



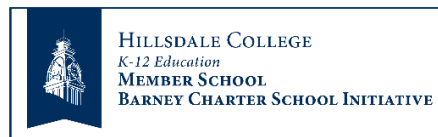
CINCINNATI CLASSICAL ACADEMY

FORMING HABITS OF MIND, HEART, AND SOUL

FAMILY HANDBOOK 2022-23
FOR STUDENTS & PARENTS

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Family Handbook 2022-2023
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WELCOME FROM THE HEADMASTER

Dear CLASSICAL Families,

Welcome to Cincinnati Classical Academy, also known around here as CLASSICAL or Cincy Classical. We thank you for choosing us among the many schooling options available today. The mission of CLASSICAL is to develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue. It is a high calling and a difficult one. But it is a calling that can be realized if we are clear in our aims and joined together by common purpose.

Parents, in choosing classical education for your child, you have chosen not only a rigorous and challenging path but one that brings great rewards for those who travel it well. CLASSICAL hopes not merely to care for our students but to help them fill their minds with knowledge. Our methods are the old-fashioned ones: we diagram sentences, we read the great and difficult books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding and because we believe that the things we study are worth the effort.

At CLASSICAL, we believe that a liberal education in the sciences and humanities is inherently good—something worth having apart from the many good things that can come from it. Schools like ours produce impressive students, graduating seniors with high ACT and SAT scores, excellent college applications, and the opportunity to be doctors or lawyers, entrepreneurs or architects, once they finish college. We hope that our first graduates will be impressive as well, but we do not think that making them merely impressive is the primary mission of our school.

Of course, we want our students to receive the highest academic accolades, but we also believe that our work is to help our students learn to be good, to teach them to be men and women with sound minds and well-formed characters. We hope to help them become thoughtful judges of their own happiness and forces for what is right in the world. Classical liberal education, education that is good for its own sake, is the education that makes human beings free—free to consider the world as it is and endeavor to understand it over time. Our school motto, *scientia est libertas* (knowledge is freedom) reflects this.

In choosing Cincinnati Classical Academy, you have chosen a very particular kind of place. To honor the choice that you have made, we promise to treat your children's education as an end in itself. We promise to help them learn to be virtuous, not just credentialed. We promise to educate them to be thinkers, not merely to train them for a particular profession. We promise to challenge them to help them see what they are capable of. We promise to help your students know themselves, and to help them cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and to your children. This important and difficult education relies upon a close partnership between parent and teacher. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website and participating in the school's academic activities.

When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us. Because, generally speaking, we do things for a logical reason. We hope you will display to your students the core virtues we teach—courage, gratitude, justice, humility, perseverance, prudence, and compassion. Help us teach them to develop the good habits that lead to moral virtue. Above all, help us demonstrate to them that learning is not just for young people. Show them through example that curiosity about the world along with the good judgment to understand it well is the truest and best source of human happiness.

I thank you for your support of our school, and I look forward to an excellent school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'MR', followed by a long horizontal line extending to the right.

Michael Rose
Headmaster
Cincinnati Classical Academy

SPIRIT OF THIS HANDBOOK

Cincinnati Classical Academy provides a unique classical experience that aims at human happiness. Instruction in moral character and civic virtue are crucial in this enterprise, and demand quite a bit from students and their families alike. By attending CLASSICAL, students and their families positively choose to embark on a traditional, tried and true educational path. This choice means that students should strive for the excellence of which they are capable and take delight and confidence in the successes of their friends and peers. All policies in this Handbook should be understood in light of a parent's and student's choice to pursue the vision, mission, and core virtues in common with the school.

ABOUT OUR SCHOOL

Cincinnati Classical Academy is a public community school operated by an independent Board of Directors and authorized by a sponsor approved by the Ohio Department of Education. Public community schools (sometimes known as "charter schools") are given flexibility to articulate a distinct mission, design a curriculum around the mission, and hire faculty who can best deliver mission-guided instruction. The result is a unique and innovative educational model that responds to the needs of students and families who have chosen CLASSICAL.

A principal value of all public community schools is that parents have the primary right, authority, and responsibility to direct the education of their children. CLASSICAL considers its work to rest upon a partnership between the family and the school.

A Hillsdale College K-12 Member School

CLASSICAL is one of many schools in the country that are part of the Hillsdale College K-12 network. The Hillsdale College K-12 mission is to assist with the founding of Classical charter schools and to promote excellence in their teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue. As a Hillsdale College K-12 member school, CLASSICAL teachers are provided ongoing professional development that supports the effective planning and implementation of classical education.

Characteristics of a CLASSICAL Education

Cincinnati Classical Academy, assisted by Hillsdale College, presents a classical education that includes the following key characteristics:

- the centrality of the Western tradition in the study of history, literature, philosophy, and fine arts

- a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
- the use of explicit phonics instruction leading to reading fluency and the use of explicit grammar instruction to master the English language
- the teaching of Latin
- the acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
- a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
- a curriculum that is content-rich and balanced across the four core disciplines of math, science, literature, and history
- a faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods
- a school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement

Our Mission Statement

To develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue

Our School Vision

To form our students with strong language and reasoning skills; an understanding of the natural world and our nation; and an appreciation of the good, the true, and the beautiful as revealed through our cultural inheritance of Western civilization

Our Core Virtues

At CLASSICAL we believe that academic and personal integrity are essential to the success of our educational mission. We are responsible not only for developing the student's intellect but also for developing character grounded in strong morals and responsible citizenship. We agree with Aristotle that one becomes good only by observing and practicing right behavior.

Discipline, ethics, and personal responsibility will be modeled by teachers and expected by students, both inside and outside of the classroom. Students will also be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, Cincinnati Classical Academy defines a standard of behavior using the following seven core virtues to help students learn and develop virtuous behavior based on high moral standards:

Prudence | Justice | Courage | Humility | Gratitude | Perseverance | Compassion

SCHOOL HOURS

School Hours: Monday-Friday 8:15 AM - 3:15 PM

After-Care Hours: 3:30 PM – 6:00 PM

Front Office: Monday-Friday 7:30 AM – 4:00 PM

Closed weekends and during school holidays

Summer Office Hours: Monday-Friday 8:00 AM – 1:00 PM

Phone: (513) 554-0285

Front Office email: front.office@cincyclclassical.org

Attendance email: attendance@cincyclclassical.org

STUDENT DROP-OFF AND PICK-UP

We encourage parents to drop off their students between 7:50 AM and 8:10 AM. The school building will be unlocked each day at 7:30 AM. Faculty, staff, and volunteers will be at the front of the campus in the morning to escort our younger students from their vehicles to the building. All students will enter through the doors at the main school entrance. Other staff will be inside to supervise students on their way to class. At 8:10 AM our doors will be locked to ensure the security of students and staff. Students who arrive after 8:10 AM will have to wait in the main lobby until the end of morning announcements. Tardy students must first report to the front office before going to their homeroom.

Car Line Procedures

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees (in the case of carpooling).

The adults driving through the car line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

The week before the start of school, each family should pick up its family placard from the front office. This placard should be displayed in the lefthand-side of the dashboard so that your family can easily be identified by carline volunteers. This will assure carline efficiency. Car line drivers should heed the directions of those on traffic duty. When in front of the main entrance, cars may not be in motion until car line volunteers indicate the safe signal, which means that students are in their cars and the next wave of students is still in the building.

Please note that the car line traffic is one-way. Please do not pull into parking spaces at the front entrance to the school. Parents needing to come into the school building between 2:30 and 3:30 must park in the designated areas in front of the Old Church Entrance.

Full details of all specifics regarding car line traffic and procedures will be available on our website and sent directly to all our school families at least a week before the beginning of school. Any changes in carline procedures will be communicated to the entire CLASSICAL community and posted on the website.

Early Drop-off and Late Pick-up

Students may not be dropped off before 7:30 AM and must be picked up by 3:40 PM unless they are enrolled in the After-Care Program. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian at 3:40 PM.

Students who are still on campus and not participating in a club or athletics at 3:40 PM must wait for a parent/guardian in the front office. The late fee for pick-up after 3:40 PM is \$10 for the first minute and \$1 per minute thereafter.

Students who are enrolled in the After-Care Program (ACP) may be picked up anytime between 3:45 PM and 6:00 PM at the designated ACP pick-up spot. The late fee for pick-up after 6:00 PM is \$10 for the first minute and \$1 per minute thereafter.

Parking

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan. Parents and visitors should park in the designated visitor spots in front of the Old Church Entrance.

ATTENDANCE

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting family trips to the allotted school holidays and vacation weeks.

Parents must contact the front office for every day a child is to be away from school. To notify the front office please either email attendance@cincyclassical.org or call (513) 554-0285. Please include your child's name and the reason for his or her absence in your email. Parents must make us aware of the child's absence before 8:15 AM on the day of the absence. If a parent fails to notify the office of a student's absence, the absence will be coded as unexcused.

Absences

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. We discourage medical and dental appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. Missing two clock hours equals one half-day absence and missing four clock hours equals one full day absence.

The school recognizes that students may have extenuating circumstances (e.g., medical, emotional, etc.) that necessitate them being absent from school for extended periods. The Dean of Student Life will address these circumstances on a case-by-case basis. However, in all cases, coursework must be completed in order to receive a passing grade.

Excused Absences

The following will be considered excused absences:

- Absences for medical reasons
- Absences for documented mental or emotional disabilities, with a note from a doctor or specialist
- Pre-arranged absences of an educational nature
- Important family events
- Attendance at any school-sponsored activity for which a student is eligible
- Bereavement (notify school if absence will extend beyond three days)
- Court appearances
- Religious holidays and observances that are not on the school calendar

Please note that the school may require suitable proof of excused absences, including written statements from medical sources.

Make-up Work

Students may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), students returning from an excused absence will have two additional days for each absent day to make up work that was due during or immediately after the absence. For example, if a student has an excused absence on Monday, then he has until Wednesday to turn in any work due on Monday or Tuesday; if a student has an excused absence on Thursday and Friday, then work due on Thursday, Friday, or Monday is not due until Thursday of the following week.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

Extended Excused Absences

CLASSICAL recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Dean of Student Life of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

Unexcused Absences

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension. Students will not receive credit for homework and assignments that they miss during unexcused absences.

If a student has more than seven unexcused absences in one month or 20 days in any year, the student may be classified as habitually truant according to Ohio law. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

Late Arrival/Early Release

Each late arrival or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:15 AM or at the established school start time. Early release refers to any occasion in which a student leaves before 3:15 PM or the established school finishing time. Three late arrivals or early releases make one absence. These may be excused, but the total number does count against the 90% attendance record necessary for receiving credit in a class.

In order for a late arrival or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy, the front office must be notified prior to 8:15 AM on the day of the tardy, except in cases of extreme extenuating circumstances.

An unexcused tardy or early release is subject to the same provisions as an unexcused absence, and students will not be offered make-up opportunities for schoolwork missed during this time. Students who are habitually tardy will be referred to the Dean of Student Life for potential disciplinary action.

Releasing a Student from School

Students will only be released to their parents or legal guardians, unless we have received written permission to release the student to another adult, e.g. in the case of car-pooling situations. Students may *not* be taken from the school or playground unless parents have signed them out in the front office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

UNIFORM AND PERSONAL APPEARANCE

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy.

When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the Dean of Student Life's office. His office will keep limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements and return to class. Loaned items will be carefully tracked and must be returned in clean, like-new condition.

All items that include either the school logo or the school plaid must be purchased through DENNIS Uniforms. Items such as khaki pants and shorts or the white non-logo shirts can be purchased either through DENNIS or elsewhere.

The dress code is that students will dress according to the required and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of “additional uniform provisions” detailed below. Basic details for the school uniform, including ordering information, can be found on the Cincinnati Classical Academy website and are available in the front office.

Uniforms will be designated as “summer uniform” and “winter uniform.” The “summer uniform” shall be worn in the first and fourth school quarters; the “winter uniform” shall be worn in the second and third school quarters – unless otherwise directed by the Dean of Student Life or the Headmaster. Please consult DENNIS Uniforms’ website for full details on ordering. The following provides a summary of the uniform policy:

BOYS K-4		
	SUMMER UNIFORM	WINTER UNIFORM
Pants	Khaki shorts	Khaki pants
Shirt	navy polo with logo	white oxford or long sleeve polo
Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck cardigan optional
Tie	not required	optional
Socks	navy or white	navy or white

BOYS 5-6		
	SUMMER UNIFORM	WINTER UNIFORM
Pants	Khaki shorts	Khaki pants
Shirt	navy polo with logo	white oxford
Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck vest or pullover optional
Tie	not required	required
Socks	navy or white	navy or white

GIRLS K-4		
	SUMMER UNIFORM	WINTER UNIFORM
Jumper	Hamilton plaid	Hamilton plaid
Pants	khaki shorts (alternative)	khaki pants (alternative)
Shirt	white polo or Peter Pan blouse	white Peter Pan blouse

Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck cardigan optional
Tie	not required	plaid crossover tie required
Socks	navy or white crew	navy or white crew

GIRLS 5-6		
	SUMMER UNIFORM	WINTER UNIFORM
Skort	Hamilton plaid	Hamilton plaid
Pants	khaki shorts (alternative)	khaki pants (alternative)
Shirt	white polo with logo	white oxford
Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck vest or pullover optional
Tie	not required	not required
Socks	navy or white crew	navy or white crew

Additional Uniform Provisions

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items or the uniform sweater.
- All students must be in uniform at all times. No other clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building except on Fridays and any other days designated as Spirit Wear Days.
- All shirts must be tucked in.
- Skirts and shorts shall fall no higher than two inches above the knee as measured when the student is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- Hair must be clean, neat, and styled traditionally. Only natural colors are allowed. No unusual or radical hairstyles. Hair accessories must be uniform colors (options available from DENNIS Uniforms). Boys’ hair should not come lower than the eyebrows in the front or lower than the top of shoulders in the back.
- All girls’ and boys’ polo shirts may have the top button un-buttoned. All other buttons must be buttoned.

- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (e.g., chains or collars). Students may wear no more than two necklaces at one time.
- Girls are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible.
- Boys are not permitted to wear earrings.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural. Colors such as black, yellow, rainbow, etc., are not acceptable.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas. Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. Kindergarten, first, and second grade students will not change for P.E.
- Shoes, socks, and shoelaces should be mostly white, black, blue, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes; boots, sandals, moccasins, and slippers are not permitted. We recommend wearing a comfortable shoe that can be worn in the classroom, in gym class, and outdoors at recess.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Clothes may not be ripped or torn.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact the Dean of Student Life. Please know that we will provide accommodations for these students.
- All school-sponsored events that occur during the school day, including field trips, are subject to school uniform policy.
- All Fridays throughout the year are designated as “Spirit Wear Days.” On these days, students are permitted to wear Spirit Wear as tops. This includes CLASSICAL T-shirts, sweatshirts, hoodies, fleece pullovers, and quarter zips. Outerwear, including full-zip jackets are not permitted to be worn during the course of the day. (Outerwear may be worn to and from school and on the playground.) Students must wear uniform bottoms on Spirit Wear Days.

Uniforms and Financial Assistance

CLASSICAL will not allow financial need to limit access to the school, and this includes access to uniforms. At minimum, the school will fund one complete uniform set for children whose families qualify for financial assistance. Please contact the school office if you require financial assistance.

Lost and Found

The student Lost and Found is in the front office. Students are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the last day of each month.

DISCIPLINE AND STUDENT FORMATION

Virtues and General Expectations for Behavior

At Cincinnati Classical Academy we seek virtue in all its forms, and we focus specifically on the classical virtues of courage, justice, gratitude, perseverance, prudence, humility, and compassion. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at Cincinnati Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake because it is good and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

Honor Code

A CLASSICAL student is honest in word and deed, dutiful in study and service, and respectful and kind to others. A CLASSICAL student aspires to excellence in courage, justice, gratitude, perseverance, prudence, humility, and compassion.

At the end of the *Student/Family Handbook* you will find a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent or legal guardian from each family is required to sign the pledge. All students in grades 5 and above are also required to sign it.

Virtue Cards

Forming students in our seven core virtues requires not only for us to correct poor behavior but also to highlight the times when students demonstrate virtuous behavior. Virtue cards are given to students when they demonstrate one of our seven core virtues or otherwise demonstrate positive behavior that deserves to be recognized. The card is meant to be awarded and given publicly and/or sent home to parents.

The Purpose of Discipline

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent. A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the CLASSICAL Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch duty, campus cleanup, or afterschool detention. PBS's are accumulative, and five are treated as equal to a Blue Slip.
3. Blue Slip: Blue Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, will result in the suspension or expulsion of the student. Blue Slips are usually given out by the Dean of Student Life. Very severe offenses may be met with immediate suspension or expulsion, subject to proper disciplinary hearing in accordance with current Ohio law.

Consequences for misbehavior are correlated to the above levels of tracking/notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Dean of Student Life has first developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class.

Notifying Parents

The school will notify parents of discipline problems that escalate to the level of a PBS or a Blue Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall

contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which conference will include the student.

Blue Slips

For consistent and/or more serious disruptions, the student will be sent to the Dean of Student Life and will receive a Blue Slip. Blue Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Blue Slip indicates that a student's behavior is a serious problem, and receiving repeated Blue Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Blue Slip will encourage students to display good character and act in accordance with the school's mission.

1st Blue Slip

Student is sent to the Office and parents are notified. The Dean of Student Life will determine the consequence on a case-by-case basis. Consequences may include after-school detention, campus cleanup, or cafeteria duty. If the infraction is serious, a student may be suspended.

2nd Blue Slip

Student is sent to the Office and parents are notified. The Dean of Student Life will determine the consequence on a case-by-case basis. Consequences may include after-school detention, campus cleanup, or cafeteria duty. The student's parent(s) will meet with the Dean of Student Life to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

3rd Blue Slip

Student is sent to the Office and parents are notified. Student will be sent home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.

4th Blue Slip

Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student. If a student is issued four or more disciplinary referrals, CLASSICAL administration may request that the student be expelled. Long term suspension and expulsion are legal matters governed by state law;

CLASSICAL will abide by the laws and practices required in the state of Ohio regarding due process and appeals.

Corporal Punishment and Restraint

All teachers, administrators, and non-licensed school employees are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the school. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is used. Complaints regarding the use of restraint or seclusion should follow the grievance process as outlined in this Handbook.

Suspension and Expulsion

The school may suspend a student for up to ten (10) days or may expel a student. In the event that the school decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by phone. The student may meet informally with the Headmaster to challenge the suspension or expulsion. After the meeting, or if the student declines the meeting, suspension or expulsion may be invoked immediately. A copy of the notice of intent to suspend or expel will be mailed to the parent or guardian within one (1) school day after the time of a student's expulsion or suspension. A formal hearing will be scheduled not earlier than three nor later than five school days after the notice to expel is given.

In the event that, in the opinion of the Headmaster or his designee, a student's presence at the school creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the school, the student may be removed from the premises without formal suspension or expulsion procedures with notice and procedures to follow the removal in accordance with R.C. §3313.66.

A student shall be expelled for one (1) year for bringing a firearm to the school or onto school property (any property owned, used or leased by the school for school, school extracurricular or school-related events). A student will be expelled for a period of one (1) year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is located at a school or on school property;
2. Bringing a knife to the school, onto school property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the school or which the school is a participant;
3. Possessing a firearm or knife at school, on school property, or at an interscholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto school property by another person;

4. Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Headmaster may modify a one (1) year expulsion could include:

1. A recommendation from the group of persons knowledgeable of the student's educational needs;
2. The student was unaware that he or she was possessing a firearm or knife;
3. The student did not understand that the item s/he possessed was considered a firearm or knife;
4. The student brought the item to school as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. The student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause. During the period of suspension, removal, or expulsion the student may not attend or participate in any school functions without permission from the Headmaster. The student may enter school facilities only when given permission by the Headmaster or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

The Board also authorizes the Headmaster to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Headmaster commensurate with the seriousness of the student's misconduct or rules violations in accordance with the discipline code.

If the Headmaster determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Headmaster to provide for options to suspension of a student from the school which shall include a program whereby a student performs community service either in lieu of or as a part of a suspension or an expulsion.

Students who have been assigned suspensions are permitted to make up work as follow:

1. Receive at least partial credit for a completed assignment (as determined by the Headmaster);
2. Grade reductions may result based on the pupil's suspension/assignments;
3. Students are prohibited from receiving a failing grade on a completed assignment solely on account of the pupil's suspension.

The Board designates the Headmaster or his/her designee as its representative at all hearings regarding the appeal of a suspension. The Board or the Executive Committee will hear the appeal of an expulsion. The Headmaster shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the school and made available to students and parents upon request.

Anti-Harassment, Intimidation and Bullying Policy

CLASSICAL has zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adheres to the definitions established by state laws.

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

CLASSICAL values the free exchange of ideas. Classroom discussion of ideas and opinions, including controversial subject matter, shall not be construed as harassment.

Harassment, intimidation, or bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that a student has exhibited toward another student or staff member and the behavior both: (1) has one or more of the following effects: (a) harming a student or staff member; (b) damaging a student's or staff member's property; (c) placing a student or staff member in reasonable fear of harm to the student's or staff member's person; (d) placing a student or staff member in reasonable fear of damage to the student's or staff

member's property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student or staff member.

CLASSICAL prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, social media sites, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate or repeated hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on school time or the school premises, at school events, programs or activities or off school time or school premises if such acts affect other students or staff of the school.

CLASSICAL reserves the right to discipline a student's off-campus behavior if it 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: (1) the behavior created material and substantial disruption to the educational process or CLASSICAL's mission due to the stress on the individual(s) victimized or the time invested by staff in dealing with the behavior or its consequences; (2) a nexus to on-campus activities exists; (3) the behavior creates a substantial interference with a student's or staff member's security or right to educate and receive education; (4) the behavior invades the privacy of others; or (5) any threat that is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

All CLASSICAL employees, volunteers, and students are required to report prohibited incidents of which they are aware to the Headmaster or his designee. The Headmaster or his designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Headmaster or his 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. CLASSICAL will maintain, via the education management information system, information regarding the number of incidents of harassment of Students against other Students, in each building and school-wide, that violates this policy. All school employees, volunteers and

Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

CLASSICAL 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 Headmaster 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.

CLASSICAL 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. CLASSICAL may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contact with students.

Parents, please call CLASSICAL administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying remember bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact the Dean of Student Life. Incidents of bullying or harassment can also be reported to administration via the front office at (513) 554-0285.

Public Displays of Affection

Public displays of affection are not allowed on campus or during school-related activities, and are liable to disciplinary consequences.

ELECTRONIC DEVICES

Definitions and Rules

Communication devices and electronic equipment (cell phones, laser pointers, iPods, laptops, tablets, cameras, smart watches, etc.) are not allowed on school property without prior written permission from the Dean of Student Life.

If parents believe their student requires a cell phone to use to and from school, they must submit a cell phone permission form to the school office. The cell phone must be turned off while on school grounds and must be turned in to the homeroom teacher at the beginning of the day and picked up at the end of the day.

Students needing to use a phone between 7:30 AM and 3:30 PM may ask to use the office phone. If, in the case of an emergency, parents need to reach their child during the school day, they should contact the school office.

Procedures for Violations

Students who break this rule will be subject to disciplinary action. Once a device has been confiscated, the following procedure will be used to return the device:

- 1st Confiscation: Parent will be contacted. The device will be held until the end of the school day and can be picked up by the student when school is dismissed.
- 2nd Confiscation: Parent will be contacted. The device will be held until the end of the school day and can be picked up by the parent when school is dismissed.
- 3rd Confiscation: Parent will be contacted. The device will be held for three days and can be picked up by the parent after that time.

Confiscations beyond three may result in additional disciplinary action, including possible suspension. CLASSICAL is not responsible for the damage, loss, or theft of electronic devices left on campus.

LOCKERS

CLASSICAL provides lockers in many of the classrooms, typically for grades three and up. The lockers are school property, and CLASSICAL has the authority to search lockers when deemed necessary.

CLASSICAL is not responsible for lost or stolen items. Valuables such as tablets, iPods, compact discs, and video games are not to be brought to school. Problems with lockers should be reported to the Dean of Student Life.

Students must observe the following rules:

- Students are not allowed to decorate the inside or outside of their lockers.
- Lockers must be kept neat and orderly at all times; teachers may conduct locker checks at any time.
- Lockers must be kept closed when not in use to avoid careless accidents.
- A student may be assessed a fine or asked to clean a locker that becomes dirty or damaged because of his or her misuse of it.

LUNCH AND SNACKS

Lunchtime

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must talk quietly and behave calmly during lunch. Each homeroom will be given the opportunity for an outdoor recess (weather permitting) either directly before or after their assigned lunch period in the lunchroom.

Applications for free or reduced meals are available in the front office. The application should be submitted no later than two weeks prior to the first day of school.

Snacks

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-2 will set aside a time in the morning during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess.

With the exception of water bottles and K-2 snacks, food and drink are not permitted in the classrooms, gymnasium, library, or hallways.

Birthday Celebrations

If you would like to bring birthday treats in for your student's class, please coordinate with the classroom teacher several days in advance. Our students' academic days are carefully scheduled, and it is often difficult to accommodate last-minute celebrations.

MEDICATION AND MEDICAL CARE

Administration of Medication

Cincinnati Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by faculty or staff authorized by the Headmaster or self-administered by the student per written physician's orders and written parent or guardian authorization. The parent or guardian must complete and sign the "Administration of Medication & Medical Procedure" form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents and guardians.

Student Records

In order to provide appropriate educational services and programming, the school must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Student "personally identifiable information" (PII) includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended CLASSICAL. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the school or specifically permitted by this Board will be compiled by school employees. In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other persons standing *in loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). Both parents shall have equal access to student records unless stipulated otherwise by court order or law.

Sickness or Injury at School

Parents will be informed when a student reports to the office with a fever or injury. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Parent Obligations

Parents and guardians shall, at all times, ensure that the school has updated medical information on file. It is the parent's (or guardian's) responsibility to keep this information updated. It is also

the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school. Additionally, it is the responsibility of parents to inform the school of any known allergies that their child may have.

Use of Inhaler/Epinephrine Autoinjector

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise, to prevent the onset of asthmatic symptoms, and/or an epinephrine autoinjector to treat anaphylaxis at school, any school-related activity, event, or program sponsored by the school or in which the school participates, if both of the following conditions are satisfied:

1. The student has the written approval of the student's physician and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The physician's written approval must include all of the following information:
 - a. The student's name and address
 - b. The names and dose of the medication contained in the inhaler
 - c. The date the administration of the medication is to begin
 - d. The date, if known, that the administration of the medication is to cease
 - e. Circumstances in which the inhaler and/or autoinjector should be used
 - f. Acknowledgement that the prescriber has determined the student is capable of possession and using the inhaler and/or autoinjector appropriately and has provided the student with training in the proper use
 - g. Written instructions that outline procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack; and/or in the case of an epinephrine autoinjector, the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis
 - h. Any severe adverse reactions that may occur to the student using the inhaler and that should be reported to the physician
 - i. Any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such a student receive a dose of the medication
 - j. At least one (1) emergency telephone number for contacting the physician in an emergency
 - k. At least one (1) emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency
 - l. Any other special instructions from the physician
 - m. The Headmaster or his/her designee has received copies of the written approvals required by Subparagraph 1 of this section.

2. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. The school will make this form available to parents/guardians.

If these conditions are satisfied, the student may possess and use the inhaler at school or at any activity, event, or program sponsored by or in which the student's school is a participant.

The school, a member of the Board or the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member's prohibiting a student from using an inhaler because of a staff member's good faith belief that the conditions of subparagraphs 1 and 2 of this section had not been satisfied. The school, a member of the Board, the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member's permitting a student to use an inhaler because of a staff member's good faith belief that the conditions of subparagraphs 1 and 2 of this section had been satisfied. Furthermore, when the school is required by this section to permit a student to possess and use an inhaler because the conditions of subparagraphs 1 and 2 of this section have been satisfied, the school, any member of the Board, or the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed.

This section does not eliminate, limit, or reduce any other immunity or defense that a school, member of a Governing Board, or staff or employee may be entitled to under Chapter 2744. or any other provision of the Revised Code or under the common law of this state.

Food Allergies

Cincinnati Classical Academy recognizes that the prevalence of food allergies among children is increasing. The number of young people who had a food or digestive allergy increased 18% between 1997 and 2007, and food allergies now affect an estimated 4–6% of children in the United States. In some instances, allergic reactions to foods may be severe and even life threatening and allergic reactions to foods have become the most common cause of anaphylaxis in community health settings. Thus, in accordance with Ohio Revised Code Section 3313.719, this policy is intended to create a framework for protecting students with known food allergies and to reduce the likelihood of severe allergic reactions while at school.

Parent Responsibilities

Parents and guardians of students with allergies shall:

- Promptly notify the school office when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order, if necessary
- Provide the school with prescribed emergency medications
- Execute a medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form

- Educate their students about allergy management at school. Allergy management education includes, without limitation, identification of “safe foods” and the vigilance required to self-monitor food products available at school functions

School Responsibilities

The school, upon receiving proper notification that a student has a food allergy, shall:

- When serving students, make all reasonable efforts to ensure the school’s dining hall is nut-free
- Cooperate with the student and his or her parents or guardians to reduce the likelihood of an allergic reaction at school
- Maintain any student-provided medication for emergency use
- Make efforts to inform appropriate school staff and administrators of the student’s food allergy and related needs
- As needed, provide students (in the first grade and above) with flexible seating to accommodate food allergies
- Encourage any private food vendors who may come to school to screen and label foods served at various school functions; and
- Train selected faculty and staff on the emergency use of epinephrine auto-injectors annually

All parent/guardians, students, faculty, and staff are encouraged, but are not required to:

- Carefully read all labels and explain those labels to their child(ren) prior to sending any food product to the school or a school event, e.g., class parties, bake sales, etc.; and,
- When providing food for the class on a special occasion, be sure to make only nut-free options

Diabetic Care

CLASSICAL is committed to ensuring that each student enrolled in the school who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student’s treating physician. The diabetes care to be provided includes any of the following:

- A. Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels
- B. Responding to blood glucose levels that are outside of the student’s target range
- C. In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed
- D. Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses
- E. Providing oral diabetes medications
- F. Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student’s physician’s order
- G. Following the physician’s instructions regarding meals, snacks, and physical activity

H. Administering diabetes medication, as long as the conditions described below are satisfied

Within fourteen (14) days after the school receives an order signed by the student's treating physician, the Headmaster or his/her designee will inform the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes. With regard to the administration of diabetes medication:

- A. The diabetes medication may be administered by a licensed provider, or in the absence of such person, such medication can be administered by a school employee who has received training provided by the Board that complies with the Ohio Department of Education's training guidelines, and complies with the following additional requirements:
 - a. The training must be coordinated by a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes.
 - b. The training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the Board receives a physician's order related to a student with diabetes.
 - c. Upon completion of the training, the Board will determine whether each trained employee is competent to provide diabetes care.
 - d. The medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training.

- B. The Headmaster of a school attended by a student with diabetes will distribute a written notice to each employee containing the following information:
 - a. A statement that the school is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care.
 - b. A description of the tasks to be performed.
 - c. A statement that participation is voluntary and that the school center will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care.
 - d. A statement that training will be provided by a school nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care.
 - e. A statement that a trained employee will not be subject to disciplinary action by the Board for providing care or performing duties to students with diabetes.
 - f. A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties (unless the act or omission constitutes willful or wanton misconduct).
 - g. The name of the individual to contact if an employee is interested in providing diabetes care.

The school employee can only administer diabetes medication as described above if the requirements of this policy are met.

A student's diabetes medication will be kept in an easily accessible location. A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student's physician's order, during regular school hours and school sponsored activities only if:

- A. The student's parent or guardian provides a written request that the student be permitted to attend to his or her diabetes care and management while at school; and
- B. The student's physician has authorized such self-care and determined that the student is capable of performing diabetes care tasks.

A student with diabetes is permitted to perform diabetes care tasks in a classroom, in any area of the school or school grounds, and at any school-related activity. The student must have access to a private area for performing diabetes care tasks if the student or the student's parent or guardian makes such a request.

A student with diabetes is permitted to possess on the student's self at all times all necessary supplies and equipment to perform diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the Board will revoke the student's permission to attend to the care and management of the student's diabetes.

By December 31 of each year, the Board will report to the Ohio Department of Education the following information regarding students with diabetes:

- The number of students with diabetes enrolled in the school during the previous school year
- The number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year

Sick Students

Sick children should not be in school. Any child who has a fever, displays any sign of illness, or is contagious (e.g., with pink eye, strep, the flu) should be kept home.

STUDENT FEES AND SUPPLIES

Textbooks

Cincinnati Classical Academy provides students in 3rd grade and up with paperback copies of literature books. Students are encouraged to annotate these books as they read them with the class and add them to their home libraries when the class is finished. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

CLASSICAL takes on the extra expense of providing students with literature books because we hope to cultivate a love of reading and because annotation is an important skill. In addition to literature books, students are also supplied with workbooks and other expendables that become the property of the student. The yearly student book fee has been waived for the 2022-23 school year due to our receipt of a federal grant that assists us with the purchase of books.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

Other Fees

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, classroom supplies, extracurricular clubs, art, activities, field trips, etc. All charges and fees must be authorized by the Headmaster. All financial obligations must be rectified prior to registration for the upcoming school year. Students with outstanding balances will not be issued report cards or be permitted to register for the next school year. CLASSICAL does not want or intend financial hardship to prevent any child from receiving an education. In cases of financial hardship, parents should inquire with the school office about receiving a fee waiver.

EXTRACURRICULAR ACTIVITIES

We encourage students to participate in as many extra-curricular activities as they can reasonably manage, knowing that academics come first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate and to remain in good academic standing, and to display CLASSICAL's core virtues as ambassadors for the school.

Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items. Families who have purchased an Athletics Boosters membership will receive free admission to all home games.

Each coach or club leader, in coordination with the Dean of Student Life, will set rules by which each student must abide in order to participate.

Eligibility

Extracurriculars enrich a student's life at the school. CLASSICAL's goal is to encourage students to prioritize academics but also to provide meaningful opportunities to compete and flourish. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in CLASSICAL extra-curricular activities.

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Any student who receives three Blue Slips in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester. Any student who receives five Blue Slips in a year will be ineligible for participation in extracurricular activities for the remainder of the year. Ultimate discretion on eligibility is the responsibility of the Headmaster.

Extracurriculars

CLASSICAL will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. All clubs must be approved by the Dean of Student Life and have an active faculty sponsor.

Participation fees are sometimes associated with extracurricular club membership. Fees are typically used to buy necessary supplies, transportation, and stipends for faculty moderators. CLASSICAL does not want any student to be deterred from participating in an extracurricular club on account of a club fee. Families who are in need of financial assistance are encouraged to contact the front office.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Any special event or party must be approved by the Dean of Student Life a minimum of three weeks prior to its scheduled date. Approval for one year does not carry over to the next.

The school will host various social events in the course of a regular school year. Students are expected to follow school rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Headmaster reserves the right to make specific exceptions.

Athletics Policy

The CLASSICAL athletics programs will be run by the Sentinel Boosters organization, under the auspices of the CLASSICAL Parent Service Organization. The school will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

Participation in extra-curricular athletics is a privilege and one that comes with great responsibility. Student-athletes will be held to a high standard. It is also understood that the athletic field is a different dynamic than that of the classroom, and some behaviors conducive to one are not necessarily acceptable in the other. Nevertheless, student-athletes are expected to comply with the following expectations:

1. To be considered for participation, a student must have completed a physical exam clearing the student for physical activity prior to the season intended to participate. A copy of the physical must be turned into the school prior to any involvement in the athletic program. There will be no exceptions.
2. Students and their parents must review all materials provided by the school relating to sudden cardiac arrest and concussions, and shall certify to the school that student and his or her parent understands the cardiac risks associated with participation in athletic activities.
3. A student-athlete may be considered ineligible to participate if he or she has a failing grade in any of the core subjects of math, English, science, or history for the previous grading period. Student-athletes also must maintain a minimum average of 70%.
4. Student-athletes are expected to behave appropriately on and off the field/court. Disruptive behavior, rudeness to an adult, or disrespect to peers will not be tolerated at a game, practice, or in the classroom.
5. Being a part of a team is a time consuming and important commitment. It should be taken seriously even while having fun. Attendance to practice and games is not optional. It is expected that student-athletes will be at as close to 100% of scheduled practice and games as possible. Teammates and coaches rely on everyone being present to conduct appropriate drills and practice. Repeat offenders of missed practices without a valid excuse are subject to dismissal from the team.
6. Some uniform items will be given to the student-athlete to keep, some will be available to buy, and some will remain property of the school. It is the responsibility of the student-athlete to maintain his or her uniform, including wearing a clean uniform to all competitions. The student-athlete will be responsible for the replacement of any uniform that is the property of the school if the uniform is lost, stolen, or damaged. Grades and credits may be withheld and a student-athlete may not participate in future sports upon refusal to cooperate with replacement of lost, stolen, or damaged uniforms.

Equal Access for Non-School-Sponsored Student Clubs and Activities

The Board will not permit the use of school facilities by non-school-sponsored student clubs and activities or school-sponsored, non-curriculum-related clubs and activities during instructional hours. The Board will not permit the organization of a fraternity, sorority, or secret society. The Board reserves the right to deny all non-school sponsored clubs or activities during non-instructional times.

VOLUNTEERS

Cincinnati Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. CLASSICAL relies on volunteers during carline, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Headmaster. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present. If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

VISITORS

Sign-In

CLASSICAL has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30 AM and 4:00 PM must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first time. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

Parent Visits

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item. Parents may not drop off items directly to the student's classroom or any other part of the school.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email.

INCLEMENT WEATHER

When weather threatens a school closing, you should check the website for closure information. Parents and guardians will be notified by an automated phone call and email of any school closure or 90-minute delay. CLASSICAL will typically follow the decisions of the local school districts (Reading, Sycamore, and Princeton) in determining whether to close school or delay the opening of the school day due to inclement weather. Please stay informed and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus.

WITHDRAWALS

We are always sorry to have a student move from CLASSICAL. To facilitate withdrawal of students from school, we ask that parents advise the school office of an intended withdrawal three days prior to leaving. A parent is required to meet with the Registrar/Director of Enrollment to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All charges, fines, and fees must be paid prior to withdrawal, and textbooks must be returned.

CURRICULUM INTRODUCTION

The curriculum of Cincinnati Classical Academy is based on the scope and sequence offered by the BARNEY CHARTER SCHOOL INITIATIVE of Hillsdale College. This curriculum is used throughout the network of Hillsdale-affiliated schools, of which Cincinnati Classical Academy is a member. While CLASSICAL has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our school has committed to embrace and uphold the following key characteristics:

- The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts
- A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
- The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery
- The teaching of Latin
- The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
- A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
- A curriculum that is content-rich, balanced, and rigorous across the four core disciplines of math, science, literature, and history
- A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than “student-centered learning” methods
- The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement
- A plan to serve grades K through 12

HOMEWORK

Homework is a fundamental part of our general academic program. It prepares students for high school, yes, but more importantly homework helps develop a strong work ethic and habits of organization. Homework’s immediate educational purpose is:

- To reinforce skills and concepts and knowledge learned in class
- To develop good skills and habits of study
- To practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom
- To work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention

- To prepare for the following day's work so that the most can be made of class time
- To inform parents of what is being taught in the classroom

In addition to regular classroom assignments, we would like each of our students to read or be read to every day. It is our hope that each CLASSICAL student grows and matures to be a thoughtful reader enabling the student to gain in wisdom, knowledge and insight as he or she grows into adulthood.

We believe that becoming a competent reader is critical to being a good student and an important step in being able to explore the physical world and the world of ideas. Reading to a child encourages the child's growth and it elevates and informs conversation within the family. By reading in front of your children, parents model good habits and reinforce expectations.

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games, at best, tend to extend homework time beyond what one would typically need and, at worst, will hinder real learning; we therefore suggest that these be restricted while students are studying.

Every student can expect to have some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family, and make a little progress on it every night.

As a general rule, a student can expect 10 minutes of homework per grade level. So, a 1st grader will have approximately 10 minutes of homework per night (plus reading time) and a 6th grader will have approximately 60 minutes.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

Teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence. In grades 3-6, homework submitted one day late will receive 75% credit and two days late will receive 50% credit.

GRADING

Grading is not the ultimate goal of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. CLASSICAL will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

Grade Inflation and Extra Credit

Grade inflation will be discouraged. “Extra credit,” whether to make up for work not turned in on time or to increase a student’s grade, is also discouraged.

Beginning in 3rd Grade, the following grading scale is used:

<u>Grade</u>	<u>Grading scale</u>
A+	97-100%
A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	64-66.9%
D-	60-63.9%
F	0-59.9%

In Kindergarten, 1st grade, and 2nd grade we use the following marks:

- E = Excellent performance
- S = Satisfactory performance
- N = Performance needs improvement
- U = Unsatisfactory performance

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Midterm progress reports will be available at the midpoint of the quarter and sent home if a student has earned a D in two or more classes, or earned an F in one or more classes. In such cases, a student will be ineligible for extracurricular activities.
- Report cards will be mailed or sent home quarterly.
- Parents have the ability to review student progress via online access to Cincinnati Classical Academy's teachers' grade books (Progress Book)

In general, grades will be posted within seven business days after the due date unless otherwise notified by the teacher. Parents are able to monitor missing assignments online through Progress Book. Parents are encouraged to notify the teacher if there is no assignment/grade information for a particular academic subject or course.

Parent-Teacher Conferences

Parent-teacher conferences are held at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent-teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

STUDENT GRADE PLACEMENT

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. Cincinnati Classical Academy will respect the promotion and retention decisions from the school from which a student transfers. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be

asked to enroll in the grade level deemed appropriate by the teacher and Headmaster. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the teacher and Headmaster, a signed document of this choice will become part of the student's permanent file.

PROMOTION & RETENTION

In accordance with Section 3313.608 of the Ohio Revised Code, the Board of Directors of the School adopts this Student Promotion and Retention Policy in order to address third grade reading and grade level promotions within the School.

CLASSICAL recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student is moved forward in a continuous pattern of achievement and growth that is in harmony with his or her own development. A student will be promoted to the succeeding grade level when he or she has:

- Completed the State-mandated requirements at the presently assigned grade;
- In the opinion of his/her teachers, achieved the instructional objectives set for the present grade; and,
- Demonstrated sufficient proficiency to permit him or her to move ahead to the educational program of the next grade.

The Headmaster shall:

- Require a student be retained if he or she is truant (unexcused absence) for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Headmaster and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
- Require that parents are informed in advance of the possibility of retention of a student at grade level; and,
- Have the final responsibility for determining the promotion or retention of each student, except for third grade students, as per the Third Grade Guarantee.

Promotion/Retention of Third Grade Students – Interventions

For any student who does not attain by the end of the third grade at least a score in the range designated by statute in the reading test prescribed under R.C. 3301.0710(A)(2)(c), the School shall offer intensive remediation services during the summer following third grade. No student shall be promoted to the fourth grade who attains a score in the range designated by R.C.

3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

1. The student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in English as a second language program; or
2. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under this division; or
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or
4. All of the following apply:
 - a. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323;
 - b. The student has taken the third grade English language arts achievement assessment, as prescribed;
 - c. The student's IEP under Section 504 of the Rehabilitation Act of 1973, as amended, shows that the student has received intensive remediation in reading for two school years, but still demonstrates a deficiency in reading; and,
 - d. The student previously was retained in any of grades kindergarten to three.

or

- e. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

Retention Exemptions under 3rd Grade Reading Guarantee

Each school year, a student must reach the state determined cut-score on the state assessment to move on to the fourth grade. If a student does not reach the state-mandated required passing score, the student may still move on to fourth grade if she or he meets the qualifying exemption:

These exemptions apply to:

1. Limited English proficient students who have been enrolled in U.S. schools for less than three full school years and have had less than three (3) years of instruction in an English as a Second Language program;
2. Special education students whose IEP's specifically exempt them from retention under the Third Grade Reading Guarantee;

3. Any student who has received intensive remediation for two years and was previously retained in kindergarten through the third grade; and
4. Students who demonstrate reading competency on a Reading Alternative approved by the Ohio Department of Education.

Third Grade Guarantee Alternate Assessment Procedure

CLASSICAL shall promote to fourth grade any student who does not attain at least the equivalent level of achievement designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade as demonstrated by an acceptable level of performance on an alternative standardized reading assessment determined by the department of education.

Summer Promotion Under the Third Grade Guarantee

The School may elect to administer a new standardized reading assessment provided by ODE (to act as a summer version of the Grade 3 state reading assessment). If the student participates in the remediation services and demonstrates reading proficiency in accordance with standards adopted by the department prior to the start of fourth grade through the alternative assessment, the School shall promote the student to the fourth grade in the fall.

If a student does not demonstrate proficiency on the alternative assessment after completing the summer reading intervention program, the student should continue to receive intensive reading remediation services appropriate for the student's reading deficiency.

The administration of the summer exam will be the same as the spring assessment with regard to administration procedures and the cost of the assessment. Students will be required to reach the ODE retention cut score in order to qualify for summer promotion. Students who receive a summer promotion should continue to receive appropriate reading intervention in the fourth grade.

Student Reenters the Third Grade – Retention into Third Grade

If the student does not demonstrate proficiency in reading during the summer, then the student will be considered a retained student. The student will enter the third grade for the second time. Any promotion after the start of the school year, even as early as September, would be a midyear promotion.

Midyear Promotion in the Third Grade Guarantee

Any student retained by the Third Grade Reading Guarantee is eligible to be promoted during that school year in accordance with the School's established midyear promotion policy based on ORC. Such action shall be considered in consultation with the parent/guardian, classroom teacher, and/or reading teacher with the concurrence of the building administrator and approval of the Headmaster. A student must show that he or she has attained on-level reading for mid-fourth grade to be promoted at mid-year to fourth grade.

If the school believes a student may be eligible to be promoted midyear, the Headmaster may offer that student appropriate fourth grade instruction in all other subject areas. This will help ensure the student is academically prepared in the other subject areas when promoted midyear.

The School will determine the appropriate fourth grade instruction for the student by:

1. Determining the measures that will be used to assess proficiency in each subject; and
2. Assessing whether the student can demonstrate proficiency in "end of third grade standards" for mathematics, science and/or social studies.

Although a student may receive appropriate fourth grade instruction in the other subject areas, the student will still be considered a third-grade student unless promoted midyear or formally accelerated.

If a student received fourth-grade appropriate instruction during their retained third-grade year, but did not meet the requirements for midyear promotion, the student will enter fourth grade the following year, and potentially have a stronger foundation in the other subject areas.

Once a student is promoted midyear, he or she is considered a fourth grade student in all subjects and will take the fourth grade state assessments.

ACADEMIC HONESTY

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the Dean of Student Life of the plagiarism.
- A disciplinary referral will be issued.

- Either the teacher or the Dean of Student Life will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

INTERVENTION SERVICES

In furtherance of our mission and in order to meet federal guidelines, Cincinnati Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

CLASSICAL will offer a continuum of special education services and placements for the special needs of students.

CLASSICAL provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into CLASSICAL, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the CLASSICAL staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

CLASSICAL's Intervention Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Intervention Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

Intervention Policy

CLASSICAL will provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention, or remediation programs may include, but are not limited to, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention and/or small group interaction.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, CLASSICAL shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

For each student required to be offered intervention services, the school may involve the student's parent or guardian and classroom teacher in developing the intervention strategy and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

STATE TESTING

Our curriculum is not designed around the state assessments and our teachers do not “teach to the test.” We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that CLASSICAL provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in lower school math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

CLASSICAL shall administer all State-mandated tests to students at the times designated by the State Board of Education. “Achievement tests” are defined as those aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement.

“Diagnostic assessments” are defined as those aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. CLASSICAL will administer diagnostic assessments pursuant to Section 3301.0715 of the Revised Code.

All statewide tests shall be administered in accordance with Rules 3301-13-01 and according to procedures outlined in 3301-13-02 of the Ohio Administrative Code.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but are not limited to, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any particular test required if the individualized education program (IEP) developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Alternative Assessment for a Student with Disability (AASWD) is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test. In that case, the school shall use AASWD to test students needing an alternate form of assessment.

The School shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher-grade level, except as provided by law.

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed and students may not be picked up early from school. Please plan accordingly.

CONTROVERSIAL SUBJECTS

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Contemporary controversial issues will not be discussed in the elementary school, even if part of the Core Knowledge sequence, without Headmaster approval. Parents will have the choice of having their children opt out of this portion of the class. No part of the curriculum will be used to undermine the nobility of America's experiment in liberty and self-government under the rule of law.

Guest speakers who cover controversial topics must be screened by the Headmaster. The screening may include an interview of the guest by the Headmaster or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to

parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

Religion

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, CLASSICAL's curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

Human Sexuality

At CLASSICAL, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Human sexuality will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject. (Teachers, under no circumstances, will discuss their personal lives on such matters with students.)

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson—although this will *not* be the norm. To be used in class, videos must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Headmaster to show a video more than 15 minutes in length. Students will not be shown a full-length movie in class without prior parent permission.

ENROLLMENT, ADMISSIONS & RESIDENCY

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website at cincyclassical.org.

Open Enrollment

The CLASSICAL Board and Administration shall permit the enrollment of students from any district within the state of Ohio, provided that each enrollment is in accordance with the laws of this state, the provisions of this policy, and the administrative guidelines established to implement this policy.

Admissions Procedures

Admission to CLASSICAL is open to any student in kindergarten through 6th grade for the 2022-23 academic year, and through 7th grade for the 2023-24 academic year. The school will not charge tuition. As an “open enrollment” public community school, CLASSICAL will not discriminate in its admission policies or practices on any basis except for residency requirements.

Upon admission of a student with a disability, the school will comply with all federal and state laws regarding the education of students with disabilities.

CLASSICAL will admit the number of students that do not exceed the capacity of the school's programs, classes, grade levels, or facilities. Priority for enrollment shall be given to returning students. Preference is also be given to siblings of students attending the school the previous year, residents of the Reading Community School District (per Ohio law), and students who are children of founding board members and full-time staff members employed by the school. The preference provided to children of full-time staff members shall be less than five percent of the school's total enrollment.

Any and all enrollment period(s) will be as stated on the school's website. If enrollment exceeds capacity a lottery will be conducted by grade level. The lottery drawing places children in order for possible enrollment into the school. As the school operates and accepts students year-round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery. Once the wait list is exhausted in a particular grade, students will be admitted on a “first come first served” basis. If a lottery is necessary, it shall take place at

a public location. All parents of children selected in the lottery will be notified of the selection by email. Parents will have up to seven (7) days from receipt of the email to contact the school regarding their decision to accept or decline an offered seat. If a parent does not respond within seven (7) days of receipt of the email, the school will select the next student from the lottery wait list. Notwithstanding the above, in the event the racial composition of the enrollment of the school is in violation of a federal desegregation order, the school shall take any and all corrective measures to comply with the desegregation order.

Process and Criteria

In order for a student to be admitted, the following must be completed/submitted: the registration form and such other enrollment materials that the school deems necessary; copies of the child's original birth certificate or such alternative set forth below in the Records Upon Enrollment section of this policy and proof of residence and parent/ guardian ID. In addition, all custody or court orders pertaining to or allocating parental rights and responsibilities for the care of the student and designating a residential parent and legal custodian of the child shall be provided. Students may also need to complete an academic assessment before being placed in a classroom.

Records Release/Transfer

CLASSICAL will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in the school. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This also serves as notice to the student's district of residence as required by law. The Records Release / Transfer includes a request for receipt of any student IEP/ETR/504 Plan that pertains to the student.

Kindergarten Admission

Beginning in 2023, CLASSICAL can admit to kindergarten any student whose fifth birthday falls on or before September 30 of the school year applied for.

Residency and Enrollment Requirements

Although CLASSICAL has a statewide open enrollment policy permitting enrollment from any school or district in the State of Ohio, it is still necessary to establish a student's school district of residence before he or she can be enrolled in the School. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

The CLASSICAL Board and Administration or its designee shall review the residency records of students enrolled in the school on a monthly basis. Upon the enrollment of each student and on an annual basis, the Board or its designee shall verify to the state department of education each student's home school district, where they are entitled to attend school pursuant to §§ 3313.64 or 3313.65 of the Revised Code. Parents or guardians must promptly notify the school using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the school and determination of the school district the student is entitled to attend under §§ 3313.64 and 3313.65. These items must be current, be in the parent's/guardian's name, and include a street address. The school shall require two forms of proof of residency for enrollment. A post office box address cannot be used to validate residency records.

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment
- Most current bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or paystub issued to the parent or student within thirty (30) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction.

If CLASSICAL and the student's home district (district of residency) disagree about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute; however, the school is not obligated to ask for additional information based on other public schools' policies.

Moreover, the school will provide that school district with documentation of the student's residency and will make a good faith effort to accurately identify the correct residence of the student.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. § 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in

accordance with division (F)(13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

Records Upon Enrollment

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended. Request for records includes any IEP/ETR/504 Plan that pertains to the student.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the Headmaster or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Ohio Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.

Enrollment of Expelled Students

Students expelled from another school will be admitted to CLASSICAL at the discretion of the Headmaster. The Headmaster will consider students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

Grade Level Placement of Newly Enrolled Students

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the Headmaster. If the parent insists that the student be placed at a grade level higher than the one recommended, a signed document of this choice will become part of the student's permanent file.

FIELD TRIPS

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved

by the Dean of Student Life at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be required to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Headmaster. Students who have received four or more Blue Slips may not attend field trips without an accompanying parent. All adults chaperoning a field trip are required to be currently registered volunteers. (To become a registered volunteer, please consult the Front Office.)

Extended field trips that require an overnight stay will not be permitted.

SCHOOL COMMUNICATION PROCEDURES

Parent Communications to Administration, Faculty, and Staff

Cincinnati Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the administration, faculty, and staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail to the proper extension at the school
- Email to the official cincyclasical.org email address

CLASSICAL employees will **not** use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

CLASSICAL teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of

contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

General Communication with the School Community

The Headmaster must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

- The school website, Cyncyclassical.org
- *The Classical Sentinel*, the official school newsletter
- The official Facebook page, <https://www.facebook.com/CincyClassical>
- Correspondence from school administration, including emails and postal correspondence
- Notices sent home with students and/or distributed by the school office
- One-call phone messages sent out by the Headmaster or his designee

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school, including social media pages run by CLASSICAL parents that cater to the CLASSICAL community.

Social Media

CLASSICAL recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page. Please note: It is not necessary for parents to follow the page or have a Facebook account. Any important notifications from CLASSICAL will be provided through official emails and one-call phone messages. The Facebook page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to "like" or "follow" our page to receive updates. Any important notifications from CLASSICAL that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

In the interest of privacy, CLASSICAL will limit the sharing of personal information about students on our Facebook page, and CLASSICAL staff and faculty will not discuss a student's personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, CLASSICAL will avoid replies to comments on our Facebook page with the possible exception of brief, clarifying remarks. It will be the usual practice of

CLASSICAL to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. CLASSICAL reserves the right to delete comments that are inappropriate, quarrelsome, or out of place. In other words, parents who have questions or concerns should not use social media to solicit answers; rather, parents should call or email the school office at front.office@cincyclclassical.org.

While CLASSICAL is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of complaint. CLASSICAL administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

CLASSICAL retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

Chain of Command

The Board of Directors has established a chain of command whereby all authority for the management of the school rests with the Headmaster, and he has the sole responsibility of reporting to the Board and managing the operations of the school. It is the expectation of the Board that the Headmaster will establish a chain of command within the school to assist him with its operations.

In all communication to the school, the Board expects the CLASSICAL community to observe the chain of command and direct communication accordingly. The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the administration.

The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. CLASSICAL understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Such communication should be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the Dean of Student Life. If further communication is warranted after speaking with the Dean of Student Life, the Headmaster may be consulted. Only then should a parent refer the matter to the Board of Directors, as needed.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are “conflict averse” and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Grievance Related to the Classroom

CLASSICAL firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
2. The Headmaster: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Headmaster.
3. The Board: If the grievance cannot be resolved with the Headmaster, the parent should refer the matter to the Board, in writing.

Grievance Related to Administration

For grievances regarding an administrator who reports to the Headmaster, the grievance should be directed to the individual first, then to the Headmaster. If necessary, grievances left unresolved by the Headmaster should be submitted in writing to the Board. Grievances regarding the Headmaster should be directed to the individual first, then in writing to the Board.

OTHER MISCELLANEOUS POLICIES

Student Internet & Wi-Fi Use

Students at Cincinnati Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

It is the policy of CLASSICAL to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c)

prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

Internet filters shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Emergency Policy

The Administration maintains a stand-alone Emergency Operations Plan, which is available for reference in the school office. The Emergency Operations Plan details protocols and procedures in the event of fire, tornado, chemical spill, and active shooter.

CLASSICAL takes very seriously the safety and security of its students and employees and will be vigilant in its adherence to the protocols and procedures stipulated in our Emergency Operations Plan in order to keep our community safe.

Tornado Drills

Tornado drills are regularly scheduled to educate students in safe practices in case of an emergency. Homeroom teachers will review rules of safety and evacuation routes with students. Tornado watch locations are posted in each classroom and common use areas of the school. The teacher or person responsible for a group of students will take class roll to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval by the Headmaster. Students will not be dismissed from school when there is a tornado watch or warning. During a tornado watch, students will remain inside the building, instruction will continue, and local weather will be closely monitored by the administration. During a tornado warning, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety protocols. Students may be detained beyond the usual dismissal time. Parents who have come to the school to pick up students are encouraged to stay at school until the tornado warning has passed and safe conditions prevail.

Fire Drills

Fire drills are regularly scheduled to educate students in safe practices in case of an emergency. The homeroom teacher will review rules of safety and evacuation routes with

students. Evacuation routes are posted in each classroom and common use areas of the school. The teacher will take class roll to determine the presence of all students who are in attendance that day. Students and staff will return to class when the teacher is given approval by the Headmaster.

Lockdown Drills

The State of Ohio has mandated that schools practice two lockdown drills per year. We will follow this mandate just as we do for Fire Drills and Tornado Drills. These drills will be conducted in coordination with the local emergency management coordinator and police department.

Emergency Closing During the School Day

In the event of severe weather or other unexpected emergency, CLASSICAL may be forced to dismiss students early. The school will make use of the One-Call automated robocall system to reach parents/guardians.

Facility Use

The Headmaster will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.⁹⁸

Parent Service Organization

Cincinnati Classical Academy's Board has established the CLASSICAL Parent Service Organization (CPSO) to support the school's mission. CSPO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the CSPO consists in a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. CSPO meetings are an excellent opportunity to obtain information and engage in discussions about the school. The CSPO may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. CLASSICAL is itself a non-profit organization with 501(c)3 status.

The Headmaster reserves the right to create, remove, or dissolve CSPO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

Bus Policy

Although CLASSICAL cannot provide its own busing service for our students, busing is sometimes available from the school district in which the student resides. By Ohio state law, the local school

district is legally obligated to provide transportation for students attending a public community school if the school is within a 30-minute drive. If you are seeking busing for your children, you must file a formal request, most often a Transportation Request form, located on the school district's transportation webpage. Links to most of those webpages and forms are located on our website on the "Bus Transportation" page for your convenience. Please note that if your local school district is unable to provide transportation, it may provide an "in lieu" stipend.

Our website also provides a link to the Ohio Department of Education's transportation webpage. It will direct you to the State's Rules and Regulations regarding transportation. Our advice is read the document to help understand everything regarding your child's transportation. Then, fill out the necessary forms for your district and email/mail them to your school district's Transportation Department, whichever they prefer.

In order to complete transportation forms, you will need to know the following information:

School hours: 8:15 a.m.- 3:15 p.m.

School IRN Number: 019530

GOVERNANCE & MANAGEMENT

Board of Directors

Cincinnati Classical Academy is a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors. The Board operates in accordance with its bylaws and using the principles of policy governance.

Board Responsibilities and Obligations

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the CLASSICAL mission. The Founding Board created Cincinnati Classical Academy with the specific intention to be a Hillsdale College K-12 Member School and to implement a traditional, classical, liberal-arts education guided by the following mission:

To develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

More specific responsibilities of the Board include, but are not limited to:

Advocacy

- Serving as ambassadors for CLASSICAL by clearly protecting and articulating the school's mission and goals and by garnering support of the community

School Leader Support

- Providing input and feedback to the Headmaster on campus-specific issues and concerns (e.g., school culture, discipline policy, student recruitment, etc.)
- Supporting the Headmaster by ensuring that he has the moral and professional support necessary to further the goals of the school

Fiscal Accountability

- Participating in the budgeting process each year, providing advice and feedback to the Headmaster
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place
- Financial reporting of the Treasurer to the Board as required in the by-laws to ensure the Board is “hands-on” as it relates to fiscal controls and responsibility

Development/ Fundraising

- Assuring there are adequate resources for the school to fulfill its mission by raising funds

Compliance

- Monitoring and ensuring compliance with the Ohio Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices
- Reviewing school data against charter and charter goals to ensure compliance with the vision, strategies, and objectives identified herein

Other

- Serving as a source for appeals for parent and staff grievances that are unable to be resolved by the Headmaster
- Actively recruiting new Board members

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the school. The Board places significant practical responsibility for implementing its policies with the Headmaster, but the Board remains accountable.

Open Meetings Act

The Board will adhere to the Ohio Open Meetings Act. The Board will:

- Establish a set schedule of meetings
- Post meeting dates on the school website

- For special meetings, provide 24-hour notice in a conspicuous location and to all media organizations who have requested it
- For emergency meetings, provide notice to all media organizations who have requested it immediately after calling the meeting to order, including the time, place, and a description of the purpose of the meeting; and
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and record of votes.

Community Comments at Public Meetings

The Board welcomes public comments at each Board meeting. Community comments are limited to two minutes each. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing.

If a non-Board member wishes to make a comment, he or she should sign the circulated public comment sheet to indicate a desire to speak. Comments must be relevant and may not reflect information about a specific student, faculty member, or a personally-identifying situation. Such interjections will be recognized at the discretion of the Board Chair (or designee).

Executive Session

The Board Chair shall permit Executive Sessions for meetings when discussing or deliberating upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of an employee or interviewing applicants for a position of employment, or for other purposes as allowed by Ohio law.

Freedom of Information

The Board shall be subject to Freedom of Information Act (FOIA)/Open Records Act of Ohio requirements.

Policy Making

The Board shall operate according to the policy governance model. The Board shall be responsible for adopting, repealing, or amending governance policies for Cincinnati Classical Academy. The Headmaster shall be responsible for reasonably interpreting those policies and executing them, subject to the Board's evaluation. The Headmaster shall be responsible for maintaining all school-level operating procedures, policies, and manuals.

Communication to the Board

The role of the Board is to oversee the school but *not* to manage its daily affairs, so the Board will generally defer to the Headmaster to address questions, complaints, and grievances brought to the attention of school leadership. Furthermore, while the Board possesses overall control of the school, the Board's collective authority is not held by individual Board Directors acting alone. The Board does, however, recognize that accountability and good governance sometimes require that communication be brought to the Board directly. In such cases, the Board directs that the

communication be submitted in writing to both the Board President and the Board Secretary. Such communication can be addressed accordingly and delivered to the school. Communication can also be provided verbally during the public comment period at a regular meeting of the Board (see above).

The Board kindly requests that members of the CLASSICAL community refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Headmaster, or the whole Board. The Board welcomes comments, input, and interaction from the community, but will support CLASSICAL's chain of command (see above). Individual Board members will not act in a governing capacity when communicating with faculty, staff, or parents outside of Board meetings, but rather will act only collectively as a governing body according to Board by-laws and policies, communicating with a single voice to the Headmaster.

Any communication to the Board should follow the Grievance Policy detailed below.

Role of the Headmaster

The Headmaster will implement a traditional, classical, liberal-arts curriculum. The Headmaster makes final decisions on curriculum, subject to the approval of the Board of Directors. The Headmaster, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

PRIVACY

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receiving the request for access. Parents or legal guardians should submit to the Headmaster a written request that identifies the record(s) they wish to inspect. The Headmaster 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 legal guardian believes are inaccurate or misleading. They should write the Headmaster or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

Student Information

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video-taped for use by the school, by the media, or by other organizations operating with approval from the Headmaster. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the CLASSICAL photo/video release waiver included with CLASSICAL enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed alongside their pictures on the school website or in CLASSICAL advertising publications. However, student names may be used in newsletters, yearbooks, and on social media when recognizing the student for honors and awards.

PARENT ACKNOWLEDGMENT

I, _____ (printed name of parent), do hereby recognize receipt and review of the *Cincinnati Classical Academy Family Handbook, 2022-23*. As a parent of a child enrolled in CLASSICAL, I agree to abide by these terms and support the mission and operations of the school.

Signature: _____ Date: _____

Honor Code / Student Pledge

As a member of the CLASSICAL community, I am respectful, responsible, and honest. I seek to know the truth, to do the good, and to love the beautiful.

Parent Pledge

I have carefully discussed the CLASSICAL Honor Code with my child and he or she understands what it means. I pledge to encourage my child to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my child aspire to excellence in prudence, justice, perseverance, humility, courage, and compassion.

Name(s):

Signature(s):

Date: _____

Student Pledge—To be signed by all students in grades 5 and up

I understand the CLASSICAL Honor Code and have discussed it with my parent(s). I pledge to be respectful, responsible, and honest. I pledge to seek to know the truth, to do the good, and to love the beautiful.

Name: _____

Signature: _____

Date: _____