

Heir Force  
Community  
School

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# Parent- Student Handbook

## ***SECTION I – GENERAL POLICIES***

### **Article I – School History**

The Heir Force Community School began as a Private School founded by Cornerstone Harvest Church in Lima, Ohio, called Heir Force Academy. In January 2001, the HFA School Board was established. In 2004, the HFA converted from a Chartered Nonpublic to a Chartered Community School; known as the Heir Force Community School.

### **Article II – General Purpose and Policy Statement**

The main purpose of the Heir Force Community School is to assist parents with their responsibility of training and educating children. The HFCS guides and establishes learning experiences that assist each student in discovering and developing his or her individuality and talents in becoming a mature, responsible, civil and productive member of society. In this endeavor cooperation and participation from all families is necessary for this model to flourish. The policies of the HFCS are determined by the HFCS School Board (*the Board*). To achieve and maintain both academic and social success, parents and students are expected to cooperate fully with the school policies set forth in this handbook.

### **Article III - HFCS Mission Statement**

Our school mission is to meet all applicable *state academic indicators*. We will achieve this by increasing scores in all AIR based subjects on a quarterly basis. Our staff supports this mission by assessing student readiness, organizing instruction, and establishing individual learning strategies for use in positive interactive classrooms ran by highly effective teachers.

### **Article IV –Staff**

The HFCS is an equal opportunity employer.

### **Article V – Admissions and Lottery Standards**

Except as otherwise provided in the School’s Enrollment and Residency policy, admission to the School is open to any individual ages five to 22 entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65. The School will not discriminate in its admission of students based on race, color, national origin, religion/creed, disability, sex, or any other protected characteristic.

The School will not limit admission based on intellectual ability, measures of achievement or aptitude, or athletic ability, except that the School may limit its enrollment to the age/grade levels served and to “at-risk” students identified in the School’s Enrollment and Residency policy. Upon admission of any student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

The School will limit enrollment to the capacity of its programs, classes, grade levels, and facilities. If there are more eligible applicants than spaces for any given grade or age grouping,

students shall be admitted by lot from all those submitting applications. Preference will be given to students attending the School the previous year, students who reside in the district in which the School is located, and to siblings of students attending the School the previous year. Preference may also be given to students who are the children of full-time staff members employed by the School, provided the total number of students receiving this preference is less than five percent of the School's total enrollment.

#### Vacations

Parents who wish to take students out of school for vacations should contact the school at least two (2) weeks in advance of the anticipated trip. Contact should be made in writing stating the specific days the student will be out.

1. When on vacation, it is the responsibility of the student to complete the make-up work. Students can make arrangements with the teacher prior to their trip to receive all work. Make up work for vacations are due upon return, based on returning date submitted by the parent / guardian and approved by administration.

### **Article VI- Attendance, Truancy, and Withdrawal**

#### **General Policy**

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the School's attendance procedure whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

#### **Excused Absences**

Absences due to the following will be excused: (Keep in mind however, hours accumulated through excused absences still accumulate for overall yearly absenteeism).

1. Personal physical illness such as to prevent attendance at School;
2. Personal mental illness such that the student will not benefit from instruction;
3. Illness in the family if student is age 14 or older;
4. Quarantine of the home;
5. Death in the family;
6. Observance of religious holidays;

7. Court subpoena;
8. Necessary work at home due to absence of parents/guardians;
9. Instruction at home from a person qualified to teach the branches of education in which instruction is required; or
10. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.

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 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. All assignments are due 3 days following student's return to school.

Upon return to School, the student must provide to the School a written statement from a parent of the cause for absence, or the absence will be considered unexcused. The Executive Director reserves the right to verify such statements and to investigate the cause of each individual absence.

#### **Disciplinary Action for Unexcused Tardiness or Absence**

Repeated unexcused absences/tardiness shall be grounds for disciplinary action. A student is tardy when a student is more than five minutes late for school or for a class. If a student misses more than half a class, the student will be marked absent for the class.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

#### **Truancy and Absence Intervention**

The Executive Director may act as the School's attendance officer or may designate a school employee or third party to act in this capacity. The School's attendance officer must notify a student's parents in writing if the student is absent from the School with or without legitimate excuse for 38 hours in a month or 65 hours in a school year. Such students shall be deemed "excessively absent" from school. This notice must be sent within seven days of the absence that triggered the notice.

The School shall develop intervention strategies for all students who are excessively absent from school to encourage attendance. These strategies will be developed through consultation with the judge of the local juvenile court, the student's parents, and appropriate state and local agencies. These strategies shall include the following actions, to the extent applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a student who is habitually truant if necessary;

3. Requesting or requiring a parent to attend parental involvement programs and/or truancy prevention mediation programs;
4. Notification with the registrar of motor vehicles; and
5. Taking any and all legal action permissible or required under Ohio law.

A student will be deemed “habitually truant” if the student is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in a school month, or 72 or more hours in a 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.

The Executive Director will assign the student to an absence intervention team within seven school days of the absence that surpasses the threshold for habitual truancy. Membership on the team may vary based upon the needs of the student, but the team shall include two representatives of the School, at least one of whom knows the student. The team 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. Within the same seven school days, the School will make at least three good faith, meaningful attempts to secure the participation of the student’s parent, guardian, custodian, or guardian ad litem on the team. If the parent responds but is unable to participate, the School will notify the parent of the right to participate by designee. If the parent does not respond, the School will investigate whether the failure to respond triggers mandatory reporting requirements and instruct the team to develop a plan for the child.

Within 14 days after assignment to the absence intervention team, the team shall develop an intervention plan to reduce or eliminate further absences. The plan shall be based on the individual needs of the student, but shall state that a complaint will be filed with the juvenile court within 61 days after the plan is implemented if the student refuses to participate in, or fails to make satisfactory progress on, the plan. Within seven days of making the plan, the School will make reasonable attempts to provide the student’s parent with written notice of the plan.

If a student becomes habitually truant within the last 21 school days of the year, the School may, in its discretion, assign a school official to work with the student’s parent and develop an absence intervention plan during the summer. The plan shall be implemented not later than seven days prior to the first day of instruction in the next school year. Alternatively, the School may toll the time period of the summer months and reconvene the absence intervention process upon the first day of instruction of the following school year.

### **Reporting**

As soon as practicable, the School shall report to the Ohio Department of Education upon any of the following occurrences:

1. When a student is deemed excessively absent and the School sends a notice to the student's parents;
2. When a student is deemed habitually truant;
3. When the student who has been adjudicated an unruly child for being habitually truant violates the court order regarding that adjudication; or
4. When an absence intervention plan has been implemented for a student.

The attendance officer must file a complaint in juvenile court if, at any time during the implementation phase of the absence intervention plan or other intervention strategies, the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours in a school month, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The attendance officer must also file a complaint in juvenile court on the 61st day after implementing an absence intervention plan or other intervention strategies if (a) the student is deemed habitually truant; (b) the School has made meaningful attempts to reengage the student through the absence intervention plan, other intervention strategies, and any offered alternatives to adjudication; and (c) the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication. In the event that the 61st day occurs during the summer months, the absence intervention team or attendance officer may, at the School's discretion, extend implementation of the plan and delay filing the complaint until 30 days after the first day of instruction of the next school year.

### **Withdrawal**

A student who fails to participate in 72 consecutive hours of learning opportunities without legitimate excuse will be automatically withdrawn. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form.

Whenever a child withdraws from the School, the child's teacher shall ascertain the reason for withdrawal. The teacher shall immediately inform the Executive Director of the fact of the withdrawal and its reason. If the child withdrew because of a change in residence, the School shall also ascertain the location of the child's next residence. The Executive Director shall forward a card showing the essential facts regarding the child and the child's new residence to the superintendent of the district to which the child has moved.

If the School receives information that the child withdrew for a reason other than a change of residence and is not enrolled in and attending another school, the Executive Director shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the withdrawal and failure to enroll in and attend another school. The School shall give this notice in writing and in the manner required by the registrar's rules within two weeks after the withdrawal and failure to enroll in and attend another school.

## **Article VII– Enrollment and Residency Policies**

The School admits students residing statewide (“admissions areas”) and serves grades K-8. A child shall be admitted to the School as a student if the child’s parent resides in the School’s admissions area. Residency is not determined solely by where the parents own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place.

Any one of the following documents can be used to establish proof of residency for verification of a child’s eligibility for enrollment, provided the document is current, in the parent’s name, and includes a street address:

- A deed, mortgage, lease, or current homeowner’s or renter’s insurance declaration page;
- A current real property tax bill;
- A utility bill or receipt of utility installation issued within 90 days of enrollment;
- A paycheck, paystub, or bank statement issued to the parent or student within 90 days of enrollment that includes the street address of the parent’s or student’s primary residence; or
- Any other official document issued to the parent or student that includes the street address of the parent’s or student’s primary residence and as approved by the Ohio Superintendent of Public Instruction.

All custody or court orders pertaining to the family or student must be turned in when requested, or at admission. If the School and Parent disagree as to residency status, the Superintendent of Public Instruction shall 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 Executive Director may request additional documentation.

- A. Complete all registration forms.
- B. Submit all necessary enrollment paperwork, including a copy of legal birth certificate, immunization records, social security card, proof of residency, Camera Surveillance Waiver Form and Release of Records Form.
- C. Read this Parent/Student Handbook carefully sign and return the agreement form on the last page of this handbook.
- D. The school office will notify parents of the student’s admission status.

## **Article VIII – Elementary Admission Requirements**

The admission policy for Kindergarten is as follows:

- A. Child must be 5 years of age on or before August 1st and complete a kindergarten screening given by the school.
- B. Before a child can be admitted to school, the following records must be on file: all necessary enrollment paperwork, including a copy of legal birth certificate, immunization records, social security card, proof of residency and release of records form.

#### **Article IX– Payments**

##### **A. Book Fee**

1. The book fee is determined each year by the Director and School Board.
2. The book fee is due at the time of registration.
3. The book fee covers the cost of workbooks and additional classroom consumables.
4. The book fee is **NON-REFUNDABLE.**

##### **B. Financial Aid**

1. The Heir Force Community School participates in Ohio’s C.E.P.P. (Community Eligibility Provision Program) and all students are eligible a free lunch.
2. Donations: The HFCS welcomes individual gifts and corporate donations.

#### **Article X – Parent Involvement, Communication, Technology and Title Services**

- A. Parents are strongly encouraged to be active in the education of their children. We depend on parents for their cooperation and involvement in the following areas:

##### **1. Parent/Teacher Open House**

- Scheduled shortly before the opening of each school year.

##### **2. Parent-Teacher Conferences**

This is often the first step in the communication process concerning students and classroom activities. Formal, required parent-teacher conferences for all parents are scheduled by the office following the completion of 1<sup>st</sup> and 2<sup>nd</sup> quarters. Also, additional conference can be scheduled per parent or teacher request throughout the school year. Please contact the teacher during school hours or the office to set up a conference.

##### **3. Homework**

- Will be assigned to each student based on the needs of the student as well as meeting academic content standard goals. Additional homework can be requested at any time.



- Text Books can be requested to be sent home by submitting a HFCS Materials Request Form located in the office.
- Homework may also be assigned for extra credit.

#### **4. Parent Association - Volunteering**

The HFCS Parent Association is designed to allow parents to have a greater level of involvement with school operations. The Parent Association will have 4 distinct functions. Any person wishing to volunteer must first fill out a volunteer request form that must be approved by the Executive Director first.

- a. **Classroom Reps** - Will work directly with homeroom teachers in supporting classroom matters (ex. Field trips, parent reminders, parties, academic initiatives, etc.)
- b. **School Volunteers** – Will be able to work in other areas of the school such as the cafeteria or in the school office.
- c. Parent **Association Leaders** – Will be made up of parent reps or other parents from the various grade level teams. Parent Association Leaders will work closely with Administration in providing input, assistance, and support regarding school wide matters.

#### **5. Fund Raisers**

- The HFCS will hold various fundraisers throughout the year for the purpose of raising monies for education related events, activities and supplies.

Our philosophy as a school is to provide as many opportunities as possible for communicating with parents. The following are some of the current communication processes:

#### **6. School/ Home Folders**

- These folders/agendas are supplied by the school.
- Folders must be checked daily by parents and teachers.
- School and student information, and additional notes will be sent home in this folder.

#### **7. Director Conferences**

- Please call the office at (419) 228-9241 to set up a conference with the either the Executive Director or Director of Education.

#### **8. Correspondence to the School Board**

- Written correspondence addressed to the School Board may be sent to: Heir Force 150 W. Grand Ave. Lima, Ohio 45801. All requests to be on the school board agenda

must be received in writing at least one week prior to the meeting. Once approved the office will make contact confirming the request.

#### **9. Parent Surveys/Suggestions**

- The Board will design, disseminate, and collect questionnaires periodically, and especially when issues arise requiring feedback from parents. Survey responses and suggestions will be handled in a professional manner, and will receive a timely response when necessary.

#### **10. School Website**

- The HFCS website is meant to be a service to students and parents regarding school updates and information, as well as academic assistance. To locate the site please go to [www.heirforcecs.com](http://www.heirforcecs.com). Look for new additions to the website throughout the school year.

#### **11. The HFCS chain of command contact for parents is as follows.**

- Teachers (*if applicable*)
- School Directors
- School Board.
- Contacting teachers can be made by phone, letters or e-mail. Meetings with Directors can be conducted via the HFCS Meeting Information Form. To be put on the agenda of a HFCS Board Meeting, parents must contact the school in writing at least one week prior to a school board meeting.

#### **12. Use of Technology**

The use of technology and computer resources at the School is a revocable privilege. Failure to abide by this policy may render you ineligible to use the School's computer facilities and may bring additional disciplinary action.

Students are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, e-mail and all other similar networks and devices.

Students are expected to be responsible and use Technology to which they have accessed appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, e-mail, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community, is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.).

Failure to adhere to this policy and the guidelines below will result in disciplinary action.

Unacceptable uses of Technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; using other users' e-mail addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Student Code of Conduct. A good rule to follow is to never view, send or access materials that you would not want your instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the Technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods of services for personal use, and includes, but is not limited to, the following:
  - A. any activity that requires an exchange of money and/or credit card numbers;
  - B. any activity that requires entry into an area of service for which the School will be charged a fee;
  - C. any purchase or sale of any kind; and
  - D. any use for product advertisement or political lobbying.
8. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using Technology and the Internet. Common sense should prevail. The use of the School computer network system should be in support of education and research, consistent with the educational mission or objectives of the School and in accordance with federal law, Ohio law and the Student Code of Conduct.

Students have no expectation of privacy with respect to the use of Technology, the Internet, intranet or e-mail. Maintenance and monitoring of the School network system may lead to the discovery that a student has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct or the law may result in severe penalties, up to and including expulsion.

### **13. Title I Services**

The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments in the Elementary and Secondary School Improvement Act of 1965.

The Executive Director or his/her designee shall prepare and present to the Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

#### **A. Assessment**

The School shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education, as well as those determined by the School professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

#### **B. Scope**

The School shall determine whether the funds will be used to upgrade the educational program of the entire School and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program shall include the components required by law as well as those agreed upon by participating staff and parents.

#### **C. Participation**

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall meet the requirements of Section 1118 of the Act.

**D. Comparability of Services**

Title I funds will be used only to augment, not to replace, State and local funds. The Executive Director or his/her designee shall take steps as necessary to achieve comparability of services.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

**E. Professional Development**

The Executive Director or his/her designee shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

1. Involve parents in the training, when appropriate;
2. Combine and consolidate other available Federal and School funds; and
3. Foster cooperative training with institutions of higher learning and other educational organizations including other school districts.

**F. Simultaneous Services**

In accordance with law, a school offering Title I services may also serve other students with similar needs.

**Article X– Non-Solicitation Policy**

To avoid disruption of business or educational operations or the disturbance of faculty, staff, visitors, and students; the Heir Force Community School has implemented a Non-Solicitation Policy.

Solicitation shall be defined as the promotion or sale of products, merchandise or services for the benefit or profit of employees or students. Promotion includes the distribution of materials on H.F.C.S. campus grounds by advertising materials, e-mails, and telephone solicitation.

Solicitation by employees, students, or visitors during school hours or at any time on the H.F.C.S. campus grounds is prohibited.

This policy does not apply to solicitation that will benefit not for profit institutions that are approved and promoted through school wide initiatives from the direct approval of the H.F.C.S. Executive Administration and/or School Board.

## **SECTION II – STUDENT CONDUCT AND DISCIPLINE**

### **Student Code of Conduct**

Students are subject to the School’s disciplinary process for any violation of the Student Code of Conduct. All students are expected to conform to the Student Code of Conduct at School, on school premises, at school activities or functions regardless of location, and on transportation to and from the School, if the transportation is paid for or provided by the School.

### **Article I- Progressive Discipline**

#### **A. First Level Offense**

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

#### **B. Second Level Offense**

1. Teacher applies appropriate consequences, including but not limited to longer time-outs, alternate areas for reflection, loss of privileges, detention, or in-school suspension.
2. Teacher personally communicates the problem(s) with the student’s parents.
3. Teacher sends a written report home and a copy to the office.

#### **C. Third Level Offense**

If actions taken at the preceding levels have not corrected the inappropriate behavior or if the student engaged in serious act(s) of misconduct, the Executive Director may suspend the student from School, not to exceed 10 school days.

#### **D. Fourth Level Offense**

If actions taken at the preceding levels have not corrected the inappropriate behavior or if the student engaged in serious act(s) of misconduct, the Superintendent, as designated in OEDS-R, may expel the student from School, not to exceed 80 days, unless one year is specifically authorized or unless the student is permanently excluded from the School.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Executive Director.

## **Article II- Infractions and Typical Disciplinary Action**

See the Behavior Matrix below.

## **Article III- Transportation Discipline**

A student may be suspended from bus-riding privileges for violations of the Student Code of Conduct or violations of relevant bus-riding rules. If a student is being transported by his or her home school district, then the School shall enforce the home school district's bus-riding policy. Students are required to be provided notice of an intended suspension, whether verbal or written, and an opportunity to appear before the Executive Director before a suspension is imposed.

If immediate removal of a student is authorized, the student must be given notice as soon as is practicable of the reasons for the removal and of a hearing before the Executive Director, which must be held within 72 hours of the removal. Immediate removal is authorized when the student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of the bus-riding suspension shall be in accordance with the policies of the school bus owner.

The School shall post the bus-riding codes of conduct of the home school districts from which students are being transported in a central location in each school building and shall make them available to students or parents, upon request.

Suspensions or immediate removal from bus riding privileges of students with disabilities shall be accomplished in accordance with the laws governing suspension and expulsion of students with disabilities.

***HEIR FORCE COMMUNITY SCHOOL'S  
BEHAVIOR AND CHARACTER EDUCATION PROGRAM DISCIPLINE PROCEDURE***

### **BEHAVIOR PROGRAM**

The discipline program of HFCS will be based on a 4 step system that will progress throughout the school year. Each step will be monitored closely and conducted by the Discipline Coordinator with the help of teachers, mentors and other school administration to aide the student in modifying their behavior. The 4 steps are as follows:

**Step 1. In-Classroom Discipline/Intervention** – In the classroom the teacher is the ultimate authority. With this in mind the teacher will observe and assess student behavior and if necessary determine an appropriate intervention or disciplinary measure (i.e. moving seat, sitting student alone, extra work, clean up duties, lunch duties, meeting with student, the loss of certain privileges, etc.). The teacher may choose another more rigid discipline measure with the approval of the Discipline Coordinator. If the student's behavior becomes an issue as to negatively effect the student's learning ability and/or safety, the learning ability or safety of another student, or the overall classroom and/or school climate, the student may be written up and will move to step 2 where a cooperative discipline plan will be written with the involvement



of the student's parents. Upon being written up the student may also meet with the Discipline Coordinator regarding their behavior in the classroom. The student may be written up at any time for committing any major offense or the insistent committing of any one or more minor offenses.

**Step 2. Parent Meeting** – If step 1 is not effective in modifying or altering the student's behavior the student will move to Step 2. During this step a meeting is scheduled with the student's parents to create a Cooperative Discipline Plan (CDP). The plan will be set up with incentives or rewards built in to it to assist in motivating the student to modify their behavior. This plan will be implemented with the student's teacher in the classroom. The student's teacher and parent will keep in contact with one another to monitor and report how the student is doing with the plan. If a student continues to exhibit 2 weeks of negative behavior while on the plan, the student will then move to Step 3, while still continuing to work on the plan. Depending on the behavior of the student and the offense(s) committed by the student, the student can also be recommended for suspension or expulsion at this time.

**Step 3. HFCS Discipline/Intervention per Matrix**– During this step the student may be referred to the School-Wide matrix of behavioral infractions and its corresponding consequence; including but not limited to Saturday School, Suspensions, and Expulsion. If intervention is found to be necessary, HFCS will establish a Behavioral IEP (see below). The student may also be referred to an outside counseling resource such as C.H.O.I.C.E.S, Family Resource Center, or SAFY.

**Behavioral IEP:** The Intervention Assistance Team (IAT), made up of the student's parents and teacher(s), as well as the Discipline Coordinator and other school administrative staff, will meet to discuss the possible need for a Behavioral IEP as an intervention tool to assist the student in modifying their negative behavior. This process may include interviewing the student, his/her parents and/or teachers, as well as other testing and assessment of the student. Upon completion of any necessary information gathering, a determination will be made on whether the student qualifies for a Behavioral IEP. If the student does not qualify, it is possible that the student may be recommended for suspension or expulsion.

## Student Behavior and Consequence Matrix

### HFCS Behavior Matrix

Consequences are assigned by the type of offense. Recurring offenses of a category, move the student into the matrix steps.

Offense Type	Description	1st Offense Consequence	2nd Offense Consequence	3rd Offense Consequence	4th Offense Consequence
Academic Misconduct	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.)	1 Day Friday School	1 Day ISS	2 days ISS	3 Days ISS
Attendance and Tardiness					
General Horseplay	Rough, or boisterous behavior by a student	1 Day Friday School	1 Day ISS	2 days ISS	3 Days ISS
Bullying, Intimidation, Harassment	Threatening, whether verbally or physically, others in a manner that inflicts fear, injury, or damage; using information and communication technologies, including but not limited to email, cell phones, text or instant messages, social media, internet, or blogs, to support deliberate, repeated, or hostile behavior by an individual or group that is intended to harm, intimidate, or harass others on school time, on school premises, at school events, programs, or activities, or off school time or school premises if such acts affect other students or staff members	1 Day ISS	3 Days ISS	1 Day out of School Suspension	3 Day out of School Suspension
Criminal Act	Committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons or property	1 year discretionary expulsion	1 year discretionary expulsion	1 year discretionary expulsion	1 year discretionary expulsion
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction or school activities, including but not limited to failure to carry out directions or school guidelines, failure to cooperate with school personnel or parent volunteers, verbally harassing other students or staff, and running or making excessive noise in the building	1 Day Friday School	1 Day ISS	3 Days ISS	1 - 5 Days out of School Suspension
Dress Code Violations	<b>See Dress Code Policy in the Handbook - Violations may results in loss of student dress down privilege, Friday School, Parent contact, or ISS</b>				

Electronic Devices	Displaying or possessing any electronic devices (cell phones, iPods, gaming devices, etc.) without approval. Item will be collected by the teacher and kept in the office until the end school day for student pickup.	1 Day Friday School	1 Day ISS	2 days ISS	3 Days ISS
Firearms/Weapon	Bringing a firearm to School or onto any property owned, used, or leased by the School	1 year discretionary expulsion	1 year discretionary expulsion	1 year discretionary expulsion	1 year discretionary expulsion
Firearms/Weapon	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is located at a school, on school property, or at which the School is a participant, or possessing a firearm in these settings if the knife was initially brought onto school property by another person	1 year discretionary expulsion	1 year discretionary expulsion	1 year discretionary expulsion	1 year discretionary expulsion
Gang Activity	Involvement in initiations, hazing, intimidations, and/or related activities of group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or staff; wearing, carrying, or displaying gang paraphernalia; exhibiting behaviors or gestures that symbolize gang membership; causing or participating in activities that intimidate or affect the attendance of another student	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion	1 year discretionary expulsion
Inappropriate Language	Using or directing insulting, degrading, obscene, abusive, vulgar, profane, harassing, or demeaning language or gestures, whether written or verbal, toward any member of the school community	1 Day Friday School	1 Day ISS	2 days ISS	3 Days ISS
Defiance/ Insubordination	Refusing, whether verbally or non-verbally, to comply with a reasonable request or directive of school personnel while on school property or at any school-related activity or event.	1 Day Friday School	1 Day ISS	2 - 3 Days ISS	1- 5 Days out of School Suspension
Physical Contact/ Fighting/ Intent to harm	Participating in unacceptable physical contact, including but not limited to fighting, pushing, and intentionally hurting other students	3 Days out of School Suspension	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion
Major Safety Violation	Creates a serious possibility of harm to oneself or others including but not limited to leaving school grounds without permission, and other harmful or dangerous acts	3 Days out of School Suspension	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion
Sale, Use, Possession, Distribution of alcohol, drugs, or other controlled substance	Using, selling, purchasing, distributing, possessing, or attempting to possess mood altering chemicals or substances (including counterfeit or look-alike substances), distributing any drugs, alcohol, controlled substances, or other intoxicant on school property or at school activities or events	3 Days out of School Suspension	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion

Sale, Use, Possession or Threat of Illegal Drugs	Using, selling, purchasing, distributing, possessing, or attempting to possess any tobacco products or paraphernalia, including e-cigarettes or other smokeless tobacco devices	3 Days out of School Suspension	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion
Misuse of School Property	Failing to exercise proper care and use of school property, including but not limited to: defacing school property, including desks, lockers, textbooks, library books, and other school materials; destroying or improperly using school computers, printers, or other technology; disrespecting the property of other students or school personnel; chewing gum on school property; stealing	1 Day Friday School	1-3 Days out of School Suspension	1-3 Days out of School Suspension	3 - 10 out of school suspensions
Sexual Harassment or Misconduct	Initiating or engage in unwelcome physical contact, unwelcome advances of a sexual nature, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature	1 Day ISS	2 Day ISS	3 Days ISS	1- 5 Days out of School Suspension
Theft	Stealing, attempting to steal, possessing, or transferring school or private property, or participating in the theft or attempted theft of school or private property	3 Days out of School Suspension	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion
Knife	Bringing a knife to School, onto school property, or to an interscholastic competition, extracurricular event, or any other program or activity sponsored by the School or at which the School is a participant, or possessing a knife in these settings if the knife was initially brought onto school property by another person	3 Days out of School Suspension	5 Days out of School Suspension	10 Days out of School Suspension	1 year discretionary expulsion
Sleeping in class	Habitual documented sleeping during class.	Loss of dress down priviledges	Friday School	ISS	
Lying	Intentionally giving false statements or communication	1 Day Friday School	1 Day ISS	2 days ISS	3 Days ISS
Minor Safety Violations	Creating minor safety risks including but are not limited to talking during safety drills, running, pushing, yelling, or other inappropriate behaviors, any inappropriate playground behaviors, and minor insubordination to adults	1 Day Friday School	1 Day ISS	2 days ISS	3 Days ISS
Friday School failure to serve	Failure to serve Friday school will result in a 1 day ISS the following school day.				

**Step 4. Suspension or Expulsion** – Once the Discipline Coordinator has gathered documented proof of consistent, chronic violations of classroom/school rules and policies during steps 1-4, the student will meet with the Discipline Coordinator and a recommendation for suspension or expulsion will be made. The Executive Director will approve the recommendation and the student’s parents will be contacted by letter and phone regarding the suspension. The student’s parents may appeal the decision for suspension if they so desire. Suspensions can be 3, 5, or 10 days out of school depending on the severity of the offense or number of occurrences. An expulsion is when a student is permanently dismissed from the school for the remainder of the school year.

***Please Note: the length of time a student is suspended can be determined or altered by an HFCS Administrator’s Determination.***

All suspensions will begin the day following the infraction provided the parent/guardian has been given proper notice. During a suspension students may not participate in any school functions. Parents are responsible for picking up all make up work from the school office and making sure all work is complete and turned in to the school office on the first day the student returns to school from the suspension period. Academic Credit will be given at 100% for work completed during the suspension period. **Any work not completed or returned upon the first day following the suspension period will receive zero academic credit.**

Expulsion hearings will be held within the ten day suspension period if necessary. Expulsion hearings allow for parents to state questions, comments or concerns regarding the expulsion process. The hearings allow both parties to express their sides; however will not change the disciplinary action taken.

#### **HFCS Behavior Offenses by Category**

##### **Minor Infractions:**

1. Unprepared for class (pencils, pens, etc)
2. Violation of dress code
3. Talking in the class or hallways
4. Violation of school bus rules (out of seat, playing, etc)
5. Excessively loud talking
6. Food or beverage consumption in an unauthorized area
7. Chewing gum
8. Possession or use of CD players, radios, games, Ipods, MP3 players
9. Running in Hallways
10. Tardiness to class (unexcused)
11. Misuse of technology (unauthorized websites, emails, downloads)
12. The unauthorized use of any school supplies
13. Being out of seat during classroom instruction without permission

##### **Major Infractions:**

1. Disrespect to Staff – (Ex: Name calling, threats, physical violence)
2. Disrespect to Staff - (Ex: rolling of eyes, non-verbal gestures, etc.)
3. Inappropriate social behavior that intentionally interferes with classroom instruction
4. Failure to accept discipline or punishment

5. Insubordination
6. Falsification of information (lying)
7. Failure to obey reasonable request
8. Failure to identify oneself to school personnel when requested
9. Selling of unauthorized merchandise
10. Damage to textbooks (plus restitution)
11. Misuse of lockers (damage, kicking, and vandalism)
12. Use of laser pointers
13. Misuse of technology (damage, abuse, tampering, etc.)
14. Stealing test and / or test materials
15. Cheating on test (plagiarism)
16. Establishment and conduct of unauthorized clubs and organizations.
17. Fraud / forgery of school or parent documents
18. Truancy to class (skipping or cutting)
19. Theft
20. Damage or destruction of school or personal property.
21. Unauthorized use of school building or property
22. Unauthorized entry of school building before or after hours
23. Present in an unassigned location
24. Initiating without cause a fire alarm or falsely reporting a fire, or falsely reporting and impeding bomb or catastrophe
25. Tampering with building surveillance, electrical or plumbing
26. Violation of school bus rules (fighting, disrespect to driver, damage)
27. Profanity, or profane, vulgar or improper language or gestures
28. Violation of smoking policy including smokeless tobacco products
29. Possession, use, arranging or attempting to purchase, offering to sell or Transmit; or being under the influence of any narcotic, hallucinogenic drug, or intoxicant or and kind of look a like drug
30. Possession, use, arranging or attempting to purchase, offering to sell or Transmit; or being under the influence of any alcoholic beverage (including Non-alcoholic beer)
31. Possession or use of dangerous weapon, firework and or explosives (or look alike weapons)
32. Food fighting
33. Possession or use of a cell phone
34. Physical Altercation (fighting)
35. Agitating a fight
36. Bullying (intimidation tactics, threats, of physical violence, blackmail)
37. Horseplay, rough housing, "fake fighting"
38. Inciting a riot or disruption of the operation of the school
39. Ethnic intimidation or racially hurtful remarks
40. Sexual harassment, assaults, acts, gestures directed toward students, staff and or other individuals
41. Sexual contact as defined as touching a body part of another student or self
42. Gang related activity
43. Leaving a classroom or the school without permission
44. Blazing as defined as talking about another student in a negative way

**Article I – Damage to School Property**

It is expected that all damage, even accidental, will be acknowledged by the student(s) involved and that a plan for restitution will be made.

**Article II– Dress Code**

The purpose of having a dress code is to help create an atmosphere of unity and discipline in the school and to present to the community at large a visible expression of our attitude toward education and values.

Knowing that dress can set the tone for good learning, work, or any other endeavor, we have set a school appearance standard that we believe will bring mutual respect. This appearance includes modesty, neatness, cleanliness, and good taste.

All students enrolled in the Heir Force Community School are expected to adhere to the following dress code regulations.

**Dress Code Policy**

**Daily Attire** - Students are required to wear specific uniform apparel as selected by HFCS. Students will be expected to be in the appropriate uniform on a daily basis. Acceptable uniform items are listed below.

<b>HFCS Uniform Matrix</b>		
Homeroom teachers will check for correct uniform each morning. If the student is tardy, the office will check for the correct uniform before sending the student to class.		
	<b>Impact Center</b>	<b>Grand</b>
Shirt color/Shirt Style, Shirt Logo	red, royal blue, gray/ must be a collared polo shirt with the HFCS symbol	red, royal blue, gray/ must be a collared polo shirt with the HFCS symbol
Pants - dark blue or black	dark blue or black dress pant	dark blue or black dress pant
Pants - yoga/stretch/jeans	not permitted	not permitted
belt	no belt for K-2, 3rd grade belt required all	belt required for <b>all</b> students 3 - 8
socks	blue/ black	blue/ black
shoes	tennis shoes, dress shoes	tennis shoes, dress shoes
Sweatshirt or hoodies	spirit wear, HFCS emblem	spirit wear, HFCS emblem
sweater	black or blue	black or blue
jackets/coats	not permitted in the classroom	not permitted in the classroom
jewelry	one set of studs are permitted for all	one set of studs are permitted for all
boots	Brown or black (November - March)	Brown or black (November - March)
headbands	plain -- black, red, blue, gray	plain -- black, red, blue, gray

under shirt	plain -- black, red, blue, gray no collar	plain -- black, red, blue, gray no collar
shorts	blue or black uniform shorts	blue or black uniform shorts

**General Appearance-** Face artistry, visible tattoos and body piercings are prohibited. Hair may not be dyed unnatural colors. Girls may wear modest make-up.

**Article III- Dress Code Violations**

Disciplinary steps will progress as outlined in the Student Conduct and Discipline Policy section of the HFCS Handbook for any student that violates the dress code. HFCS is not responsible for lost or damaged clothing items.

**Article IV – Bus Riding**

Riding the bus is an essential part of the educational process. Busing is provided to us by Lima City and Elida school districts and we consider riding the bus an extension of our school environment. Therefore any student Kindergarten through Eighth grade found misbehaving or disobeying rules established by the various bus transportation districts will be subject to those school districts’ individual discipline policies. Please contact your school district’s bus transportation office if you are unsure of what their discipline policy is. Students may be reprimanded for any number of violations on the bus at the bus districts discretion up to expulsion of bus privileges for the school year.

**Article V – School Events**

We at the HFCS believe that school events, and extra curricular activities are important tools in enhancing a students academic experience. Events held on or off of school property during or after school hours fall under the umbrella of the school environment. If a student’s conduct is dissatisfactory while attending or participating in one of these events, that student will be subject to the HFCS Disciplinary Policy. For example if a student fights while participating in an athletic event the discipline goes directly to the discipline measure for fighting.



## **SECTION III-BASIC ACADEMIC MATTERS**

### **Article I – Faculty and Staff**

All faculty and staff at the HFCS have been carefully selected on the basis of their education, experience and qualifications. The most outstanding requirements are dedication to the education and development of children, and a character of integrity and moral responsibility.

### **Article II – Facilities**

The Central office and 4-8 Grade Building of HFCS is located at 150 W. Grand Avenue, Lima, OH. 45801. The Annex K-3 Building of HFCS is located at the Impact Center at 2000 N. Cole Street, Lima, OH 45801. All school activities will take place on the school grounds unless parents are otherwise notified.

### **Article III – Course of Study**

- A. The HFCS uses a variety of texts, manipulatives, and supplemental material to educate our students, including such publishers as Scholastic, Frank Schaffer, Holt and Harcourt, Great Minds, Amplify, Superkids, Savvas.
- B. The HFCS course of study meets and exceeds the state requirements for public schools for all grades.

### **Article IV—Student Report Cards and Progress Reports**

- A. Reporting student progress is an important part of parent/teacher communication. The reporting process is intended to convey the individual growth of the student, rather than focus on the class or comparison within the class.
  - 1. Report Cards- Quarterly report cards will be available in Progressbook.
  - 2. On-Line updates of student’s progress will be reported and able to be accessed by parents and students through a **Progressbook** link available on our web site.
  - 3. Paper Copies of progress reports of grades only will be given only if requested by the parent.
  - 4. Conference- Parent conferences will be scheduled at the end of the first and second quarters. At least one parent must attend the 15-minute conference. A copy of the report card will be given to the parent at the conference.
  - 5. Parent Involvement-Parents are encouraged to discuss the student’s progress with the teacher or Director at any time. Please make an appointment with the teacher or Director to ensure adequate time for discussion.
  - 5. School Grading Scale: 90% + A, 80-89 – B, 70-79 – C, 60-69 – D, 59 Below –F. Specials (Music and Art) for K-3<sup>rd</sup> grades will be graded on an O-Outstanding, S-Satisfactory, N-Needs Improvement, U-Unsatisfactory Scale.

6. If a student falls below 70% in math or reading mandatory tutoring will be enacted immediately. Tutoring will be done in an intervention period during school hours.
7. Any student that falls below 70% in any subject will be put on academic probation and not be allowed to participate in school sponsored extracurricular activities.
8. Retention
  - A Student who fails (Receives an F) in two or more subjects for the year will be considered for retention.
  - Other recommendations for retention may occur, without failure of two or more subjects, based on teacher's academic and non-academic concerns.
  - All retentions or recommendations for retention will be communicated to parents/guardians no later than the third quarter report card/Parent-Teacher conference. Final retention status will be decided upon the completion of the fourth quarter, and reported on the student's final year-end report card.
    - Third Grade Reading Guarantee student retention will be finalized after the AIR results are received. Any student not scoring the necessary cut score on the Reading AIR must be retained per the ODE Third Grade Reading Guarantee program.

## ***SECTION IV—SCHOOL ROUTINE***

### **Article I – Change of Address or Phone Number**

If your address, phone number, work location, or authorized pick up information changes, please notify the school immediately. It is important that the school have current information to remain in contact with parents or guardians if needed.

### **Article II – School Calendar** *(SEE ADDENDUM FOR CURRENT CALENDAR)*

### **Article III—School Hours**

- A. Your child must be in their seat no later than 8:15 a.m. School ends at 3:10 p.m. on Monday, Tuesday, Wednesday, Thursday, and ends at 1:00 pm on Fridays for grades Kindergarten through Eighth.
- B. Supervision will be provided for students from 7:45 a.m. until 8:15 during the Before School Program.
- C. The Before School Program Breakfast will be served between 7:45 a.m. and 8:15 a.m.
- D. During school hours, the student is the responsibility of the HFCS. The school will not be responsible for students prior to 7:45 a.m. and after 3:30 p.m. Monday, Tuesday, Wednesday, Thursday, or after 1:30 p.m. On Fridays; unless the student is a participant of After School Tutoring or awaiting Bus Service transportation.

### **Article IV—Office Hours**

The school office hours are 7:30 a.m. – 4:00 p.m. Parents or visitors must report to the school office; **please do not go directly to the student’s classroom.**

### **Article V—Telephone Calls and Messages**

- A. All telephone calls and messages to students or faculty must be made to the school office. Faculty and students will not be called from the classroom except in an emergency. Student use of the telephone will be limited to necessary local calls.
- B. Voice mail will be available to accept messages after hours. All messages will receive a prompt response on the following business day.

### **Article VI—Emergency School Closings and Delays**

- A. In case of inclement weather or epidemic, school may be delayed or closed. You will receive a Phone Tree Message with details about the delay or closing. WLIO will post updates. The decision to close or delay school will rest with the administration. Parents driving from a distance should attempt to call the school, and the student(s) will not be counted tardy.

- B. There will be no before school or breakfast program on days that the school is closed or delayed.
- C. Delays that occur on an Early Release Friday will result in a no early release day, with school ending at 3:10 p.m.

#### **Article VII—Communicable Diseases**

- A. Please telephone the school immediately if your child is diagnosed as having a contagious disease.
- B. **Your child must be fever-free and symptom-free (e.g. diarrhea or vomiting) for at least 24 hours before returning to school.** In the case of any contagious disease or illness, your child must be on the medication for 24 hours before returning to school. If your child has pink eye, do not send him/her back to school until there is no longer a discharge from the eye.
- C. **Your child must be picked up immediately if found to have a contagious disease.**
- D. **If a child has a temperature of 101° or higher parents will be notified and that child will be placed in the office until the parent's arrival.**

#### **Article VIII—Illness during School Hours**

If a student becomes ill during the school day, she or he may be excused. It is important that the school have the current telephone numbers of all contacts. Each student is required to have an up-to-date *Emergency Contacts* on file.

#### **Article IX—Medication**

HFCS discourages students bringing medication to school unless absolutely necessary. No medications can be administered by the faculty or staff. Students with a written consent note can be observed taking medication by a faculty or staff member.

#### **Article X--Student Injury**

- A. In case of serious injury, the faculty and staff of the HFCS retains the right to seek professional help, including the ambulance, physician, dentist, or emergency room services. Parents will be responsible to pay for the service obtained on the child's behalf.
- B. Written permission for emergency care is required from the parents, including a preference for the physician, dentist and hospital.

#### **Article XI—Health Records and Immunizations**

Each child is expected to be current on immunization according to Allen County standards prior to Kindergarten entrance. A detailed list of immunizations (types, what ages required, etc.) along with an immunization certificate can be obtained from your family doctor or the Allen

County Health Department at 219 E. Market St. Lima, OH 45801; (419) 228-4457. A copy of an immunization certificate must be present in the student's file.

#### **Article XII—Right of Access**

- A. The Buckley Amendment of the Family Educational Rights and Privacy Act of 1974 grants the right of access to educational records accumulated subsequent to December 21, 1974. Access must be granted within 45 days of written request to the Directors office. Available records include grades, evaluation, and standardized test results. These records cannot be released to persons or institutions outside the school without the written request of the parents.
- B. The Buckley Amendment affords the right for challenging the accuracy of recorded information. The parent may write a statement of positions, which will be inserted in the student's records.

#### **Article XIII—Parent Visitation**

Parents are welcome to visit the school; however, preschool age children and school-age guests are not permitted to visit the classroom without the Director's prior approval. Parents who plan to visit the student's classroom should call or write a note to the school office at least 24 hours in advance.

#### **Article XIV—Fire and Tornado Drills**

There will be unannounced fire and tornado drills throughout the year. When the fire alarm or tornado announcement sounds, all persons in the building will file out in a quiet, orderly fashion. All doors must be closed, lights turned off, and absolutely no talking. Each student is to remain with his/her class at all times. All classes will have an assigned exit. A signal will be given to re-assemble in the classroom.

#### **Article XV—Field Trips**

Field trips are planned for your child's educational value. Notes giving details of each field trip will be sent home with a permission slip. It is essential that parents sign the permission slip and return it to the school. No student will be permitted to go on a field trip without the *permission slip* and a current *Emergency Contacts* on file in the office. If a student is serving and In School or Out of School Suspension they are prohibited from participating in field trips.

#### **Article XVI—Parties**

- A. There will be various occasions for parties during the school year: examples are Thanksgiving, Christmas, and Valentine's Day. Parents may be asked to help furnish food and supplies, or to help supervise the parties.
- B. If a parent wishes to send a birthday treat to school for the student's birthday, please notify the HFCS office with a note or a telephone call at least one day in advance. Birthday treats are served only during the student's lunch period and not in the classroom.

## Article XVII—Lunch

- A. All students have the option to receive a hot lunch or bring a packed lunch from home. **Lunch items brought from home must come ready to eat. No food preparation will be given at school for packed lunches.** Please include the necessary cutlery for eating (spoon, fork, etc.)
- B. In accordance with state guidelines, all meals must include at least one serving from the meat group, one serving from the bread group, one serving from the milk group, and two foods from the fruit and vegetable group.
- C. Students are required to use quiet voices and stay in their seats during lunchtime. When a teacher or Director enters the room, silence is required to hear instructions. Students are responsible for discarding their own trash into waste containers after eating.
- D. The Heir Force Community School participates in Ohio’s C.E.P.P. (Community Eligibility Provision Program) and all students are eligible for a free lunch.
- E. Extra a la cart items can be purchased for lunch, for a published fee noted on the lunch menu. There are NO FREE extras. Purchase of extras must be recorded in the morning so appropriate lunch count can be given to the catering company.

## Article XVIII – Transportation

Parents have the right to request transportation from the public school district in which they reside. If your district of residence refuses transportation for your child, they are required by law to pay you in lieu of transportation, provided you reside within 30 minutes of the HFCS. For more information, please contact the Director.

## Article XIX – Lost and Found Items

The HFCS recommends labeling ALL clothing, lunchboxes, supplies, and items brought to school. HFCS discourages students from bringing laptops, CD players, cell phones, and other valuable items to school. Any item the school finds to be a distraction to the educational environment will be confiscated by the office and can be picked up by the parent/guardian at the end of the day. HFCS is not responsible for lost or stolen or damaged items brought to school. All “found items” should be brought to the school office. Lost items left unclaimed will be donated to the Salvation Army.

## Article XX – Missing Child Policy

In the event that a student is missing during school hours, the following procedures will be taken.

- **Initial Contact Procedure:**

Each staff member will have a dismissal list to check at the end of the school day. The staff member will call the school office if a child is missing at dismissal time. The staff member will circle the name of the missing child on the dismissal list and will document the last time the child was seen.

- **Inquiry Procedure:**

The school secretary will contact the transportation departments and each school to see if the child has been put on a bus. If the child is on a bus, the transportation department will be asked to return the child to school.

The Director of Education or Executive Director will do a school-wide page to search for the child.

- **Search Procedure:**

The administrative team will do an external search of the premises, no longer than ten (10) minutes. All administrative personal will communicate via walky-talky as to the progress of the search.

While the external search takes place, the director of education will search exit cameras for the missing child.

After the ten-minute search, parents will be contacted and notified of the steps taken thus far. Parents will be asked if child may have gone home and will be notified that police and emergency contacts will now be called. Parents will be asked for a contact number, and we will leave the contact number of the school so that we can remain in contact during the search. Parents will be asked to contact us with any updates.

Police are contacted and provided with a description and picture of the child from the child's cumulative file folder.

The executive director will take a copy of the child's photo and description along with an area map and drive to the child's neighborhood to search for the missing student.

The director of education will conduct a more thorough camera search.

Parents will be contacted by the school every fifteen (15) minutes for updates.

- **Found Procedure:**

The school will call the parent, executive director and police when the child is found.

The director of education and executive director will then contact the parent and child for follow-up details to prevent reoccurrence of this situation.

Title

Sexual Harassment Grievance Process

Board Adopted: \_\_\_\_\_6/7/2021\_\_\_\_\_

### **Sexual Harassment Grievance Process**

Heir Force Community School (HFCS) Board of Education requires the following grievance process to be followed for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

#### **Definitions**

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the HFCS's Title IX Coordinator or any official of the HFCS who has authority to institute corrective measures on behalf of the HFCS, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the HFCS exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

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

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

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the HFCS investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

#### **HFCS Requirements**



When the HFCS has actual knowledge of sexual harassment in an education program or activity of the HFCS, the HFCS will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process for investigation.

The HFCS treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the HFCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the HFCS'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, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the HFCS's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint or report of sexual harassment, the Title IX Coordinator must 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. If the HFCS does not provide the Complainant with supportive measures, then the HFCS must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

### **Timelines**

The HFCS has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. 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. In the event the grievance process is temporarily delayed for good cause, the HFCS will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

### **Response to a Formal Complaint**

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 HFCS with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the HFCS.

The HFCS must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the HFCS from removing a Respondent from the HFCS's education program or activity on an emergency basis, provided that the HFCS 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. Nor does it preclude the HFCS from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. 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.

Upon receipt of a formal complaint, the HFCS must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the HFCS's grievance process including investigation procedures and any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to 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 any evidence and
5. Notice to the parties of any provision in the HFCS's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the HFCS decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The HFCS 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 of a Formal Complaint**

The parties will be informed of the identity of any investigator. When investigating a formal complaint and throughout the grievance process, the HFCS must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the HFCS and not the parties;
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The HFCS 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;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

#### Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the HFCS's education program or activity, or did not occur against a person in the United States, then the HFCS must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. the Respondent is no longer enrolled or employed by the HFCS or
3. specific circumstances prevent the HFCS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties.

### **Evidence Review**

Throughout the grievance process, the HFCS does not require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. The HFCS provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the HFCS must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the HFCS does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator or investigator 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. The parties have 10 calendar days to submit a written response to the Title

IX Coordinator and investigator, which the investigator will consider prior to completion of the investigative report.

### **Investigative Report**

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator or investigator must 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. The parties have 10 calendar days to submit a written response to the Title IX Coordinator and decision-maker.

### **Decision-Maker's Determination**

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The parties will be informed of the identity of the decision-maker.

When the party or parties to the complaint are enrolled in a HFCS program that is not considered a postsecondary program for purposes of Title IX, the following process applies.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity 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. 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. Questions must be submitted to the Title IX Coordinator or decision-maker within three calendar days from the date the investigative report is provided to the parties.

The determination regarding responsibility becomes final either on the date that the HFCS 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.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the HFCS will provide remedies to the Complainant that are designed to restore or preserve equal access to the HFCS's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Upon any determination of responsibility becoming final, the HFCS may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

## **Appeals**

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination of responsibility was made that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome of the matter.

The request to appeal must be made in writing to the Title IX Coordinator within five calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the

decision-maker from the original determination. The parties will be informed of the identity of the appeal decision-maker.

The appeal decision-maker or Title IX Coordinator must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. Parties must submit this written statement within two days of the date of the notice of appeal in the manner directed by the appeals decision-maker or Title IX Coordinator. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously and to the Title IX Coordinator, and generally will be provided within 10 calendar days from the date the appeal is filed.

### **Informal resolution process**

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the HFCS may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the HFCS:

1. Provides to the parties a written notice disclosing:
  - A. The allegations;
  - B. 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 Title IX formal complaint process with respect to the formal complaint and
  - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process. The HFCS does 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 investigation and adjudication of formal complaints of sexual harassment consistent with this grievance process. Similarly, the HFCS does not require the parties to participate in an informal resolution process under this section and does not offer informal resolution unless a formal complaint is filed.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the

informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

### **Recordkeeping**

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

1. 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 HFCS's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The HFCS must make these training materials publicly available on its website.

The HFCS 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 HFCS 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 HFCS's education program or activity. If the HFCS does not provide a Complainant with supportive measures, this documentation must include the reasons why such response was not clearly unreasonable in light of the known circumstances.

## **SECTION V—ENDING REMARKS**

We at The Heir Force Community School believe it is our responsibility to set full behavior standards for our students. Each student and his/her parents make the decision to attend the HFCS, and thereby agree to accept the standards, principles and requirements set forth in this handbook. To affirm your agreement with this handbook please sign the very last page and return to the school office.

We appreciate the confidence you have shown us by enrolling your child here at the HFCS. We aspire to instill in each child the social, academic, and moral tools necessary to realize and actualize their full potential by way of their talent and abilities. Again, thank you for allowing us to *“Shape Tomorrow’s Leaders One Child at a Time”*

Dr. Willie Heggins III  
Executive Director



**HFCS Student and Parent Handbook  
Agreement Form**

**PLEASE NOTE:**

I have read and agree to all the policies, practices and procedures to be conducted by the Heir Force Community School. I will explain to my child the rules outlined in the handbook and take full responsibility in ensuring that my child(ren) will abide by the guidelines outlined in the handbook. I agree to work in conjunction with all teachers, aides, administrators and school board members as defined in the handbook.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Name

\_\_\_\_\_  
Date

**Willie Heggins III  
Executive Director**