



CINCINNATI CLASSICAL ACADEMY

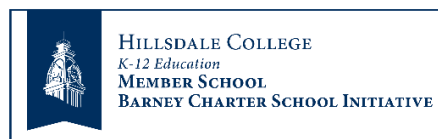
FORMING HABITS OF MIND, HEART, AND SOUL

Family Handbook 2026-27 **For Students & Parents**

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Family Handbook 2026-2027
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A Note on This Year's Revisions

This year's handbook includes a substantial number of updates, reflecting both practical changes and modifications in state requirements. Given the volume of changes, we have not attempted to summarize every revision in this section. A complete list of this year's updates is available in Appendix A.

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 a 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 tried and true: we diagram sentences, we read the great classics of children's literature, we memorize and recite poetry, we do mathematical proofs. Yes, sometimes it will seem challenging and difficult, but we know there are no shortcuts when it comes to understanding, and 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.

Cincinnati Classical Academy is a community school established under Chapter 3314. of the Revised Code. The School is a public school and students enrolled in and attending the School are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who are exempt from the compulsory attendance law for the purpose of home education pursuant to section 3321.042 of the Revised Code shall no longer be exempt for that purpose upon their enrollment in a community school. For more information about this matter contact the School administration or the Ohio Department of Education and Workforce. *See* R.C. 3314.041.

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. Because of our status as a Hillsdale College Member School,

our teachers are provided ongoing professional development that supports the effective planning and implementation of classical education through resources provided by Hillsdale College. It is important to note, however, that Cincinnati Classical Academy receives no financial support from the College and Hillsdale receives no money from the school.

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, dignity, 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 Student Pledge

Students recite this pledge each morning: “As a member of the CLASSICAL community, I am respectful, responsible, and honest. I seek to know the truth, to do the good, and love the beautiful.”

Our 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 gratitude, humility, compassion, perseverance, courage, justice, and prudence.

Access to Equal Educational Opportunity

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category.

The Board appoints the Headmaster to be the Compliance Officer whose responsibility it will be to coordinate the School's efforts to comply with and fulfill its responsibilities under Federal and State regulations. The Headmaster shall also ensure that any complaints are dealt with promptly in accordance with law, and that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public.

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Headmaster has been designated to handle inquiries regarding non-discrimination policies.

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:

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

School Hours

School Hours (Siebenthaler Campus): Monday-Friday 8:00 AM - 3:00 PM

School Hours (Summit Park Campus): Monday-Friday 7:45 AM - 3:15 PM

After-Care Hours: 3:30 PM – 6:00 PM

Front Office (Both Campuses): Monday-Friday 7:15 AM – 3:45 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

7:30 AM - 7:55 AM Siebenthaler Campus

7:15 AM - 7:40 AM Summit Park Campus

Parents are to drop off their students at the above times. Faculty, staff, and volunteers will be at the front of the campus in the morning to welcome students from their vehicles into the building. Other staff will be inside to supervise students on their way to class. Students who arrive after the designated time will have to wait in the main lobby until the end of morning announcements and will be marked tardy. Tardy students must first report to the front office or the attendant agent in the main lobby before going to their homeroom.

Parking and Car Line Procedures

Full details of all specifics regarding parking, car line traffic, and car line procedures are sent directly to all our school families 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 the designated time above and must be picked up by 3:45 PM at our Summit Park Campus and 3:30 PM at our Siebenthaler Campus unless they are enrolled in our After-Care Program. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian.

Students who are still on campus and not participating in a club or athletics at the above times must wait for a parent/guardian in the front office. Students who are not picked-up after 3:45 PM may be turned over to the custody of local law enforcement and parents may be reported for suspected neglect.

Students who are enrolled in the After-Care Program (ACP) may be picked up anytime between 3:30 PM and 6:00 PM at the Cafeteria Entrance. The late fee for pick-up after 6:00 PM is \$10 for the first minute and \$1 per minute thereafter.

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. If students are sick, however, they must remain at home.

Parents must contact the front office each day a child is to be away from school. To notify the front office please either email attendance@cincyclclassical.org or call (513) 554-0285. Please include your child's name and the reason for his or her absence in your email or voice mail. Absences reported without a justification will be marked as unexcused. Parents must make us aware of the child's absence as soon as possible, and ideally *before* 8:00 AM for Siebenthaler Campus and *before* 7:45 AM for Summit Park Campus 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.

Planned 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 and is subject to approval by the chIN s of Student Life and the Headmaster. 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.

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 Deans of Student Life will address these circumstances on a case-by-case basis. Please contact the Dean of Student Life in the event that your child is anticipated to require a prolonged absence.

Student travel or absences for non-CLASSICAL sporting events do not qualify as excused absences. Family vacations also do not qualify as excused absences. Family vacations should be scheduled for the allotted school holidays and vacation weeks. In all cases, coursework must be completed in order to receive a passing grade.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at school (at the discretion of the Headmaster or his designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Headmaster or his designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Headmaster or his designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) school hours unless the Headmaster or his designee determines that a longer absence is reasonably necessary).
6. Medical, behavioral, or dental appointments (at the discretion of the Headmaster or his designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
7. Observance of religious holidays or expression of religious beliefs consistent with the truly held religious beliefs of the child or the child's family for no more than three (3) school days (the Headmaster may require confirmation of the parent's signature requesting the absence).
8. High school shadow days (at the discretion of the Headmaster or his designee, verification of the date and time of the visit may be requested).
9. College or university visits (at the discretion of the Headmaster or his designee, verification of the date and time of the visit may be requested).
10. Pre-enlistment reporting to military enlistment processing station (at the discretion of the Headmaster or his designee, a written verification confirming the date and time reporting may be required).
11. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
12. Absences due to a student being homeless.
13. Absences due to deployment activities of a parent or custodian.
14. The existence of an emergency condition at home such as absence, illness, or death of the parent or custodian.
15. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Headmaster or his designee).

16. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Headmaster or his designee).
17. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Headmaster or his designee).
18. An emergency or set of circumstances which in the judgment of the school constitutes a good and sufficient cause for absence.
19. If a student is absent from school for the sole purpose of traveling out of state to participate in a school-approved enrichment activity or extracurricular activity, the school shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the school is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the school is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Headmaster or his designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

- Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Headmaster or his designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Headmaster or his designee, a written statement from a physician may be required.
- May not materially endanger the child's educational welfare or scholastic advancement.

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused.

Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Headmaster or his designee.

Whenever a student withdraws from the school voluntarily, the student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Headmaster or his designee of the reason for the withdrawal. If the student voluntarily withdrew from the school as a result of a change in residence, the Headmaster or his designee shall notify the Headmaster of the district to which the student has moved of all essential information regarding the student, including the student's new address.

If the Headmaster or his designee becomes aware that a student who has withdrawn from the school for reasons other than a change of residence is not enrolled in another school, the Headmaster or his designee shall notify the juvenile judge of the county in which the school is located of the student's likely violation of the State's compulsory education laws. Headmaster

Truancy and Absence Intervention Strategies

The Headmaster or his designee (Deans of Student Life) may act as the school's attendance officer or delegate that duty as permitted by law. The school's attendance officer shall investigate possible school attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory school age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is chronically absent from school if they miss ten percent of the minimum number of hours required in the school year, whether or not the absences are excused. Within seven days of a student missing 5% of the minimum number of hours required, as well as 10% of the minimum number of hours required, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, for 42 or more hours in one school month, or 72 or more hours in one school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to: (1) the student was enrolled in another school; (2) the student's absence was excused in accordance with applicable law or policy; or (3) the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the school reserves the right to assign the student to an absence intervention team ("AIT"). The Headmaster or designee selects the AIT members which may include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Once a student is habitually truant, a complaint will be filed in juvenile court against either the student, or the parents of the student, or both, for failure to send/attend school.

The 5% and 10% letters, as well as any communication from the attendance officers prior to truancy serve as deterrents before a student becomes habitually truant. At the time a student becomes truant, the complaint will be filed with the juvenile court.

The Headmaster or his designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

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 Friday or Monday is not due until Wednesday 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 Deans 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.

Students will not receive credit for homework, tests, and other assignments missed during unexcused absences.

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 to the homeroom classroom after 8:00 AM (Siebenthaler) / 7:45 AM (Summit Park), or at the established school start time. Early release refers to any occasion in which a student leaves before 3:00 PM (Siebenthaler) / 3:15 PM (Summit Park), or the established school finishing time. These may be excused, but the total number does count against the 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 8:00 AM (Siebenthaler) or 7:45 AM (Summit Park) 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 on their campus for appropriate action.

Dropping Off a Student at School

It is the primary responsibility of parents or guardians to ensure that their child arrives at school on time and is ready to disembark from the vehicle at the designated drop-off point. Parents are encouraged to facilitate a smooth transition by preparing their child for the school day ahead. Faculty and staff are strictly prohibited from forcibly removing students from their vehicles as a means to prompt attendance. If a student refuses to exit the vehicle upon arrival at the drop-off point, parents must pull over to a designated area, ensuring the safety of all parties involved. Parents are then required to accompany their child to the school's front door and provide necessary support to facilitate their entrance. School staff will work collaboratively with parents to address situations where a student refuses to enter the building. Staff members will engage in respectful and supportive dialogue with parents, aiming to understand the reasons for the student's hesitation and exploring solutions together. If a student remains reluctant to enter the building after parental support, parents are responsible for making the decision whether to take the child home or to continue to wait in the vehicle until the student agrees to enter the building. The student will be marked tardy for a late arrival and will be marked absent if the student is taken home.

Attendance Prerequisite for Athletes

Students are expected to attend a full day of school to be eligible for athletic practices and games later that day. To meet the full day requirement, a student must arrive to school no later than the established start time (within reasonable flexibility provided) and complete the school day. Exceptions may be made for planned events, such as a funeral or a doctor's appointment, provided that the event constitutes an excused absence or tardy. Exceptions must be approved in advance by the Deans of Student Life. Visit our school website for the full athletic eligibility policy.

Releasing a Student from School

Students will only be released to their parents or legal guardians, unless the school has 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. Parents must sign them out from 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. A violation of the uniform policy may result in disciplinary action in accord with the school's code of conduct.

All items that include either the school logo or the school plaid must be purchased through Lands' End. Items such as khaki pants or the white non-logo shirts can be purchased either through Lands' End or elsewhere.

Uniforms will be designated as "summer uniform" and "winter uniform." The "summer uniform" shall be worn in the first and fourth quarters; the "winter uniform" shall be worn in the second and third quarters – unless otherwise directed by the Deans of Student Life or the Headmaster.

To stay informed about our current uniform policies, parents are requested to visit the uniform page on our school website and review the viewbook for the respective academic year.

Additional Uniform Provisions

- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Clothes may not be ripped, stained, or torn.

- Students in grades 5-10 will change into their P.E. uniform for P.E. class. A CLASSICAL t-shirt and CLASSICAL gym shorts, available from Lands' End, are required; CLASSICAL sweatpants are optional. Track and cross-country uniform shorts are not permitted to be worn for PE.
- 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.
- All shirts must be tucked in.
- Skirts and shorts must fall at or below the knee when standing. "At the knee" is defined as within approximately 2 inches of the kneecap.
- Solid navy or black leggings or tights must be worn underneath skirts or jumpers during the winter uniform months. These must be ankle length. Flare leggings are not permitted; leggings must be fitted. Leggings are not to be worn without other bottoms on top (including during P.E. class). Leggings and tights should not have any holes or runs.
- Girls must wear gym shorts or compression shorts underneath their skirt. These should not be visible when the student is standing.
- Students may use any backpack as long as it meets the following requirements: no wheels, no pop culture advertisements or references, and no slogans.
- Hair must be clean and neat. Only natural colors are allowed. Natural colors are defined as colors that could naturally grow from a person's head. All dyeing of hair should be done in good taste with this rule in mind.
 - No unusual or radical hairstyles are permitted. Haircuts and styles must not be distracting or disruptive to the educational program.
 - Hair accessories must be uniform colors. Beads, hair glitter, or hair tinsel is not permitted in hair.
- All girls and boys' polo shirts may have the top button buttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry may not be worn as jewelry (e.g., chains or collars). Students may wear no more than two necklaces at a time. Necklaces must be worn in a manner that does not disrupt the learning environment or pose a safety risk to the wearer or others (e.g., chokers). All necklaces must be tucked into the student's shirt or clothing. Exceptions to this policy may be made for medical or religious reasons. Students or parents/guardians seeking an exception must submit a written request to the Dean of Student Life on their campus for review.
 - Watches are permitted but solely analogue watch faces are allowed, no digital watches.
- 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. Nose and cartilage piercings are not permitted.

- Tattoos must be covered at all times. Temporary tattoos that are visible on the body or face are not permitted. Students are not permitted to write on themselves in any way, and such behavior will result in disciplinary action in accordance with the school's code of conduct.
- Makeup (including lipstick and lip gloss) and nail polish must look natural. Colors such as black, red, yellow, orange, blue, green, rainbow, etc., are not acceptable. Makeup in grades K-4 is not permitted.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
- No acrylic or fake nails are permitted. Only white French-tip design and light pink nails are allowed, no other colors.
- Religious headgear is permitted when worn for religious purposes.
- The following footwear is NOT permitted: boots, sandals, moccasins, Crocs, and slippers.
- 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.
- The chewing of gum is not permitted on school property.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact the Dean of Student Life for your campus. 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 uniform policy unless parents are otherwise informed.

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. This also includes Citadel Life wear. 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.

Water bottles must be securely sealed, hold no more than 24 liquid ounces, and may ONLY contain water. Water bottles must be spill-proof. Water bottles may not be re-filled during classroom instruction. Teachers have discretion in determining classroom use. Students are not permitted to share water bottles due to hygiene and other safety risks.

Lost and Found

The student Lost and Found is located 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

Code of Student Conduct

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 gratitude, humility, compassion, perseverance, courage, justice, and prudence. 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 gratitude, humility, compassion, perseverance, courage, justice, and prudence.

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 as “above and beyond the call of duty” or as an extraordinary manifestation of a particular school virtue. The card is meant to be given to the student personally, announced publicly at an all-school assembly, and sent home to parents.

The Purpose of Discipline

The main purpose of all discipline at CLASSICAL 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.

All students are expected to conform to the Student Code of Conduct at School, on the School premises, at School activities or functions whether on or off the School premises and on transportation to and from School, if paid for or provided by the School and are subject to the School's disciplinary process when they fail to do so. Students may also be subject to the School's disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School Staff or their property.

Progressive Discipline

First Level Offense – In-Class Behavior Protocols:

1. Teacher explains or reviews class and School rules and warns the student of possible consequences. 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. Teacher applies appropriate in school consequences.

Second Level Offense – Poor Behavior Report / Demerits

K – 4th (Siebenthaler Campus)

When student misbehavior rises to the level where further disciplinary action is required, a student will receive a Poor Behavior Report. Poor Behavior Reports are cumulative, and three are treated as equal to a Blue Slip.

1. Teacher applies appropriate consequences which may include walking laps during recess, loss of privileges, silent lunch, lunch duty, campus cleanup, etc.
2. Teacher personally communicates the problem(s) with the student's parent(s).
3. Teacher logs a written Poor Behavior Report on our education platform Jupiter Ed.

5th – 12th (Summit Park Campus)

When student misbehavior rises to the level where further disciplinary action is required, a student will receive a demerit on their Student Behavior Card, located in the back of their student planner. Demerits are cumulative, and 10 are treated as equal to a Blue Slip. For every demerit received, a student must take their planner home and have their parent sign the sheet to acknowledge they have seen the demerit.

1. Teacher assigns the point and if appropriate, applies consequences, including loss of privileges, detention, lunch duty, campus cleanup, etc.
2. Student brings home their student behavior card for the parents to sign. If the parents would like more clarification about the demerit, they are free to contact the teacher who assigned it.

3. Students have their Student Behavior Card checked regularly by their homeroom teacher as another way to remain accountable.

Third Level Offense - Blue Slip:

Blue Slips are reserved for cumulative Poor Behavior Reports / Demerits as well as 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. Severe offenses may be met with immediate suspension or expulsion, subject to proper disciplinary hearing in accordance with current Ohio law.

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. A two-day suspension may be given for every disciplinary referral over three in accordance with our School policy.

1st Blue Slip

Student is sent to the Dean of Student Life and parents are notified. The Dean 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 Dean of Student Life and parents are notified. The Dean will determine the consequence on a case-by-case basis. Consequences may include detention, campus cleanup, or cafeteria duty. The Dean may meet with the student's parent(s) via phone or an in-person meeting 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 – Suspension

Student is sent to the Dean of Student Life and parents are notified. Student will be sent home for the rest of the day, and will be suspended for an additional two school days.

If actions taken at Levels 1-2 have not corrected the inappropriate behavior; or, if the student engaged in serious act(s) of misconduct for his or her grade level; or, if the Student has accumulated three Blue Slips, the Principal may suspend the student from School, not to exceed ten School days, subject to Policy 273.

Fourth Level Offense – Suspension or Expulsion

If actions taken at Levels 1-3 have not corrected the inappropriate behavior; or, if the student engaged in serious act(s) of misconduct for his or her grade level; or, if the Student has accumulated more than three Blue Slips, the highest level administrator of the School may expel the student.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Principal and/or his designee. The Dean of Student Life has the discretion to tailor consequences to the student and behavior in question.

The school may suspend a student for up to ten (10) days or may expel a student. In the event that the school decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by phone. A student will be provided with an informal hearing with the Headmaster or his designee(s) to challenge the suspension or expulsion. In the event of an expulsion, the informal hearing will occur no fewer than three and no more than five school days after receipt of the notice of intent to expel. After the informal hearing, or if the student declines the hearing, suspension or expulsion may be issued.

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 firearm includes a device or object designed to be a “look alike” firearm.

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 he or she 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.

A student may also be subject to a conditional expulsion for a period not to exceed one hundred eighty (180) school days for actions that the Headmaster determines pose imminent and severe endangerment to the health and safety of other students or school employees, even though the student’s actions may not qualify for permanent exclusion under R.C. 3313.662. Upon the conditional expulsion of a student for such reason, the Headmaster shall develop conditions for that student to satisfy prior to reinstatement. The Headmaster shall provide a copy of these conditions in writing to the Board, the student, and the student’s parent at the beginning of the conditional expulsion period. One of the conditions developed by the Headmaster shall be an assessment to determine whether the student poses a danger to the student’s self or to other students

or school employees, and may include recommendations for contingent conditions on the student's reinstatement. The assessment shall be completed by a psychiatrist, licensed psychologist, or licensed school psychologist employed or contracted by the School. The psychiatrist, psychologist, or school psychologist shall be agreed upon by both the Headmaster and the student's parent.

At the end of a conditional expulsion period, the Headmaster shall give notice in writing of the intent to consider whether the Student has been sufficiently rehabilitated or may otherwise be subject to continued conditional expulsion, and provide the student and student's parent or representative an opportunity to appear in person before the Headmaster or the Headmaster's designee to challenge the determination of sufficient rehabilitation, the reasons for the intended conditional expulsion or otherwise explain the Student's actions. The Headmaster, in consultation with a multidisciplinary team selected by the Headmaster, shall assess the student and determine whether the student has shown sufficient rehabilitation to be reinstated. If the Headmaster determines that the student has not shown sufficient rehabilitation, the Headmaster may extend the conditional expulsion for an additional period not to exceed ninety (90) school days. If the Headmaster extends the conditional expulsion period, the Headmaster shall develop conditions for that student to satisfy prior to that student's reinstatement, which may be the same as those developed for the original expulsion period. At the end of the extended conditional expulsion period, the Headmaster shall reassess the student in the same manner as required at the end of the original conditional expulsion period. There is no limit on the number of times the Headmaster may extend a conditional expulsion.

Prior to the end of the original conditional expulsion period or of an extended conditional expulsion period, if the student has met all of the conditions developed by the Headmaster, the Headmaster may reduce the conditional expulsion on a case-by-case basis.

The Board also authorizes the Headmaster or his designee 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 or his designee commensurate with the seriousness of the student's misconduct or rules violations in accordance with the discipline code.

If the Headmaster or his designee determines that a student's behavior on a school vehicle or district bus violates school rules, he or she 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 or his designee 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 with grade reductions as follows: The student will receive at least 70% partial credit for a completed assignment and may not receive a failing grade on a completed assignment solely on account of the suspension.

The Board designates the Headmaster or his designee as its representative at all hearings regarding the appeal of a suspension, provided that the Headmaster was not the administrator that issued the 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.

The Dean of Students will notify parents of discipline problems that escalate to the level of a Blue Slip. The student's teacher or Dean of Students may also notify parents of lesser infractions, especially in cases involving a recurring problem.

Infractions Liable to Disciplinary Action

	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	<u>DEFINITION</u>
Academic Misconduct	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Plagiarizing, cheating, copying another's work or internet materials, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).
Bomb Threat	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	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.
Criminal Act	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	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.
Disruptive Behavior	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2- 4 disciplinary action.	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.
Dress Code Violations	Change into school			See Dress Code

	provided uniform for the day and return it at the end of the school day. Excessive dress code violations may result in additional consequences (Levels 2-3)			
Electronic and Other Communication Devices	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.	No Student shall display or possess any electronic devices (phones, apple watches, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.
Firearm	1 year mandatory expulsion.	1 year mandatory expulsion.	1 year mandatory expulsion.	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).
Gang Activity	Levels 1-3	Level 2-4	Level 3-4	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student.
Homework	Level 1	Level 1-2	Level 2 -3	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.

Inappropriate language	Level 1-2 disciplinary action.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community.
Insubordination	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone text messages, social media (Instagram, Facebook, Snapchat, etc...), defamatory personal web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or 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.
Knife	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.
Lying	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Intentionally giving untrue communication or harming the reputation of another.
Obscenities/ Verbal Abuse/ Vulgarity	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.
Physical Contact	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students, or public displays of affection.
Refusal to Do Classroom Work	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.	The refusal to complete work, labs, projects, or other assignments given by the teacher.

Minor Safety	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.	Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors • Any inappropriate playground behaviors • Minor insubordination to adults
Major Safety	Level 2-4	Level 2-4	Level 2-4	Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to • Leaving the school building or grounds without permission • Other acts which could harm the student or others
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event.
Sale, Use, Possession, or Distribution of Tobacco Product	Level 1-2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 2- 4 disciplinary action.	Using, selling/purchasing, distributing, possessing, or attempting to possess, any tobacco product, including but not limited to cigarettes, cigars, chewing or smokeless tobacco, electronic cigarettes or vaping devices, vape liquids/juices, and any other nicotine delivery or nicotine-containing product, on School property or at School functions or events.
School Property	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.	Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to: • Defacing textbooks, library books, and other school materials • Destruction or improper use of school computers, printers, or other technology • Defacing/destruction of school property including desks, walls, lockers, etc.

				• Failure to respect the property of other students, teachers, school personnel, etc. • Gum chewing on school property • Improper use of restrooms and/or supplies • Stealing
Sexual or Other Harassment	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.
Tardiness	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.
Theft	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.
Toys or Play Objects	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to: • Bringing toys or distracting objects to school
Truancy	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	See truancy policy.
Violating Classroom Rules	Level 1 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.	Not following the classroom rules as determined by the classroom teacher. Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures.

Academic Integrity

A special note on academic integrity. Students exercise academic integrity by preparing work that is thoughtful and genuine, properly citing the ideas and the writing of others, submitting their own work for tests and assignments without unauthorized assistance, and refusing to provide unauthorized assistance to others.

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 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 inform the Dean of Student Life of the plagiarism; an investigation will be conducted to verify the truth of the claims; if they prove to be legitimate, a disciplinary referral will be issued either by the teacher or the Dean, at the discretion of the Dean; either the teacher or the Dean will inform the student's parent of the plagiarism; the student will receive an F (an automatic zero) on the assignment unless it is determined by the Dean or the Headmaster that this is an unjust and inappropriate consequence. If academic integrity is a recurring issue for a student, more significant consequences will ensue with each infraction.

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 common examples of cheating. The use of Artificial Intelligence in any way on any assignment constitutes cheating. The same process outlined for plagiarism will be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

Positive Behavioral Interventions and Supports

This policy governs the use of positive behavioral methods and emergency safety interventions including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

Definitions

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes, or other sensory stimuli such as climate control, lighting, and sound.

Behavior Intervention Plan: a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain the behavior, by strengthening replacement skills, teaching new skills, and providing positive behavior intervention and supports and services to address the behavior.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement that is not (A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

De-escalation techniques: are strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening, violent, and disruptive behavior before a crisis occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process used to describe the function or purpose that is served by a student's behavior. Understanding the function that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint: (A) any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose; and (B) does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including: (1) restraints for medical immobilization; (2) adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or (3) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary, physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from student's possession; (C) to calm or comfort; (D) to assist a student in completing a task if the student does not resist the contact; or (E) to prevent a threat to the immediate safety of the student or others.

Positive Behavior Interventions and Supports (“PBIS”): (A) a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students, and (B) that encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminishes reoccurrences of challenging behaviors, and teaches appropriate behavior to students.

Positive Behavior Interventions and Supports Leadership Team: the team at the School that plans, coaches and monitors implementation on PBIS. The team may include the a School administrator, teacher representatives across grade levels, and staff able to provide behavioral expertise, and other representatives identified by the district or school such as bus drivers, food service staff, custodial staff, and paraprofessionals.

Prone Restraint: physical or mechanical restraint while the student is in a face down position.

Seclusion: involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers’ aides, psychologists, bus driver, related service providers, nursing staff, or other School staff who interact directly with students.

Timeout: a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

Creation of Positive Behavioral Intervention and Supports

The School shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement. The School’s PBIS framework includes all of the following:

- A. A decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students;
- B. Data-based decision making to select, monitor, and evaluate outcomes, practices, and systems;
- C. Evidence-based practices along a multi-tiered continuum of supports;
- D. Systems that enable accurate and sustainable implementation of practices; and
- E. Progress monitoring for fidelity and target outcomes.

The School’s implementation of its PBIS framework includes:

- A. Explicit instruction of school-wide behavior expectations;
- B. A consistent systems of acknowledging and correcting behaviors;
- C. Teaching environments designed to eliminate behavior triggers; and

D. Family and community involvement.

Prohibited Practices

The following are **prohibited under all circumstances**, including emergency safety situations:

- A. Prone restraint;
- B. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 - i. involves the use of pinning down a student by placing knees to the student's torso, head, or neck;
 - ii. uses pressure point, pain compliance, or joint manipulation techniques; or
 - iii. otherwise involves techniques that are used to unnecessarily cause pain.
- C. Corporal punishment;
- D. Child endangerment as defined in R.C. 2919.22;
- E. Deprivation of basic needs;
- F. Seclusion or restraint of preschool students (if any);
- G. Mechanical or chemical restraints;
- H. Aversive behavioral interventions;
- I. Seclusion of students in a locked room or area; or
- J. Any physical restraint that obstructs the student's airway or impacts the student's primary mode of communication.

Staff must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- B. Continually observe the student in restraint and/or seclusions for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use verbal and on-verbal communication strategies and research based de-escalation techniques in an effort to help the student regain control;
- D. Remove the student from physical restraint and/or seclusion immediately when the immediate risk of physical harm to self or others has dissipated;
- E. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. Complete all required reports and document staff observations of the students.

Restraint

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective intervention is possible. Physical restraint must be performed by trained staff, except in the case of an unavoidable emergency situation.

Physical restraint may not be used for punishment, discipline, or as a substitute for other less restrictive means of assisting a student in regaining control, and should be used only as a last resort.

Seclusion

Seclusion may be used as a last resort for the student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention available.

Seclusion shall not be: used for punishment or discipline; as a substitute for an education program; as a substitute for inadequate staffing, or for staff training in PBIS frameworks and crisis management; for the convenience of staff; as a means to coerce or retaliate; in a manner that endangers the student; or, as a substitute for other less restrictive means of assisting the student in regaining control reflective of the cognitive, social, and emotional levels of the student.

The room or area used for seclusion cannot be locked, and must allow for the student to exit the area should the staff become incapacitated or leave the area. The room or area must also provide for adequate space, lighting, ventilation, and the ability to observe the student. The student must be under constant supervision by staff trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

Multiple Incidents and Functional Behavioral Assessment

For students eligible for special education per the Individuals with Disabilities Education Act (“IDEA”) or who have a Section 504 Plan, the School shall convene the IEP team or Section 504 team within ten (10) school days after the third incident of seclusion or physical restraining in a school year. The IEP team or Section 504 team will consider the need to conduct a functional behavioral assessment (“FBA”). If necessary, this FBA should be followed by a behavioral intervention plan (“BIP”), or an amendment to an existing BIP, that incorporates appropriate positive behavioral interventions.

Training and Professional Development

The School PBIS Leadership Team or other qualified training shall train all staff working with students at least every three (3) years on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. Professional development will include:

- A. An overview of PBIS;
- B. The process for teaching behavioral expectations;
- C. Data collection;
- D. Implementation of PBIS with fidelity;
- E. Consistent systems of feedback to students for appropriate behavior and corrections; and
- F. Consistency in discipline and disciplinary referrals.

The School shall also ensure that an adequate number of personnel in each building are trained annually in crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion, and that their training is kept current. The minimum training requirements include:

- A. Proactive measures to prevent the use of seclusion or restraint;
- B. Crisis management;

- C. Documentation and communication about the restraint or seclusion with appropriate parties;
- D. The safe use of restraint and seclusion;
- E. Instruction and accommodation for age and body size diversity;
- F. Directions for monitoring signs of distress during and following physical control; and
- G. Debriefing practices and procedures.

Training must include face-to-face training and allow for a simulated experience of administering and receiving physical restraint. The School shall maintain documentation that includes the following:

- A. The name and position of each person who completed training;
- B. The name, position, and credentials of each person who provided the training;
- C. When the training was completed; and
- D. What protocols, techniques, and materials were included in training.

Student personnel will be trained to perform the following functions:

- A. Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- B. Use preventative assessments that include at least the following:
 - i. A review of existing data;
 - ii. Input from parents, family members, and students; and
 - iii. Examination of previous and existing behavior intervention plans.

The School shall ensure that there is a support plan in place for substitute teachers if the individual needs assistance with PBIS or crisis management and de-escalation.

Required Data and Reporting

Staff must document each use of seclusion or restraint and report it to the building administration and the parent immediately. A written report of the incident must be created, given to the parent within twenty-four (24) hours of the incident, and placed in the student's file. This report is subject to the Family Educational Rights and Privacy Act.

The School shall report information concerning its use of seclusion and restraint annually to, and as requested by, the Ohio Department of Education.

The School shall give notice of this policy to parents annually, and shall post this policy on its website.

Monitoring and Complaint Procedures

The School shall review this policy on an annual basis.

A Parent may submit written complaints regarding an incident of seclusion or restraint to the School, and the Principal or his/her designee will investigate every complaint and make a

reasonable effort to have an in-person follow-up meeting with the parent within 30 days of the complaint's filing.

Parents may choose to file a complaint with the Ohio Department of Education, Office of Integrated Student Supports, in accordance with the complaint procedures established by the Department.

Anti-Harassment, Intimidation and Bullying Policy

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

"Harassment, intimidation, or bullying" means either of the following: (1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once, and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or (2) violence within a dating relationship. The definition of "harassment, intimidation, or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying."

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

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

an act of harassment, intimidation, bullying, or cyber-bullying range from positive behavior intervention up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and Code of Conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

All school personnel, volunteers, and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment as defined by Title IX, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Principal or his/her designee is responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See **Appendix 264.1-A** Form for Reporting Incidents of Harassment Intimidation and Bullying). Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. All School personnel, 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 promptly and in good faith.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of “harassment, intimidation, or bullying” will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e.*, detention, in- and out-of-school suspension, or expulsion) is a matter left in the professional discretion of the Principal, or other decision-maker in the case of sexual harassment. The following procedure sets forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation, or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim’s communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

2. Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying, and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio or federal law that may apply.

To the extent state or federal funds are appropriate, the School shall require that all students enrolled in the School be provided with age-appropriate instruction of this policy annually, including a written or verbal discussion of the consequences for violations. The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct.

The School shall incorporate training on this policy into the in-service training required under R.C. 3319.073. The School may provide training, workshops, or courses to other Staff and volunteers who have direct contact with students.

Public Displays of Affection

Public displays of affection (PDA) are not allowed on campus or during school-related activities, and are liable to disciplinary consequences, including blue slips, suspension, and expulsion as appropriate for the offense.

PDA refers to any physical or romantic gestures, such as hugging, kissing, holding hands, or other intimate behaviors, exhibited between students. CLASSICAL has this PDA policy in place that for several reasons:

- **Maintaining a Focused Learning Environment:** CLASSICAL prioritizes creating an atmosphere conducive to learning, concentration, and academic achievement. PDA can be disruptive and divert attention away from the educational environment, affecting both the individuals involved and those around them.
- **Age-Appropriate Behavior:** CLASSICAL serves students of varying ages, ranging from young children to teenagers. Encouraging appropriate behavior helps ensure a safe and respectful environment for all students, regardless of their developmental stage.

Electronic Devices

Communication devices and electronic equipment (cell phones, iPods, laptops, tablets, cameras, smart watches, etc.) are not allowed to be used on school property unless for a purpose documented in the student's individualized education program or Section 504 plan. By signing the 'Personal Electronic Device Agreement' found on FinalForms, parents agree that their children will adhere to the technology free environment of Cincinnati Classical Academy.

Siebenthaler Campus

If a student requires a cell phone/smart watch to use to and from school, the cell phone and/or smart watch 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.

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program or Section 504 plan.

Summit Park Campus – 5th and 6th Graders

If a student requires a cell phone/smart watch to use to and from school, the cell phone and/or smart watch 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.

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program or Section 504 plan.

Summit Park Campus – 7th – 12th graders

For 7th – 9th graders, if a student requires a cell phone/smart watch to use to and from school, the cell phone and/or smart watch must be turned off while on school grounds and must be left in the student's backpack in their locker. At no point during the day may it be retrieved from the backpack.

Students needing to use a phone between 7:15 AM and 3:45 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.

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program or Section 504 plan.

Procedures for Violations

Students who break this rule will be subject to disciplinary action. Once a device has been confiscated, t parents will be contacted and students will be subject to escalating discipline consistent with the Code of Conduct.

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

Lockers

Siebenthaler Campus (K-4)

CLASSICAL provides lockers in some of the classrooms. 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.

Summit Park Campus (5-9)

CLASSICAL provides lockers in the hallways for students. The lockers are school property and will be assigned to the student by the Dean of Boys and the Dean of Girls. CLASSICAL has the authority to search lockers when deemed necessary.

CLASSICAL is not responsible for lost or stolen items. Valuables such as tablets, iPhones, etc. are to remain turned off and in students' backpacks during the school day. Backpacks are to remain in the lockers. Problems with lockers should be reported to the Dean of Boys and the Dean of Girls.

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, socialize, and restore the body and mind. Students must talk quietly and behave calmly during lunch.

Applications for free or reduced meals are available in the front office.

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 during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthful 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 nut-free 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 Medications

The School shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically prescribed treatments to a student during school hours will be

permitted only when failure to do so would jeopardize the health of the student, or the student would not be able to attend school if the medication or treatment were not made available during school hours, and, only if a physician's request is completed. "Medication" includes all medicines including those prescribed by a physician or other licensed health professional and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies

Only medication in its original prescription bottle labeled with the date of prescription, student's name, and exact dosage will be administered and only in the presence of another adult. Parents, or students authorized in writing by physician and parents, may administer medication or treatment but only in the presence of an adult staff member assigned for that purpose.

A student may possess and use (A) a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise, to prevent the onset of asthmatic symptoms, (B) an epinephrine administration device to treat anaphylaxis at school, or (C) drugs prescribed to the student designed to prevent the onset of a seizure or alleviate the symptoms of a seizure in accordance with the orders of the student's treating practitioner on 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.

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

Sick Students

Students who are ill 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.

Guidelines we use in making this decision are as follows:

1. **FEVER:** Students cannot be in school with a fever (100.4 degrees or higher) and must be fever free for 24 hours (without fever reducing medication such as ibuprofen or acetaminophen) before they can return to school.
2. **VOMITING / DIARRHEA:** If a student has vomited or had diarrhea, they cannot be at school. They must be free of those symptoms for 24 hours before returning.
3. **STREP THROAT:** Students with a diagnosis of Strep must be on antibiotics for 24 hours and fever free for 24 hours before being able to return.
4. **PINK EYE:** Students with Pink Eye must stay home until three doses of antibiotic eye drops have been administered.
5. **HEAD LICE:** Students with head lice are not permitted to be in class. Students may return once a treatment is done, and all live lice have been killed. The student must be "checked in" by the school nurse before returning to class.

6. IMPETIGO/RINGWORM/SKIN RASHES: These conditions are highly contagious. Students must be on treatments and have all sores scabbed/covered to return to school.

7. COUGH: A cough following a virus is not necessarily contagious and may be prolonged. However, if the cough is croup, pertussis, pneumonia, or a productive cough, students should remain home until symptoms improve.

8. ANY ILLNESS that is requiring medication throughout the day or affecting your child's ability to stay awake or participate in class should be dealt with at home until symptoms improve.

Please report any communicable diseases such as strep throat, pneumonia, impetigo, pertussis, etc. to the office for the protection of the children attending. If you have any questions about your child's attendance due to illness, please contact our School Nurse.

Control of Communicable Diseases

CLASSICAL recognizes that control of the spread of communicable disease is essential to the well-being of the school community and to the efficient operation of the school.

For purposes of this policy, "communicable diseases" include Amebiasis, Campylobacteriosis, Chickenpox, Cholera, Conjunctivitis, Cryptosporidiosis, Cyclosporiasis, Diarrhea (infectious or of unknown cause), Diphtheria, Ebola Virus, Escherichia coli (E. coli) O157:H7 or hemolytic uremic syndrome, Giardiasis, Hepatitis A, Measles, Meningitis (aseptic, and viral meningoencephalitis, but not including arthropod-borne disease), Meningococcal disease, Mumps, Pediculosis, Pertussis (whooping cough), Plague, Rubella, Salmonellosis, Scabies, Shigellosis, Smallpox, Streptococcal infection, Tuberculosis (TB), Typhoid fever, Typhus, Viral hemorrhagic fever (VHF), Yellow fever, and Yersiniosis. This list is not exhaustive and may be modified in accordance with state and federal law.

In order to protect the health and safety of the students, school personnel, and the community at large, CLASSICAL shall follow all state and federal laws that pertain to communicable disease. The school reserves the right to comply or not comply with "recommendations" or "guidelines" not promulgated as law that may be handed down by any city, state, or federal agency. The school will always take into consideration the good of the greater school community in matters of safety, including the mitigation of infectious disease.

On the recommendation of a physician or the school nurse, a teacher may exclude from the classroom and the Headmaster or his designee may exclude from the building or isolate in the school any student who appears to be ill or has been exposed to a communicable disease.

Control of Blood-Borne Pathogens

The Board seeks to provide a safe educational environment for Students. This can best be accomplished by assuring that all persons in the school community understand the method of transmission and prevention of diseases that are not contracted through air-borne pathogens, but rather through direct contact with body fluids and excretions, especially blood, vomit, feces, or urine.

The School seeks to protect those Staff Members who may be exposed to blood-borne pathogens and other potentially-infectious materials in their performance of assigned duties at the School.

If the School identifies a category of employee whose duties create a reasonable anticipation of exposure to blood and other infectious materials, then it shall contact its legal counsel to devise an appropriate procedure.

Toilet-Training Requirement

Because feces and urine routinely transmit pathogens, all students in attendance must be toilet-trained, barring any medical issues that would qualify the student for a 504 plan or IEP. Students who are not toilet-trained present a significant risk to the school community.

For the purposes of enrollment at Cincinnati Classical Academy, a toilet-trained child is one who:

- Wears regular underpants (not pull-ups, diapers or training pants)
- Knows when he/she need to use the restroom without prompting
- Knows how to take care of toileting procedures himself/herself including wiping self
- Does not have regular toileting accidents during the school day

The school recognizes that even students who are toilet-trained may have an occasional accident. Students who experience a toileting accident will be required to be picked up from school except in extenuating circumstances.

Student Fees and Supplies

Student Fee

In order to enhance the learning experience and provide our students with the best possible resources, CLASSICAL charges a student fee for each academic year. This fee will be allocated towards the purchase of curriculum consumables. By investing in these resources, we aim to enhance the quality of education and provide a more enriching learning environment for all students. The Student Fee can be paid directly through the student's Final Forms account (FinalForms.com).

School Textbooks

All non-consumable 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 throughout the year. 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, 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 credits b, which may inhibit promotion in 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 extra-curricular activities, knowing that academics come first. Every member of a club or athletic 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 School Leadership, 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 not be permitted to participate in the event. Additionally, students who are considered truant based on this Handbook 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 year. Ultimate discretion on eligibility is the responsibility of the Headmaster or his designee.

To read the full eligibility policies across both campuses, please visit the [Sentinel Sports page](#) on our school website.

Extracurriculars

CLASSICAL will sponsor a number of student clubs that align with the school's mission and enhance the curriculum. To ensure appropriateness and adherence to school values, all clubs must receive approval by the Deans of Student Life and have an active faculty sponsor. However, as per the policy set by the Board of Directors, CLASSICAL will not sponsor any school group that has a politically partisan or religiously doctrinal nature.

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

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 and the Student Code of Conduct at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon our Eligibility policies (see 'Eligibility' Section).

Sentinel 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 available 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 based on academic eligibility. Please visit our school website for more information.
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.

Return to Play

No students may participate in any interscholastic athletic activity (contest, practice, try-out, etc.) unless they have provided a completed form stating that the student and his/her parent, guardian,

or person in care or charge of the student has received (a) the concussion and head injury information sheet and (b) the sudden cardiac arrest information sheet. These forms are required to be provided for each athletic activity, each school year.

Concussions and Head Injuries: any student who exhibits signs, symptoms, or behaviors consistent with having sustain a concussion or head injury (such as loss of consciousness, headache, dizziness, confusion, or balance problems) while practicing for or during an interscholastic competition shall be immediately removed from the practice or contest by either (a) the individual who is serving as the student's coach during that practice or competition or (b) an individual who is serving as a contest official or referee during the practice or competition.

Upon removing a student from a practice or contest under this policy, the removing coach or referee shall not permit the student to return to that practice or competition or to participate in any other practice or competition for which the coach or contest official is responsible for the rest of that day and until the Student's condition is assessed by a physician or licensed health care provider and receives written authorization that it is safe for the student to return to play.

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Sudden Cardiac Arrest: a student may not participate in an athletic activity if the student's biological parent, sibling, or child has previously experienced sudden cardiac arrest and the student has not been evaluated and cleared for participation in an athletic activity by a physician authorized to practice medicine and surgery or osteopathic medicine and surgery under R.C. Chapter 4731.

Any student who exhibits syncope or fainting at any time prior to, during, or following an athletic activity shall be removed from participation in an athletic activity by the individual serving as the student's coach during that practice or competition. Following this mandatory removal, the coach shall not permit the student to return to practice and/or competition until the student is evaluated and cleared for return in writing by an authorized individual listed in R.C. 3313.5310(E)(3). Any coach who violates this requirement may be subject to discipline.

Prior to the start of each athletic season, the school may hold an informational meeting for students, parents, guardians, persons having care or charge of a student, physicians, cardiologists, athletic trainers, or other relevant individuals regarding the symptoms and warning signs of sudden cardiac arrest for all ages of students.

The school, management company, if any, board members, and school or management company employees or volunteers, including coaches, are not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from providing services or performing duties under this policy, unless the act or omission constitutes willful or wanton misconduct. This policy does not eliminate, limit or reduce any other immunity or defense that the above individuals may be entitled to under Chapter 2744 of the Revised Code or any other provision of law.

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 an important element in that partnership. Since the classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation, the school's volunteering needs are primarily to assist in the library and with various CLASSICAL events such as the Veteran's Day assembly and Olympiad Day. Additionally, there are many other volunteer opportunities available through the Parent Service Organization (PSO) and coaching on CLASSICAL athletic teams.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, 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, the Dean of Student Life, 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 Handbook. Under no circumstances 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 will be revoked.

Visitors

Sign-In

CLASSICAL has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between school hours 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 (RAPTOR) to document visitors to the school and to provide a cross-check of FBI databases. Information stored in the electronic database will be used only for the purpose of school security, and will 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, the school will use their public communication channels to convey any real-time updates. Parents and guardians will be notified by an automated phone call, text, and/or 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. Please note that if a parent decides to take their child out of school due to weather concerns when the school has deemed that it is safe to continue operating, these absences will be marked as unexcused.

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 effective 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, often, will hinder real learning; we therefore suggest that these techno-distractions be restricted while students are studying.

Every student can expect to have some homework every day. Students 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.

Students in grades K-6 can expect 10 minutes of homework per grade level. So, a first grader will have approximately 10 minutes of homework per night (plus reading time) and a sixth grader will have approximately 60 minutes per night.

The typical student in grades 7-8 may expect an average of up to 80 minutes of homework each weeknight, and in grades 9-12 an average approaching two hours. Homework may be assigned over the weekend beginning in grade 9. Weekends typically are considered one day for purposes of homework.

These times serve as loose guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills, study habits, and aptitude. More advanced classes may require additional homework time. 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 sufficient 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 primary purposes of homework is to instill responsibility and accountability in students. To achieve this goal and ensure students do not fall behind on their schoolwork, it is crucial for them to submit their assignments on time.

Students with excused absences are granted a grace period equal to the number of days they were absent to make up for missed classwork and homework. This grace period lasts for up to seven days and carries no penalty. However, for students with unexcused absences in grades 5-9, no credit will be given for any classwork or homework completed during this period.

In grades K-4, teachers will establish their own late homework policies according to policy set for their grade level.

In grades 5 and above, homework submitted one day late will receive 75% credit and two days late will receive 50% credit.

It is instructive to highlight that homework assignments generally hold lower point values compared to assessments like quizzes and tests. Although a late grade on homework will not significantly impact a student's quarterly average, it is still expected that all students complete their homework on time.

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.

In Kindergarten, First Grade, and Second Grade we use the following marks:

O = Outstanding Performance

S = Satisfactory Performance

N = Performance Needs Improvement

U = Unsatisfactory Performance

Beginning in Third Grade, the following grading scale is used:

Grade	Grading scale
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, First Grade, and Second 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.
- Report cards will be mailed or sent home shortly after the end of each quarter.

If parents have a question about their child’s progress anytime throughout the year, they are encouraged to contact the teacher directly either to schedule a phone call or in-person meeting if merited.

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 the teacher by email.

High School Graduation Requirements

All students are required to complete the 26 credits of core coursework (listed below) to earn a High School diploma.

English Core courses: Greek & Roman Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters), Senior Thesis Tutorial (1 semester)	4.5 credits
Math In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters).	4.0 credits
Science Core courses: Biology (2 semesters), Chemistry (2 semesters), Physics (2 semesters), Astronomy (2 semesters)	4.0 credits
History Core courses: History of the Ancient World to 500 AD (2 semesters), History of Western Civilization: 500-1815 (2 semesters), America History (2 semesters), History of the Modern World: 1815-Present (2 semesters)	4.0 credits
Government Core course: American Government (2 semesters)	1.0 credit
Economics Core course: Economics (1 semester)	0.5 credit
Foreign Language Students must successfully complete Latin through Latin III. Additional courses in Latin, French, Spanish, and Ancient Greek are offered to allow students to fulfill the six-semester language requirement.	3.0 credits
Logic and Rhetoric Core courses: Logic (1 semester) and Rhetoric (1 semester)	1.0 credit
Philosophy	1.5 credits

Core courses: Introduction to Moral and Political Philosophy (1 semester), Moral and Political Philosophy (2 semesters)	
Electives (minimum, although more may be accrued) Core courses: Fitness for Life (1 semester), Personal Finance (1 semester) In addition, students must successfully complete at least one course in the visual arts (1 semester), in the musical <i>or</i> dramatic arts (1 semester), and a physical education elective (1 semester).	2.5 credits

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, Director of Student Services, 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 school, 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 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 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.

Upper School Promotion Criteria

Grades 7-8

- A student must attain a 1.7 GPA in the four core subjects (English/Language Arts, History, Math, Science). For a student to attain a core GPA of 1.7, he or she must earn at least a C- across the four core subjects.
- No eighth grade student shall be promoted to the ninth grade if the student does not meet the school's promotion standards and criteria.

Grades 9-12

- Grade level classification of students is composed of two requirements: 1) units for each grade, and 2) sequence of courses for each grade and prerequisites for each course. Grade level classification is based on these units of each credit earned:
 - Sophomore: 6 units of credit
 - Junior: 12 units of credit
 - Senior: 18 units of credit
- Students must earn 26 credits to graduate (20 core, including 5 credits each in English/Language Arts, Mathematics, Science, and History).
- Except for semester courses, subjects in the High School are taken as yearlong courses. Each semester of a yearlong course carries 0.5 credit.
- Students must take at least five credits per year and are limited to eight credits per year.
- Grades between A and C- will earn 0.5 credits per semester. No credit is awarded for a failing grade. Failing a core course will require the student to retake the class.
- While a C- will be considered a passing grade and award credit, the academic review committee (teachers, deans, Student Services) may meet with the parent and discuss repeating the course on a case-by-case basis. For example, if a student receives a C- in a foundational course—where mastery of content is critical for student success in subsequent courses—the committee may recommend that the student repeats the course.

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.

Child Find

The School must establish and implement procedures to identify, locate and evaluate children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during this process

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the School and a copy in his or her native language will be provided.

Identification Activity

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing within the School's geographic boundaries, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education can be made available. The types of disabilities that, if found, cause a child to need services are a cognitive disability (mental retardation), a hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, by reason thereof, the disabled child needs special education and related services.

The School is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior. Input from parents/guardians is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents/guardians give permission for their child to be evaluated.

Confidentiality

If after screening a disability is identified, upon parent/guardian permission the child will be evaluated. A written record of the results is called an education record, which is directly related to the child and is maintained by the School. These records are considered personally identifiable to the child.

The School will gather information regarding the child's physical, mental, emotional and health functioning through testing and assessment, observation of the child, as well as through review of any records made available to the School through the child's physician or other providers of services.

The School protects the confidentiality of personally identifiable information. The School will inform the parent/ guardian when this information is no longer needed to provide educational services to the child and will destroy the information at the request of the parent/guardian.

The parent/guardian of the child has a number of rights regarding the confidentiality of the child's records. The parent/guardian has the right to inspect and review any education records related to the child that are collected, maintained, or used by the School. The School will comply with a request to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (IEP meeting), and before a hearing should there be a disagreement about how to educate the child who needs special education. In no case, may the school take more than 45 days to furnish the opportunity to inspect and review the child's records.

The parent/guardian has the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent exercising the right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, the School will provide a list of the types and the location of education records collected, maintained, or used by the agency.

The parent/guardian has the right to request amendments on their child's education records that they believe are inaccurate or misleading, or violate the privacy or other rights of the child. The School will decide whether to amend the records within a reasonable time of receipt of the request. If the School refuses to amend the records, the parent/guardian will be notified of the refusal and right to a hearing.

Parent/guardian consent is required before personally identifiable information contained in a child's education records is disclosed to anyone other than officials of the School collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. 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. Additionally, the School, upon request, discloses records without consent, to officials of another School in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent/guardian with regard to confidentiality of personally identifiable information is transferred to the student.

Complaints alleging failures of the School with regard to confidentiality of personally identifiable information may be filed with:

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

The School will be providing ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact the School.

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, 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.

Dyslexia Supports

The school is dedicated to supporting and identifying students with dyslexia through the establishment of a structured literacy program and the administration of appropriate dyslexia screening measures.

The school's program of dyslexia supports is intended only to identify risk and is not intended to diagnose dyslexia.

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. Our in-house "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 diagnostic and achievement tests to students during the timeframes 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 as a component 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.

Religious belief and disbelief are matters of personal consideration rather than governmental authority and the students of this School are protected by the First Amendment from the establishment of religion in the schools. Accordingly, no devotional exercises or displays of a religious character will be permitted at the School in the conduct of any program or activity under the jurisdiction of the School, nor shall instructional activities be permitted to advance or inhibit any particular religion, or religion generally. However, a student may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours. The School shall also give the same access to school facilities to students who wish to

conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.

An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board and School acknowledge the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the School. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the students of the School, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

Accordingly, no Student shall be exempted from attendance in a required course on the grounds that the instruction therein interferes with the free exercise of his/her religion.

Consistent with the School's attendance policy, students are permitted to be absent for up to three (3) school days each school year in order to participate in holidays for reasons of faith or religious or spiritual belief systems, or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Absences shall be treated as excused, and students shall not be penalized as a result of their absence. Students absent for religious expression days or religious holidays shall be permitted to participate in athletics or extracurricular activities on days in which the student was otherwise excused from attendance at school. The School shall also provide alternative accommodations in order to complete exams and other academic requirements missed due to a timely requested absence. Accommodations may include re-scheduling the alternative examination or other academic requirement for the approved student, which may be before or after the time and date that was originally scheduled.

Parents shall report absences due to religious expression or holidays in writing to the Headmaster in the usual manner required by the School's attendance policy. Provided however, requested absences that require accommodation for an exam or academic requirement shall be made in writing by the student's parent no later than fourteen (14) days after the start of the school year, or the date of the student's enrollment, whichever is later, in order to be deemed timely. The Headmaster may require confirmation of the parent's signature on any absence request, but may not inquire as to the sincerity of the student's religious or spiritual belief system.

The School also shall not prohibit a student from engaging in religious expression in the completion of homework, artwork, or other written or oral assignments. Assignment grades and

scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student's work.

For questions or grievances regarding this policy, please contact the Headmaster.

Grievances related to this policy will be addressed through the School's standard grievance procedure outlined in Governing Authority Policy 115.

This policy, as well as a non-exhaustive list of major religious holidays, festivals, and religious observations for which an excused absence shall not be unreasonably withheld or denied, shall be posted in a prominent location on the School's website and conveyed to parents on an annual basis.

An excused absence for any of the below religious holidays or festivals shall not be unreasonably withheld, up to a total of three (3) school days of absences per school year. This list is non-exhaustive and will not be used to deny an accommodation for an absence due to a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on this list.

Holiday
Eid ul-Fitr
Good Friday
Rosh Hashanah
Yom Kippur
Passover
Eid ul-Adha

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, fifth 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 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.

The School shall make available for review by parents, upon a reasonable request, any instructional material used as part of the educational curriculum for students, including instructional material that contains “sexuality content.”

The School shall ensure that any sexuality content is age-appropriate and developmentally appropriate for the age of the student receiving the instruction, regardless of the age or grade level of the student.

Prior to providing instruction that includes sexuality content, or permitting a third party to provide such instruction on behalf of the School, the School shall provide parents the opportunity to review any instructional material that includes sexuality content. Upon request of the student’s parent, a student shall be excused from instruction that includes sexuality content and be permitted to participate in an alternative assignment.

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. This contravenes the teaching methodology and philosophy of Cincinnati Classical Academy.

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 or contact the Director of Enrollment at (513) 554-0285.

Open Enrollment

The CLASSICAL Board and administration shall permit the enrollment of students from any county 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 tenth grade for the 2026-27 academic year. The school does not charge tuition. As an “open enrollment” public community school, CLASSICAL does 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. Priority is also be given to siblings of students attending the school the previous year, residents of the Reading Community School District for grades K-4 and Sycamore School District for grades 5th-9th (per Ohio law), and students who are children of founding board members and faculty or staff members employed by the school. The preference provided to children of 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 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.

All parents of children selected in the lottery will be notified of the selection by email. Parents will have up to three (3) days from receipt of the email to contact the school regarding their decision to accept an offered seat. If a parent does not respond within three (3) days of receipt of the email, that student’s placement will be rescinded and the school will select the next student from the lottery wait list at that grade level.

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 and submitted to the enrollment manager: 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.

If you are experiencing homelessness, please contact the Director of Enrollment to discuss accommodations for this policy.

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

CLASSICAL can admit to kindergarten any student whose fifth birthday falls on or before the first day of instruction or qualify for early entry under the School's policy. Absolutely no exceptions can be made to this policy.

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 at Cincinnati Classical Academy. 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 one form of proof of residency for enrollment. A post office box address cannot be used to validate residency records.

- A deed, mortgage, lease, current home owner or renter's insurance declaration page, or current real property tax bill
- A utility bill or receipt of utility installation issued within ninety (90) days of enrollment
- A paycheck or paystub issued to the parent or student within ninety (90) days of enrollment that includes the address of the parent or student's primary residence
- The most current available bank statement issued to the parent or student that includes the address of the parent or student's primary residence
- Documented affirmation of the parent's address from the district of residence where the parent currently resides
- Notarized affirmation of current address from parent or student if over age 18
- A USPS return receipt from a certified letter sent to the parents by the district of residence
- Written confirmation of the parent's current address from the Ohio Department of Job and Family Services
- Written confirmation of the parent's current address from a local law enforcement agency
- Any other official document issued to the parent or student that includes the address of the parent or student's primary residence and as approved by the Ohio Superintendent of Public Instruction.

If there is a change in the location of the parent or student's primary residence, the student's parent must notify the school immediately.

Upon enrollment and on an annual basis thereafter, the school will review the residency records of students enrolled in the school and will provide an annual verification to the Ohio Department of Education and Workforce that students are entitled to attend the school. The Headmaster or his designee will compare each submitted proof of residence with the school's EMIS records to ensure that EMIS reporting is accurate that students are permitted to enroll.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the school and parent disagree as to residency status, the Director of the Department of Education and Workforce will determine the public school in which the student may enroll. If the school and the student's home district (district of residency) disagree about residency, this policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the student's home district. If the district of residence challenges the student's residency, the Headmaster may request additional documentation from the parent, which may be provided to the student's home district.

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.

Immunization Records

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. 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 will always be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. 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 modest 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 three 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.)

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 cincyclassical.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 48 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

Each homeroom teacher will provide a recurring email newsletter to parents of all his/her students. The purpose of this newsletter is to keep parents informed about classroom experiences in the previous week and to inform parents of what to expect in the immediate future. The weekly newsletter is not an instrument to inform parents of deadlines for assignments and the scheduling of assessments. Students will be responsible for noting all homework assignments in their school planners, which should be taken home each evening.

Official Communications Outlets

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 in online forums, text groups, and on social media.

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

- The school website, Cyncyclassical.org
- *The Classical Sentinel*, the official school monthly newsletter
- The official social media platforms of Cincinnati Classical Academy on Facebook, Instagram, and LinkedIn.
- 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.

CLASSICAL recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official social media pages. Please note: It is not necessary for

parents to follow these pages. Any important notifications from CLASSICAL will be provided through official emails and one-call phone messages. Our social media pages are 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 pages to receive updates. Any important notifications from CLASSICAL that are posted on our social media pages will also be provided to parents by some other timely means of communication. 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.

In the interest of privacy, CLASSICAL will limit the sharing of personal information about students on our social media pages, 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 social media pages with the possible rare exception of brief, clarifying remarks. It will be the usual practice of CLASSICAL to invite questions and grievances posted on our official social media pages to be brought to the school through our direct channels. 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.

Cautions Regarding the Use of Social Media

While CLASSICAL is aware that other social media pages connected to the school community exist or may exist, the school disclaims any authority or responsibility for these pages or the content posted therein. CLASSICAL administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

We remind all parents and guardians that CLASSICAL’s mission is firmly rooted in our seven virtues, which include gratitude, humility, and prudence. We believe that embodying these virtues fosters a strong sense of community, mutual respect, and an environment where everyone can thrive. While we understand that parents may have concerns or questions about school policies or actions, we request that any grievances and complaints not be aired in public forums or online platforms. Picking apart and critiquing the decisions or actions of the school administration, faculty, and staff in such a manner does not align with our CLASSICAL virtues and does not advance the mission of our school. Rather, it often leads to confusion, ill-will, and miscommunication within our school community.

We encourage open communication and collaboration between parents and the school. If you have any questions or concerns, we urge you to reach out to us directly through a simple phone call to our front office.

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.

1. Teacher: Such communication should be expressed initially to the teacher or teachers of the child.
2. Dean of Student Life: If further communication is warranted, the parent should consult the Dean of Student Life at their respective campus.
3. Assistant Head (A.H.) of Lower School, A.H. of Middle School, or A.H. of Upper School: If further communication is warranted after speaking with the Dean of Student Life, the Assistant Head may be consulted.
4. Headmaster: If further communication is warranted after speaking with academic Deans, the Headmaster may be consulted.
5. Board: 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 ameliorate a situation than can a member of the school leadership team 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.

Parent Meeting Requests

CLASSICAL values open communication with families and encourages parental engagement. However, out of respect for our staff and the students in their care, we ask that all meeting requests with teachers or Deans of Student Life be submitted to the front office at least 48 hours in advance.

Teachers and Deans carry significant daily responsibilities that make last-minute meetings untenable to accommodate, and impromptu requests for meetings will not be granted. Scheduling a meeting also improves outcomes by giving all parties time to prepare in advance.

This policy applies regardless of the nature of the concern. In the event of a genuine emergency involving student health or safety, please contact the front office immediately.

Recording School Meetings Involving or Regarding Students and/or Parents

The School recognizes the importance of protecting student privacy. In doing so, the School restricts video and audio recording during school meetings involving or regarding students and/or parents to ensure student information is kept confidential in accordance with state and federal law.

Video recording by students, parents, and visitors is discouraged.

A parent or student may audio record during school meetings given the parent or student provides notice to the School prior to the date of the meeting. If a parent or student provides the requisite notice, the parent or student shall utilize their own audio recording device. The School shall audio record any school meeting in which a parent or student is audio recording.

Nothing in this policy limits a parent from fully participating in the IEP or 504 process. All audio recordings taken by the School during a school meeting, IEP team meeting, or 504 team meeting shall be added to the student's educational record.

Grievances 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. 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. Assistant Head of Lower, Middle, or Upper school: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with respective Assistant Head.
3. Headmaster: If the grievance cannot be resolved with the Assistant Head, the parent should discuss the matter with the Headmaster.
4. Board: If the grievance cannot be resolved with the Headmaster, the parent should refer the matter to the Board, in writing.

Grievances Related to School Leadership

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

All students at Cincinnati Classical Academy shall not have access to the internet while on school grounds and will not have the network or wireless passwords. The use of these systems is limited to faculty, staff, and approved visitors and invited speakers and presenters.

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 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 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 according to the following policy:

1. School lockers, desks, and property are on loan to the students and remain the property of the school. They may be inspected and reclaimed at any time.

2. Students must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks, or desks.
3. Students must open their lockers at the request of school officials.
4. When on school grounds, students and their personal property may be searched if a school official has reasonable suspicion to believe the search may turn up evidence that the student has violated or is violating the law or school rules.
5. A student shall have the opportunity to be present during the search of his or her locker, desk, or other property unless the student is absent from school or the safety or welfare of the school or an individual necessitates a search during the Student's absence.
6. The search of a student's person or intimate personal belongings shall be conducted by the Headmaster or his designee. This person should be of the same sex as the student's and conduct the search in the presence of another staff member of the same sex. However, no strip searches may be conducted by any school personnel.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the school, e.g., on field trips or at school-sponsored athletic or extracurricular events.

Emergency Policy

The Administration maintains a stand-alone Emergency Operations Plan.

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 mandated by the State of Ohio and are regularly scheduled to educate students in safe practices in case of an emergency. All classroom teachers will review rules of safety and evacuation routes with students. Tornado warning 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 a 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 the 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 Evacuation Drills

Fire drills are mandated by the State of Ohio and regularly scheduled to educate students in safe practices in case of an emergency. The classroom 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 a 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.

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. Unauthorized use of any school facility is strictly prohibited.

Parent Service Organization

Cincinnati Classical Academy's Headmaster has established the CLASSICAL Parent Service Organization (PSO) to support the school's mission. PSO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PSO 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. The mission of the PSO is to assist the Headmaster in carrying out the mission 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 PSO 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 PSO 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. 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 to 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 (Siebenthaler Campus): 8:00 a.m. - 3:00 p.m.

School hours (Summit Park Campus): 7:45 a.m. - 3:15 p.m.

School IRN Number (Both Campuses): 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.

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 outlined in this Handbook.

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)

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days of the day the School receives a request for access. Parents or eligible students should submit to the Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write the Principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student 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.
3. 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 in an administrative, supervisory, academic, or support staff position; a member of the school law enforcement unit, which consists of the Principal; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); or a person serving on the Board. A school official has a “legitimate educational interest” in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student’s education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student’s family, such as health care, counseling, or assisting with the college application procedure; or any other purpose that the Board deems necessary as related to a student’s education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

4. 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 20202-5901**

5. The School intends to forward any and all education records to another school or post-secondary institution at which the students seeks or intends to enroll, upon the condition that the student’s parents be notified of the transfer, receive a copy if so desired, and have an opportunity for a hearing to challenge the content of the record.

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students’ education records. Under FERPA, most information about our students cannot be made public without the consent of parents/guardians. However, if the School designates information as directory information, FERPA allows the release of student directory information unless the student’s parent(s)/guardian(s) inform the School in writing not to release such information.

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 videotaped 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.

Title IX

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of student and employee complaints.

The Headmaster is the Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator.

If a report involves allegations by or involving the Title IX Coordinator, the person making the report should submit it to the Headmaster. The Headmaster will then serve in place of the Title IX Coordinator for purposes of addressing that report. If the Headmaster is the Title IX Coordinator, the person making the report should submit it to the Board President.

Grievance Process for Complaints Not Alleging Sexual Harassment

Level I - Informal Procedure

Upon receiving a report of sexual discrimination that does not allege sexual harassment (as defined below), the Title IX Coordinator shall facilitate resolution through an informal procedure, if possible. This informal procedure is not required as a precursor to the filing of a complaint. The informal procedure is only available in those circumstances where the parties agree to participate in it. Individuals who believe that they have been unlawfully sexually discriminated/retaliated against may proceed immediately to the complaint procedure and individuals who seek resolution through the informal procedure may request that the informal procedure be terminated at any time

to move to the complaint procedure. While there are no set time limits within which an informal procedure must be resolved, the Title IX Coordinator or his/her designee will exercise his/her authority to attempt to resolve the informal procedure within fifteen (15) business days of receiving the report.

Parties who are dissatisfied with the results of the informal procedure may proceed to file a complaint with the Title IX Coordinator.

Level II - Complaint Procedure

If a report is not resolved through the informal procedure, if one of the parties requests that the informal procedure be terminated to move to the complaint procedure, or if the individual elects to file a complaint initially, the complaint procedure shall be implemented. The School also reserves the right to investigate and resolve a complaint or report of sex discrimination/retaliation regardless of whether the individual alleging the unlawful discrimination/retaliation pursues a complaint

The complaint should be in writing and state the date and nature of the alleged discrimination/retaliation and the relief sought. If the grievant is a student, the Title IX Coordinator shall assist in preparing the written complaint.

Upon receipt of the written complaint of sexual discrimination that does not allege sexual harassment, the Title IX Coordinator or his/her designee shall begin an investigation. The investigation will include, but not be limited to, interviews and a consideration of documentation or other information presented by any party that is reasonably believed to be relevant to the allegations, as applicable. Although certain cases may require additional time, the Title IX Coordinator or his/her designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the written complaint. The School reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

If an individual is alleged to have engaged in discrimination/retaliation, that individual shall be presumed to not be responsible for the alleged conduct until the conclusion of the complaint procedure. That individual must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

At the conclusion of the investigation, the Title IX Coordinator or his/her designee shall issue a written decision to the parties.

Level III - Appeal

If the student or employee believes that there still is a basis for a grievance, he or she may make a written statement of appeal to the Board. This written statement of appeal must be filed within ten (10) business days of the date of the Title IX Coordinator's decision

The Board or its designee (1-3 members of the Board) shall make a decision on the grievance appeal in a timely manner (ordinarily, within fifteen (15) business days of the appeal being received), and shall give that decision in writing to the Title IX Coordinator and the Student or employee.

Grievance Process for Complaints of Sexual Harassment

Definitions

For purposes of this grievance process,

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the

respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Training

Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. In addition, these individuals shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

All Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The School will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, and that decision-makers receive training on any technology to be used at a live hearing, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Presumption of No Responsibility

Throughout this grievance procedure, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. In addition, the School shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The School must comply with this grievance process before the imposition of any disciplinary sanctions, or other actions that are not supportive measures, against a respondent.

The investigation of the grievance shall include an objective evaluation of all relevant evidence - including both inculpatory and exculpatory evidence - and credibility determinations may not be based on a person's status as a complainant, respondent, or witness. The standard of evidence to be used to determine responsibility will be the preponderance of the evidence standard.

Good Cause Delay

There may be a temporary delay of the grievance process or a limited extension of time-frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Level I - Response to Report

Upon receiving a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The School will maintain as confidential any supportive measures provided before or after the filing of a formal complaint or where no formal complaint has been filed, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

Level II - Formal Complaint

Upon receipt of a formal complaint (or later as additional allegations become known), the School will provide the following written notice to the parties who are known:

- (A) Notice of the School's grievance process that complies with this section, including any informal resolution process.

(B) Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must also inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice provided, the School must provide notice of the additional allegations to the parties whose identities are known.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation:

The Title IX Coordinator or his/her designated investigator will investigate the allegations in a formal complaint. When investigating a formal complaint and throughout the grievance process, the Title IX Coordinator or his/her designated investigator must:

(A) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the School must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

(B) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

(C) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

- (D) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- (E) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- (F) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- (G) Create an investigative report within thirty (30) business days of receipt of a formal complaint that fairly summarizes relevant evidence and, at least ten (10) business days prior to a time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Question and Answer Period

After the School has sent the investigative report to the parties, the Title IX Coordinator or his/her designated investigator shall submit the investigative report to a decision-maker(s) to reach a determination regarding responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator or the investigator(s).

Before reaching a determination regarding responsibility, the decision-maker(s) must afford each party five (5) business days to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. However, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are

offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Dismissal

The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another provision of the School's code of conduct.

The School may also dismiss the formal complaint or any allegations therein, if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the School will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Determination Regarding Responsibility

The decision-maker(s) must issue a written determination regarding responsibility within twenty-five (25) business days of receiving the investigative report.

The written determination must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the School's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and

(F) The School's procedures and permissible bases for the complainant and respondent to appeal.

The School must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If a determination of responsibility for sexual harassment has been made against a respondent, the School will provide remedies to a complainant. The Title IX Coordinator is responsible for effective implementation of any remedies. Possible remedies to the complainant that the School may implement include: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures or individualized services offered as may be appropriate and reasonably available, without fee or charge to the complainant, that are designed to restore or preserve equal access to the School's education program or activity, to protect the safety of the complainant or the School's educational environment, or to deter sexual harassment.

Possible disciplinary sanctions the School may implement following any determination of responsibility by the respondent may include: suspension, expulsion, reprimand, documenting the occurrence in the personnel file, referral to counseling, withholding of a promotion, demotion, reassignment, temporary suspension without pay, termination of employment, or any other disciplinary measures outlined in the School's code of conduct or Staff Handbook.

Level III - Appeal

Either the complainant or respondent, or their parent or guardian, may appeal from a determination regarding responsibility or from a dismissal of a formal complaint, or any allegations therein. Any such

appeal shall be received by the Title IX Coordinator in writing within ten (10) business days of the determination.

The appeal may be on one or more of the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The Title IX Coordinator shall give the written appeal to an appeal decision-maker(s) for decision. The decision-maker on appeal cannot be the same person(s) as the initial decision-maker, the Title IX Coordinator, or the investigator(s).

Within three (3) business days of receipt, the Title IX Coordinator shall also provide notice to the other party in writing that the appeal was filed. Each party shall then be provided five (5) business days to submit a written statement in support of, or challenging, the outcome.

Within ten (10) business days after the time to submit a written statement has passed, the decision-maker on appeal shall issue a written decision describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

For all appeals, the School must ensure that the decision-maker(s) for the appeal: (i) not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent; (ii) receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; (iii) receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and (iv) receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Office for Civil Rights

If the student (or their parent or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights. However, use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

A student (or their parent or guardian) or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination, or, if this grievance procedure is utilized, within sixty (60) days after the last act of the grievance process.

Informal Resolution Process

The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.

Similarly, the School may not require the parties to participate in an informal resolution process, and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process that does not involve a full investigation and adjudication, provided that the School:

- (A) Provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- (B) Obtains the parties' voluntary, written consent to the informal resolution process; and
- (C) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Any such informal resolution process should not exceed ten (10) business days.

Emergency Removal

Nothing in this grievance procedure precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. However, this provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave

Nothing in this grievance procedure precludes the School from placing a non-student employee respondent on administrative leave during the pendency of a grievance process. However, this provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Recordkeeping:

The School must maintain for a period of seven years records of:

- (A) Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;
- (B) Any appeal and the result therefrom;
- (C) Any informal resolution and the result therefrom; and
- (D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by the public.

For each response to a report or formal complaint of sexual harassment in an education program or activity, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If the School does not provide a complainant alleging sexual harassment with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

Retaliation Prohibited

Neither the School, nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding in this grievance procedure. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, constitutes retaliation.

The School must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal

complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination complaints not alleging sexual harassment. The exercise of rights protected under the First Amendment does not constitute prohibited retaliation under this grievance procedure. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of this grievance procedure does not constitute prohibited retaliation under this grievance procedure, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Designations

The School retains discretion to designate suitably qualified persons to fulfill any function under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The School also retains discretion to appoint two or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Headmaster and/or Title IX Coordinator may delegate functions assigned to a specific individual under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation may be rescinded at any time.

See 34 CFR part 106; see also Policy 221, Policy 222, and Appendices 221.1-A through 221.1-J.

Appendix A: Policy Updates Since 2025-2026

For returning families especially, please peruse updates made to the following sections of the CLASSICAL Student & Family Handbook 2025-26 below.

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Appendix B: Student Parking and Use of Motor Vehicles

The School regards students' use of a motor vehicle to and from school an assumption of responsibility on those students and their parents. It is the student's and parent's responsibility to observe all safety rules. Cincinnati Classical Academy is not responsible for lost or stolen items. Cincinnati Classical Academy will not assume responsibility for any damage to the car or its contents. If there is a reasonable suspicion that a student is in violation of school rules, a search may be conducted to protect the safety of others. There is no expectation of privacy for materials stored in the car while on school premises.

The School, in its absolute discretion, may permit Students in grades 10-12 to park on the school's property. If there are more interested drivers than available parking spots, the School has the discretion to determine who may park at the school. All students parking on school property shall be licensed, insured, and have a valid parking permit issued by the School.