FOR SCHOOL ATTENDANCE
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 aged seven (7) and up. Grades 7-12 One (1) dose of the 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 the 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 [Immunization: Required Vaccines for Child Care & School](#)

Anaphylaxis, Peanut Allergies and Other Food Allergies

Dayton Leadership Academies is 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 the 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.

VIII. SCHOOL POLICIES

Child Find Policy

Article I - IDEA Act of 2004

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 a 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 requesting 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 the 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 a 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 a 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 an 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:

Dayton Leadership Academies uses Positive Behavioral Intervention and Supports (PBIS) to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

DLA 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 a 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.

For more information, please see Policy 276 *Positive Behavioral Intervention and Supports, and Restraint*.

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 [Ohio Department of Education: Home](#) and USDOE flexibility web page [Index Page for the ESEA Flexibility Page](#).

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 (30th) day of September within the year of admittance. 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 to be 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 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

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. Matthews, Family and Community 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.

Complainants must follow the order stated below.

- A written complaint must first be given to the staff person at the lowest level most directly involved in the complaint. At the first level, a complaint would be made to the student's teacher or the teacher's supervisor. As an alternative, a complainant may come into the office and file the complaint (on a parent concern form) with a front office staff member or administrator.
- If the complainant is unsatisfied with the response or the complaint is unresolved at the lowest level, the written complaint (or parent concern form) 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 complainant is still unsatisfied and the complaint remains unresolved, the written complaint should be addressed to the principal. If the complainant is unsatisfied after the investigation and resolution offered by the principal, then the complainant may proceed to the next step.
- The written complaint will be given to the board chair by the person complaining.
- The Chair verifies that the complainant has followed the complaint procedures listed above. If all steps have not been followed, the chair will direct the complaint back to the proper level.
- If the complaint 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
Maryland Ave, SW
Washington, DC 20202-4605

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, treat others with civility and respect, and refuse 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 websites, 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 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" as an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication devices.

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 in the classroom, school building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying, or 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 violate 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 on 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 publicly released, such as a class project, does not require parental permission.

Technology 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 the 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 leaving facilities in good working condition when finished.
- Never use an adult's computer without their approval and direct supervision.
- 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 messages. 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, and 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 the security of district technology resources by following this policy and maintaining the 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 the 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 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

Public schools must be neutral in matters of religion. The school 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 our country is promoted by the ceremonies and observances held in the schools and 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 their homeroom teacher. We recognize that the 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.

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 the US Department of Veteran Affairs.

Constitution Day

Constitution Day (or Citizenship Day) is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. It is normally observed on September 17, the day in 1787 that delegates to the Constitutional Convention signed the document in Philadelphia.

The law establishing the present holiday was created in 2004 with the passage of an amendment by Senator Robert Byrd to the Omnibus spending bill of 2004. Before this law was enacted, the holiday was known as "Citizenship Day". In addition to renaming the holiday "Constitution Day and Citizenship Day," the act mandates that all publicly funded educational institutions, and all federal agencies, provide educational programming on the history of the American Constitution on that day. In May 2005, the United States Department of Education announced the enactment of this law and that it would apply to any school receiving federal funds of any kind.

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 the soil off your 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

Non-toxic 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 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 when 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, the product used, and the 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 the 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 for 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 2023-2024

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

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 to uphold the DLA Family Compact and I have received and read a copy of DLA’s Student and Family Handbook.

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 8:00 am.
- 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: