



Student & Family Handbook

2024-2025

Dear LINC Academy Families and Community Members,

I am thrilled to extend my heartfelt greetings to each and every one of you as the Principal of LINC Academy. It is with great enthusiasm and passion for education that I embark on this journey with your wonderful community.

Allow me to introduce myself. My name is Mr. David Ross, and I am a proud graduate of Central State University. Throughout my career, I have consistently championed the cause of students, striving to create an environment that fosters learning, growth, and success. With a decade of experience working on every level within the education system, I bring a wealth of knowledge and a deep commitment to the well-being and academic achievement of our students.

Having resided in the Columbus area for close to 14 years, I have developed a profound connection to the community. My previous tenure at Columbus Collegiate Academy Dana, particularly on the west side of Columbus, has granted me invaluable insights into the unique needs and strengths of our area. This familiarity will undoubtedly serve as an asset in our collective efforts to provide the best possible education and support for our students.

LINC Academy holds immense promise, and I am confident that, together, we will demonstrate what is truly possible in public education. Our vision for the school is to create a beautiful space for learning and growth, where each student can thrive academically, socially, and emotionally. I am committed to fostering a positive and inclusive environment that encourages curiosity, critical thinking, and a lifelong love for learning.

As we embark on this exciting journey, I invite you to join me in building a strong partnership between the school, families, and the broader community. Your input, support, and collaboration are vital components in the success of our students, and I look forward to working closely with each one of you.

Please feel free to reach out if you have any questions, ideas, or concerns. My door is always open, and I am eager to meet and engage with the incredible individuals who make up the LINC Academy community.

Thank you for entrusting me with the privilege of leading LINC Academy. Together, let's make this academic year one of growth, achievement, and memorable experiences for our students.

Sincerely,

Mr. David Ross

Principal

Table of Contents

Introduction: Making the Handbook Work for your Family.....	3
Chapter 1: Mission, Vision and Values of LINC Academy.....	4
Chapter 2: Attendance.....	7
Chapter 3: Dress Code.....	13
Chapter 4: Student Conduct.....	15
Chapter 5: Other School-Wide Policies and Procedures.....	27
Chapter 6: Academics.....	32
Chapter 7: Safety/Security and Health/Wellness.....	41
Chapter 8: General School Information & Policies.....	50
Chapter 9: The Title IX Act of 1972.....	57
Appendix A: Arrival and Dismissal.....	70
Appendix B: Classroom Parties, Birthdays, and Other Events.....	71
Appendix C: 2023-2024 Admissions Policy.....	72
Appendix D: Due Process Rights for Suspension/Expulsion.....	76
Appendix E: Notice of Rights Under the Family Educational Rights and Privacy Act (“FERPA”).....	79
Student and Parent/Guardian Signature Page.....	81

Introduction: Making the Handbook Work for your Family

Purpose

The 2024-2025 LINC Academy Student and Family Handbook is a guide to the most important policies and procedures of the school. We recommend reading the handbook in its entirety and discussing it with your student(s). Should you misplace your copy of the handbook, please contact the front office to receive another copy. We encourage you to ask questions throughout the year if any sections of the handbook are unclear. Every policy and procedure was crafted with the best interest of our students and their academic success in mind.

Organization of the Handbook

The handbook is organized into nine chapters with a number of topics in each chapter. It was our intention to cover the most important topics in these chapters written in clear, concise language. At the end of the handbook, there are four appendices that provide additional information and a Statement of Commitment that needs to be signed and turned into the school.

Development of the Handbook

The student and Family Handbook is meant to be a useful guide to the school's operations. From time to time, policies, rules, and regulations may change. The Principal or their designee or the Board will provide notifications of changes and/or notice will be posted in the common area of the School's facilities.

The Student and Family Handbook is based on a comprehensive school policy manual developed by the law firm Dickinson Wright. All Policies upon which this handbook is based shall be considered public records and are open for inspection by appointment in the office of the Principal or their designee during regular office hours.

Chapter 1: Mission, Vision and Values of LINC Academy

LINC Academy's approach to school culture is rooted in the belief that students deserve to be valued, seen, and known by their school community. As a community, educators, students, and families work collaboratively to ensure that students receive a high-quality education to prepare them for their future endeavors as the next generation of great leaders.

Through our leadership development programming and supportive counseling, students continue developing social and interpersonal skills that when coupled with a strong academic foundation, lead to prepared and engaged citizenship.

Through our Transformational Education® model, your child will:

- **Lead and learn with love.** Students learn in a small school community and joyful classrooms designed to create a sense of connectedness and belonging. They feel comfortable being curious and taking risks.
- **Imagine the future.** Students have daily opportunities to work with peers and practice collaboration and creative problem-solving skills.
- **Navigate and charter their way.** Students will navigate and charter their way as they explore passions and find their purpose. This will be done in support with their educators, families and greater community.
- **Change the world.** Students develop and activate early leadership skills to create a positive future for themselves and their communities.

Students will authentically practice these skills through conversation, discussion, project-based learning, teambuilding, and restorative conversations. LINC is founded in the belief that regardless of what the future holds, students need LINC skills to lead with passion and purpose.

Our Approach

1. **Rigorous, research based curriculum** that supports students to develop a love for learning, to think critically, and to achieve academic success.
2. **Intentional focus on early literacy skills** including word study, phonemic awareness, and daily writing and independent reading opportunities.
3. **Daily programming to build leadership and social-emotional skills** delivered through whole-school Morning Motivation assemblies and classroom morning meetings.
4. **Joyful monthly whole-school celebrations and community activities** that promote a positive school culture and recognize student efforts in demonstrating LINC school values and leadership habits in action.

Philosophy & Values

At LINC we believe that students' ability to excel is dependent upon a joyous learning environment surrounded by a team of educators who are committed to supporting their holistic development and growth. We believe all students have the potential to excel in learning and to lead their communities as change agents. LINC draws inspiration from the latest research in neuroscience, restorative practices, self-determination theory, and transformational education theory.

Neuroscience and Student Development

LINC recognizes the importance of linking the neuroscience of child development to its policies and practices. The brain exists to adapt, learn, and re-learn in a constant and ever-evolving world. Our brains can more readily grow in environments that are safe, challenging, and supportive. While schools exist within the greater ecosystem of a child's world, they do play a great part in their socialization, understanding of the world, and personal development. Neuroscientists state that educators' ability to create and sustain loving, warm, and welcoming classroom cultures greatly impact young people's learning.

Restorative Practices

Restorative Practices aim to strengthen the relationships of individuals and greater community when harm is caused through a structured system of collective accountability. Restorative Practices are rooted in ancient, sacred, and Indigenous practices. In a school environment, these practices can replace punitive and harmful practices in order to help instill a sense of unity and protection that sustains the wellbeing of the school community. LINC will utilize restorative conversations and circles to both discuss critical issues and repair harm after incidents between individuals or the community. Restorative Practices allows individuals to exercise their own agency to rebuild with the community instead of perpetuating a culture of compliance and control of traditional school settings. Lastly, Restorative Practices creates an environment that emphasizes learning from one's mistakes and "learning out loud" instead of perpetuating a culture of shame and stigma.

Self Determination and Self Efficacy

An individual's belief in their ability to succeed in life greatly influences how they think, act, and interact with the world. LINC Academy believes in the importance of "windows and mirrors." Windows allow us to see what is possible in the world, and mirrors allow us to see ourselves in connection to others and allow us to determine our own sense of belonging and ownership.

Transformational Education®

One of the core tenets of LINC is rooted in the Transformational Education model. Transformational Education describes the process where administrators and educators play equally essential roles as

leaders within the community, which subsequently positively contribute to student performance, wellness, and development. While traditional school models believe and exercise a top-down model of leadership, LINC believes in collective and distributed leadership where each individual is leading by example for young people.

Chapter 2: Attendance

General Policy for Absences

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.

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.

All absences, whether “excused” or “unexcused”, are still considered absences. Any day your student does not attend school is considered an absence.

Excused Absences

Absences due to the following will be excused:

1. **Physical illness:** personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. **Mental illness:** personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. **Family illness:** illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. **Quarantine:** quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. **Death in the family:** absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary.
6. **Appointment:** medical, behavioral, or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
7. **Religion:** observance of religious holidays or expression of religious beliefs consistent with the truly held religious beliefs of the child or the child's family for no more than three (3) school days (the Principal may require confirmation of the parent's signature requesting the absence, but may not inquire as to the sincerity of the student's religious or spiritual belief system).

8. **Military:** pre-enlistment reporting to military enlistment processing station (at the discretion of the Principal or his/her designee, a written verification confirming the date and time reporting may be required) or absences due to deployment activities of a parent or custodian.
9. **Foster care:** absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. **Homelessness:** Absences due to a student being homeless.
11. **Home Emergency:** the existence of an emergency condition at home such as absence, illness, or death of the parent or custodian.
12. **Business:** necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
13. **Instruction at home:** from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
14. **Other:** 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 twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Upon return to school, the student must provide to the school a written statement from a guardian of the cause for absence, or the absence will be considered unexcused. The Principal or their designee reserves the right to verify such statements and to investigate the cause of each single absence.

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

Withdrawal

A parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or their designee.

Under Ohio law, any student who has seventy-two (72) consecutive hours of UNEXCUSED absence must be automatically withdrawn from the school.

Reporting Absences

The primary responsibility for a student's attendance at school rests with the guardian(s). Guardian(s) must notify the school the day a student is absent unless previous notification has been given in accordance with school procedures for excused absences.

The procedure for absences is as follows:

1. A guardian must call or email the school to inform the school that their child or children will be absent from school. This phone call should take place no later than within the first hour that school is in session or as soon as practicable. A voice mail to the school is acceptable, if the office is not open when you call.
2. If a guardian fails to call or email the school, the school's attendance officer or their designee will contact the guardian or other person having care of the student to inform him/her of the student's absence. This contact shall occur within one hundred twenty minutes (120) after the beginning of each school day. Attempted contact shall be made one of the following ways:
 - a. A telephone call placed in person;
 - b. An automated telephone call via a system that includes verification that each call was actually placed, and either the call was answered by its intended recipient or a voice mail message was left by the automated system relaying the required information;
 - c. A notification sent through the school's automated student information system;
 - d. A text-based communication sent to the guardian's or other emergency contact's electronic wireless communications device;
 - e. A notification sent to the email address of the legal guardian on the same day or other emergency contact; or
 - f. A visit, in person, to the student's residence of record.

A community school, community school governing authority, or community school employee is not liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a community school employee's good faith efforts to comply with guardian notification procedures. Guardians shall provide the school with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers for such purposes.

Emergency circumstances will be defined by the Principal and will be used to excuse absences on an extremely limited basis. Absences due to weather, personal transportation issues, guardian illness (if the student is not 14 years of age or older) and family vacation ARE NOT CONSIDERED excused absences. The Principal or their designee reserves the right to verify such statements and to investigate the cause of each individual absence.

Absences due to Documented Medical Condition

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.

Appointments during School Hours

To the extent possible, we appreciate when families can schedule appointments outside of the school day in order to avoid missed instructional time. In the case when a student has a medical appointment during school, we would appreciate them still coming to school either before or after the appointment.

Suspensions

Suspensions are considered unexcused absences. If students are absent from school due to suspension, these days will be treated the same as unexcused absences.

Late Arrival and Early Dismissal Related to Absences

Students are expected to arrive on time and to stay at school until the very end of the day. Late arrivals and early pickups are disruptive to the learning environment and will be documented towards their attendance.

Consequences for Absences

The state of Ohio has clear definitions and protocols for EXCESSIVELY ABSENT and HABITUALLY TRUANT classifications, and LINC will follow the steps as outlined below.

- **Excessively Absent:** If a student is excessively absent per the standards below, a letter will be sent to them from the truancy officer with an attendance plan.
- **Habitually Truant:** If a student is habitually truant per the guidelines below, a letter will be sent to them from the truancy officer requesting their attendance at a meeting with the Absence Intervention Team (AIT). A guardian must attend the attendance meeting and sign an Attendance Plan. If progress is not shown, the Principal reserves the right to retain any student who misses more than twelve days of school.

A student is considered EXCESSIVELY ABSENT if the student is absent WITH OR WITHOUT a legitimate excuse (a.k.a. excused or unexcused absence) for 38 hours (6+ school days) in one month, or 65 hours (9+ school days) in one school year.

A student is considered HABITUALLY TRUANT if the student is absent WITHOUT a legitimate excuse (a.k.a. unexcused absence) for 30 or more consecutive hours (5+ school days), for 42 hours (6+ school days) in one month, or 72 hours (11+ school days) or more in one school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. The student was enrolled in another school;
2. The student's absence was excused in accordance with applicable law or policy; or,
3. The student has received an age and schooling certificate.

If the student is habitually truant the Board authorizes the Principal or their designee to inform the student and their guardians of the truancy record and the Board's intent to notify the Judge of the Juvenile Court, Franklin County Department of Children and Family Services of the student's habitual truancy.

The School will create an Absence Intervention Team (AIT) if a student is deemed habitually truant. The team will consist of:

1. A representative of the child's school
2. Another representative from the child's school who knows the child
3. The child's guardian, guardian's designee, custodian, guardian ad litem, or temporary custodian.
4. The team may also include a school psychologist, counselor, or social worker, or representative of a public or nonprofit agency designed to assist students and families in reducing absences.

The intervention team will create an absence intervention plan for the individual student.

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

General Policy for Tardiness and Early Dismissal

Getting to school on time is a key to your child's success – at school and in life. At LINC, the learning begins from the moment students walk in the door. Students who are late miss essential instruction, disrupt the learning of other children, and risk falling behind on our ambitious curriculum. Our doors open at 8:00 a.m. each morning. Students must arrive between 8:00 a.m. and 8:25 a.m. in order to eat breakfast. Students who are not in Morning Motivation at 8:25 a.m. are considered tardy.

In addition to the policy regarding tardiness in the morning, LINC also has a policy in place to address students who are picked up before the end of the school day. The school day ends at 3:30 p.m., Monday through Friday. All students must be picked up as close to the end of the day as possible. If a student has not been picked up by 4:00 p.m., the school reserves the right to call Child & Family Services or the police to come pick the child up.

Tardies and Early Dismissals will only be excused if they follow the same criteria of excused absences stated above. All tardies and early dismissals will be documented towards a student's hourly attendance.

Consequence for Tardiness and Early Dismissal

The following is an outline of consequences for tardiness and Early Dismissal:

- No Tardies in a Trimester: The student and family are congratulated and recognized for being "on time" and for their true commitment to education.
- Four (4) Tardies and/or Early Dismissals in a Trimester: If a student is late or dismissed early four times in a Trimester, it is considered a serious issue. At this point, the guardian will be called by a member of the school leadership team. The problem will be discussed and a plan will be developed to prevent future attendance issues.
- Eight (8) Tardies and/or Early Dismissals in a Year: If a student is late or dismissed early eight times in a year, it is considered a serious issue. At this point, the guardian will be called to the school to meet with the Principal. The problem will be discussed and a plan will be developed to prevent future issues.

Chapter 3: Dress Code

LINC is a uniform school and students are expected to be in uniform everyday. Uniforms support students keeping focus on what is most important during the school day, ensuring they are able to fully participate in instruction and co-curricular activities.

NOTE: On rare or specific special occasions (i.e. spirit weeks), schools will have specific dress down days with instructions on what can be worn. On ALL other school days, the full uniform is required.

Tops

- Short- or long-sleeve navy or gray polo with the school logo
- Official LINC Academy t-shirts
- Solid Color shirts may be worn under short-sleeve polos or LINC Academy t-shirts in colder weather
- Navy or gray sweaters, vests or cardigans (no logos or designs)
- Sweatshirts are not permitted

Bottoms

- Pants, jumpers, or skirts in navy, black, or khaki
- Shorts, leggings, or tights in navy, black, or gray may be worn under jumpers and skirts
- Sweatpants or pajama pants are not permitted. Shorts or leggings are only permitted under a jumper or skirt.

Shoes

- Sneakers must have safe close toed shoes.

Ordering Uniforms

LINC will be providing one Gray LINC polo per student and one Navy Official LINC t-shirt. To order additional LINC Uniforms scan the QR Code below.



Shorts, pants and skirts are available at SchoolBelles but can also be purchased at Walmart, Target, or Old Navy.

LINC Columbus Dress Code Policies

Any student who arrives at school out of uniform may receive a phone call home. Guardians may be asked to bring the missing uniform item to school. Students may receive a consequence or be assigned Reflection/Detention for being out of uniform. Students that are consistently out of uniform may receive further disciplinary consequences.

Generally, students should avoid the following to be in compliance with dress code:

- Sweatpants
- Personal undergarments (e.g. underwear) that are visible to others
- Steel-toed shoes
- Sandals or open-toed shoes
- Hats and hoods
- Carry cell phones or other electronic devices on their person during the school day

Other dress code expectations include:

- Jewelry: We ask that jewelry be left at home. If a student chooses to wear jewelry and it is lost, stolen, or damaged, the school is not responsible for finding or replacing the items. If jewelry is distracting the learning of others, we will ask that the student put it in their bookbag and take it home.
- Regarding any unneeded items brought to school from home (e.g. make-up, toys, keychains, unneeded school supplies etc.), staff will likely ask the student who brought the item to put it in their bookbag and take it home. If it is a pattern of behavior, the student may face a consequence.
- Purses/Personal Belongings: students are expected to store their purses/personal belongings in their cubby/locker. They are welcome to return to their locker with adult permission to retrieve any items needed.

Consequences for Being Out of Dress Code

Depending on the student's grade level and school, consequences for dress code infractions range. Families may be called to either be notified or to help remedy the dress code issue. Students may be able to borrow some items from the school. Students may also be issued a demerit and/or some other school consequence, such as detention.

The school staff retains the sole right to interpret and enforce the school's dress code. The school may be able to support families that under extreme circumstances are not able to afford pieces of the uniform. The school Principal retains the sole right to make this decision.

Chapter 4: Student Conduct

LINC Code of Conduct Philosophy

At LINC, our primary objective is to develop each student's potential for learning and to foster both positive values and interpersonal relationships. Our philosophy that a safe and focused classroom is essential for academic programs, that students benefit from the explicit teaching of acceptable behavior, narrating positive behaviors and having clear consequences provides a consistent, purposeful learning environment for teaching and learning. We are a community of support and committed to keeping your child safe.

The purpose of this student Code of Conduct is to bring clarity to the expectations for, interventions, and consequences of student behavior that goes against our vision for success.

Student Rights and Responsibilities

The primary goal of LINC is to develop every student's potential for learning. In pursuit of a sound educational program each student is entitled to receive equal opportunities and equal consideration under the rules and regulations governing student behavior. We believe that conduct is closely related to learning and that an effective instructional program requires an orderly school environment.

It is the responsibility of each guardian, student, and educator to understand that the school is a community governed by rules and regulations. The main purpose of the rules and regulations is not to punish or control individuals, but to create the best educational environment possible for all students. Good conduct based on the school's values allows students and staff to live together in harmony. The end result of appropriate discipline during formative years will be a citizen who can live and work effectively with others, and assume full responsibility for mature self-discipline. Academic success is largely dependent upon the maintenance of effective learning within the classroom.

Students' Rights

- Students have the right to be educated in an environment with high expectations where all individuals are treated with respect.
- Students have a right to a learning environment that is free of physical and verbal threats and harassment.
- Students have a right to learn in a setting that is free from excessive distractions.
- Students have a right to the ownership, possession, and respect of their property.
- Students have a right to ask questions.
- Students have a right to disagree with statements and policies affecting them as long as the student's position is stated respectfully and in a manner which does not disrupt the functioning of the class.
- Students have a right to know what is expected of them in the form of standards for behavior and academic performance.
- Students have a right to be provided with a learning environment which is challenging, developmentally appropriate, dynamic, and relevant.

- Students have a right to be provided with the nurture, counsel, and care appropriate to their age and maturity.
- Students have the right to equal treatment and equal access to educational programs, due process, a presumption of innocence, free expression and association, and the privacy of their own thoughts.

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

General Discipline Procedures

The purpose of disciplinary consequences is to ensure that both individual students and the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers for adhering to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

Disciplinary action, depending upon the nature of the action and/or referral, may include but is not limited to: re-teaching, demerits, after-school Reflection, guardian notification, a written assignment, lunch or enrichment Reflection, community service, in school suspension, suspension, or expulsion. All decisions regarding disciplinary action will be made by the Principal or the Principal's designee. LINC Academy will make every effort to notify guardians promptly of any serious disciplinary action and will do so in writing whenever possible.

Guidance for Disciplinary Responses

The Code of Conduct holds students accountable for their behavior. Misconduct is grouped into 3 levels based on the seriousness of the behavior. Each level contains possible interventions and consequences for school staff to use in response to student behavior. The Code of Conduct provides graduated accountability measures for students who engage in repeated behaviors despite prior intervention or consequences. Interventions and consequences are assigned at the discretion of school administration. Administrators and staff, as appropriate, may skip levels at their reasonable discretion based on the severity or frequency of instances of misconduct.

Progressive Discipline

First Level Offense: the teacher explains or reviews class and School rules and warns the student of possible consequences. The teacher will apply appropriate in-school consequences.

Second Level Offense: the teacher will apply appropriate consequences, including longer time-outs, or alternate areas for reflection, loss of privileges, detention, etc. The teacher will personally communicate the problem(s) with the student's parent(s), and send a written report home and a copy to the office.

Third Level Offense: if actions taken at Levels 1-2 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct for his or her grade level, the Principal may suspend the student from School, not to exceed ten School days.

Fourth Level Offense: if actions taken at Levels 1-3 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct for his or her grade level, the highest level administrator of the School likened to a Superintendent may expel the student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the student is permanently excluded.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Principal and/or the highest level administrator of the School likened to a Superintendent.

Transportation Discipline

Bus suspensions (for bus riding privileges only, but not for suspension from School) may be imposed for any period of time as set forth in the School's Code of Conduct. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to appear before the Principal before a suspension is imposed.

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be held within seventy-two (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 time removed from ridership shall be in accordance with the School's Code of Conduct.

If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding code of conduct of the home school districts from which Students are being transported, in a central location in each School building, and make them available to Students or Parents upon request.

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

Sample Offenses and Consequences

The table below illustrates disciplinary infractions and their corresponding consequences.

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
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.).	Level 1-2 disciplinary action	Level 2-3 disciplinary action	Level 3-4 disciplinary action
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3-4 disciplinary action and 1 year discretionary expulsion	Level 3-4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 3-4 disciplinary action and 1 year discretionary expulsion	Level 3-4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.	Level 1-2 disciplinary action	Level 2-3 disciplinary action	Level 2- 4 disciplinary action
Dress Code Violations	See Dress Code	Change into school provided uniform for the day and return it at the end of the school day. Excessive dress code violations may result in additional consequences (Levels 2-3)		
Electronic and Other Communication Devices	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.	Level 1-2 disciplinary action	Level 2-3 disciplinary action	Level 2-4 disciplinary action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion	1 year mandatory expulsion	1 year mandatory expulsion
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student. See also Gang Policy.	Levels 1-3	Level 2-4	Level 3-4

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 1-2	Level 2 -3
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	Level 1-2 disciplinary action	Level 1-3 disciplinary action	Level 2-4 disciplinary action
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 disciplinary action	Level 2 disciplinary action	Level 3 or 4 disciplinary action
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone and pager text messages, blogs, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Websites, and defamatory online personal polling Websites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such	Level 2-3 disciplinary action	Level 3-4 disciplinary action	Level 3-4 disciplinary action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	acts affect other Students or Staff of the School. See also Anti-Bullying.			
Knife	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion
	Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion	Level 4 disciplinary action and 1 year discretionary expulsion
Lying	Intentionally giving untrue communication.	Level 1-2 disciplinary action	Level 1-2 disciplinary action	Level 2-4 disciplinary action
Obscenities/ Verbal Abuse/ Vulgarity	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 1-2 disciplinary action	Level 2-4 disciplinary action	Level 3-4 disciplinary action
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students. See also Fighting Policy.	Level 1-3 disciplinary action	Level 2-4 disciplinary action	Level 3-4 disciplinary action
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action	Level 2 disciplinary action	Level 3 disciplinary action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Minor Safety	<p>Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to:</p> <ul style="list-style-type: none"> • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors • Any inappropriate playground behaviors • Minor insubordination to adults 	Level 1 disciplinary action	Level 2 disciplinary action	Level 2-4 disciplinary action
Major Safety	<p>Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to</p> <ul style="list-style-type: none"> • Leaving the school building or grounds without permission • Other acts which could harm the student or others 	Level 2-4	Level 2-4	Level 2-4
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event. See also Drugs and Alcohol.	Level 3-4 disciplinary action	Level 3-4 disciplinary action	Level 4 disciplinary action
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Use of Tobacco on School Premises.	Level 1-2 disciplinary action	Level 2 - 3 disciplinary action	Level 2- 4 disciplinary action
School Property	Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution.	Level 1 disciplinary action	Level 2 disciplinary action	Level 2-4 disciplinary action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<p>Violations include but are not limited to:</p> <ul style="list-style-type: none"> ● Defacing textbooks, library books, and other school materials ● Destruction or improper use of school computers, printers, or other technology ● Defacing/destruction of school property including desks, walls, lockers, etc. ● Failure to respect the property of other students, teachers, school personnel, etc. ● Gum chewing on school property ● Improper use of restrooms and/or supplies ● Stealing 			
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.	Level 1-3 disciplinary action	Level 2-4 disciplinary action	Level 3-4 disciplinary action
Tardiness	To class: The act of a student not being in their classroom or seat when class is scheduled to begin as defined in the School schedule.	Disciplinary action consistent with Truancy Policy	Disciplinary action consistent with Truancy Policy	Disciplinary action consistent with Truancy Policy
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.	Level 1 disciplinary action	Level 2 or 3 disciplinary action	Level 3 or 4 disciplinary action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Toys or Play Objects	<p>School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Bringing toys or distracting objects to school • Creating toys or distracting objects at school 	Level 1 disciplinary action	Level 1-2 disciplinary action	Level 1-2 disciplinary action
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Truancy Policy.	Disciplinary action consistent with Truancy Policy	Disciplinary action consistent with Truancy Policy	Disciplinary action consistent with Truancy Policy
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action	Level 2-3 disciplinary action	Level 2-4 disciplinary action

Merits and Rewards

Records of student behavior can be found on Class Dojo. Students have the chance to earn both positive and negative points that can be found on the weekly Class Dojo report.

LINC Academy believes in a 3:1 positivity ratio for students, meaning for each negative consequence, we believe a student should receive three positive points. School staff will work together to build student incentives to ensure students are invested in the system.

Class Dojo report scores are final at the sole discretion of the staff of LINC Academy.

Suspension and Expulsion

The Principal may suspend a student for up to ten (10) school days. The Superintendent may expel a student for up to eighty (80) school days and in some instances one (1) year.

In the event that, in the opinion of the Principal or their designee, a student's presence at the school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may be removed from the premises without formal suspension or expulsion procedures, with notice and procedures to follow the removal in accordance with R.C. §3313.66.

If a student is asked to be removed for suspension or emergency removal, and the family does not pick up the student, the school reserves the right to call Children and Family Services or the proper authorities.

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

A student may also be expelled for a period not to exceed one (1) year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a school or on School Property;
2. Bringing a knife to school, onto School Property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the school or that the school is a participant;
3. Possessing a firearm or knife at school, on School Property, or at an interscholastic competition, an extracurricular event, or any other school program or activity after the firearm or knife was initially brought onto School Property by another person;
4. Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property; and making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

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

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

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

1. A recommendation from the group of persons knowledgeable of the student's educational needs in accordance with The Individual with Disabilities Education Act;
2. The student was unaware that s/he was possessing a firearm or knife;

3. The student did not understand that the item s/he possessed was considered a firearm or knife;
4. The student brought the item to school as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. The student may be eligible for participation in an alternative program.

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

While serving an out-of-school suspension or expulsion, the Board authorizes students to receive instructional services from the school. If students are authorized to receive instructional services from the school, then such instructional services shall include the following: homework assignments, research, writing or other projects, essay(s), internet assignments, conference calls, or off-premise meetings.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extra-curricular activities for misconduct or rules violations. The length of the suspension shall be determined by the Principal and will be commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extracurricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity, are not entitled to notice, hearing or appeal rights.

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

The Board authorizes the Principal the option to require a student to perform community service in conjunction with, or in place of a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to school or onto School Property.

The Board designates the Principal or their designee as its representative at all hearings regarding the appeal of a suspension. The Superintendent or their designee will hear the appeal of an expulsion. The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws. A copy of this Policy is posted in common areas of the School and made available to students and guardians upon request. **Please see Appendix D for information on Due Process.**

Chapter 5: Other School-Wide Discipline Policies and Procedures

Student Searches

The school recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner.

The school acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board may require the Principal or their designee to conduct a regular search at least annually of all such storage places.

Students have no expectation of privacy with respect to the use of the internet, intranet or email. Routine 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.

School authorities are responsible for the safety and well-being of the students in their care. In carrying out that duty, school authorities may search the person or property, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. Specifically:

1. School lockers, desks, and property are on loan to the students and remain the property of the School. They may be inspected and reclaimed at any time.
2. Students may not keep prohibited items, including drugs, drug paraphernalia, alcohol, tobacco, "vapes" or similar device or paraphernalia, firearms, explosives, weapons, and property belonging to others within their lockers, backpacks or desks.
3. Students must open their lockers at the request of school officials.
4. When on school grounds, students and their personal property may be searched if a school official reasonably suspects the search may turn up evidence that the student has violated or is violating the law or school rules.
5. A student shall have the opportunity to be present during the search of their locker, desk, or other property unless the student is absent from school or the safety or welfare of the school or an individual necessitates a search during the student's absence.

The search of a student's person or personal belongings shall be conducted by the Principal or their designee with one other staff member present. This may include a search of the student's bookbag, purse, lunchbox, pockets, jacket, etc. Strip searches may not be conducted by School personnel. This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the school.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the school has established a zero tolerance for alcohol use.

The school also authorizes the use of canines, trained in detecting the presence of drugs, when the Principal or their designee has reasonable suspicion that illegal drugs may be present in the school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

The Principal or their designee shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Principal or their designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Habitually Disruptive students

Any student who is suspended for disruptive behavior for the first time during any one school year while in school or on school grounds, at a school-sanctioned activity or event, or on school-sponsored transportation, will receive the appropriate consequence referenced in the Progressive Discipline section of the handbook. A support plan may be put into place after the second suspension and the student will be placed on disciplinary probation. In all such cases, the student and their guardian will be notified in writing of the suspension. If the student receives a third such suspension, the student may be declared habitually disruptive, and the school may recommend expulsion. See the discipline charts in Appendix E for detail on the definition of and related consequences for “Disruptive Behavior.”

Corporal Punishment and Student Restraint

All teachers, administrators, non-licensed school employees and school bus drivers are prohibited from inflicting (or causing to be inflicted) corporal punishment as a means of discipline upon a pupil attending the school. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property. Staff members at the school receive annual de-escalation and restraint training to avoid heightened situations, and when necessary, to properly restrain a student.

Per O.A.C. 3301-35-15 and ORC 3319.46 the School will follow all policies regarding positive behavioral methods and emergency safety interventions including seclusion and restraint. Please inquire at the

School to read or obtain the full policy. The policy is also posted on the school's website here (<https://linccolumbus.org/school-policies.>)

Discipline for Students with Special Needs

Discipline of a student with disabilities will be managed in accordance with the student's individual education plan (IEP), Section 504 plan, and state and federal law and subject to a manifestation determination review where required.

Complaints About Student Discipline

The school administration and the Board work in conjunction to hear and resolve any complaints. In the event of a complaint regarding student discipline, both the school administration and the Board encourage the complainant to address the problem directly with the staff member involved. If the complainant is dissatisfied with the resolution proposed by the staff member involved, or if such resolution is not practical under the circumstances, he or she should schedule a meeting with the Principal, or their designee, or, in the case of a suspension or expulsion, appeal the decision in the manner provided in this handbook. If the matter remains unresolved, families are welcome to contact the Superintendent.

If an individual believes that the school has violated any applicable laws or regulations, or if he or she is unsatisfied with the results of the above process, he or she may file a formal, written complaint with the Board. After receiving the complaint, the Board will respond in writing to the individual within 30 days.

Internet Acceptable Use

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

All users 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, chromebooks, other hardware, electronic devices, software, Internet, email, and all other similar networks and devices. Users are expected to be responsible and use Technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, email, 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 as outlined in the Student Code of Conduct.

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

- 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; or using other users' email addresses and passwords.
- 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; or transmitting any material in violation of federal or state law.
- Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her instructors immediately.
- 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.
- 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.
- 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.).
- Using the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and include, but are not limited to, the following:
 - Any activity that requires an exchange of money and/or credit card numbers;
 - Any activity that requires entry into an area of service for which the School will be charged a fee;
 - Any purchase or sale of any kind; or
 - Any use for product advertisement or political lobbying.

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 and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user 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.

The School makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the School technology system will be error-free or without defect. The School will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The School is not responsible for the accuracy or quality of the information obtained through or stored on the School system. The School will not be responsible for financial obligations arising through the authorized use of the system.

In accordance with the Children’s Internet Protection Act (“CIPA”), the School has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The School blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks.

The School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. The School will also educate students on cyberbullying awareness and response.

Chapter 6: Academics

LINC is a public elementary school located in the Franklinton neighborhood of Columbus. We will serve Grades K-2 for the 2024-25 School Year and will grow to serve Grades K-5 from there.

Our intentionally small elementary school, which is open to all students, focuses on high academic standards, leadership skill development, and community. In a safe, supportive, and academically rigorous learning environment, students will experience an instructional and cultural program that deliberately, skillfully, and authentically engages them in a developmentally appropriate learning experience.

LINC Academy's model is rooted in the belief that students deserve to be valued, seen, and known by their school community. As a community, educators, students, and families will work collaboratively to ensure that students receive a high-quality education that will prepare them for their future endeavors as the next generation of great leaders across the globe.

Through our leadership development programming and supportive counseling, students continue developing social and interpersonal skills that when coupled with a strong academic foundation, lead to prepared and engaged citizenship.

LINC's Foundational Beliefs

A LINC student dreams of "the me I am learning to be."

We believe that all learning happens in relationships. Relationships are the foundation of everything we do as a community. Relationships guide and ground our ability to learn, lead, and grow in our development as we navigate the world around us. We understand that relationships are built and sustained upon consistency and trust in all of our interactions. As a close knit community, we seek to ensure that these interactions are guided by mutual respect, kindness, and love for our students, families, and each other. LINC draws inspiration from the Mayan philosophy In Lak'Ech, which means "You are the other me. If I do harm to you, I do harm to myself. If I love and respect you, I love and respect myself." Our humanity and ability to thrive is interdependent upon seeing, knowing, and valuing each other.

We believe families are our partners. Our families are our first teachers. We recognize and honor the great diversity and strength of family structures that exist within our community. LINC cultivates an environment where families feel a true sense of safety and belonging. It is our belief that families know their children best and that our best work is done in authentic and consistent collaboration with each other. This collaboration includes authentic decision-making power in policies, curriculum, and planning for their children's future. LINC utilizes the Dual Capacities Framework, developed by Harvard Professor, Dr Karen Mapp, who is national leader in family partnerships. This framework focuses on building both the capacities of schools and families, so that both parties can thoughtfully engage in sustained mean-making and decision-making in schools.

We believe that our students are the next generation of dreamers, thinkers, and leaders. Our students will change the world in ways we cannot yet imagine. As the world is ever-evolving, it is critical to ensure that each child has access to educational opportunities and supports that will assist in their development as they discover their passions and purpose in life. We believe in self-determination and each individual's ability to charter and to navigate their own path in life with assistance from an ecosystem of support of teachers, family members, and the larger community. Ultimately, we seek to help activate students' sense of responsibility in making the world a more just and equitable place for all people.

Grading Policy

The School will utilize a range of assessment methods to judge student performance. The School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School's Program.

The Board believes that the School's grading system should be a reliable system and one that ensures each student's grades signify accurately their degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level.

The Principal or their designee shall develop procedures for grading which:

- Have clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- Help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and
- Provide frequent opportunities for each student to obtain information as to their progress toward the learning goals of their courses or programs.

LINC uses the standard-based grading below for Math and ELA, so families will know how students are mastering each standard.

Grade	Percentages
Exceeds "E" Expectations	90 - 100%
Meets "M" Expectations	75 - 89%
Progressing "P" toward Expectations	60 - 74%
Developing "D" Skills	0 - 59%

The teacher responsible for a student's instruction in a particular course or program shall determine the student's final grade. That grade may not be changed without the permission of the Principal or their designee.

Assessments

The School shall administer State-mandated assessments (e.g., diagnostic assessments and achievement tests) to Students at the times designated by the State Board of Education. The School may, for medical reasons or other good cause, excuse a Student from taking a State-mandated assessment on the date scheduled, but any such assessment shall be administered to such excused Student no later than nine (9) calendar days after the last regularly scheduled test administration date.

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas. Diagnostic assessments shall be administered by the School at least once annually for grades levels kindergarten through second grade in reading, writing, and mathematics, and for grade three in reading and writing to the following students:

- Any Student who transfers to the School if their former school did not administer each applicable diagnostic assessment to the Student in the current school year (must be administered within thirty (30) days from the date of transfer).
- Previously home-schooled Students enrolling at the School will be given a diagnostic assessment in order to determine their appropriate grade level placement.
- Each kindergarten student will complete the readiness assessment. The School shall administer the readiness assessment not earlier than the first day of the school year and not later than the twentieth day of instruction of the School of that year. The language and reading skills portion of the assessment must be administered by September 30 of that year.
- As required pursuant to the Third Grade Reading Guarantee.

Social Studies Assessments are to be administered in at least the fourth (4th) and sixth (6th) grades.

LINC Columbus 24-25 Assessment Calendar

Kindergarten Readiness Assessment (KRA)

- September 4-27; all data due September 27

I-Ready

- Beginning of the Year (K-2): September 5 and 6
- Middle of the Year (K-2): December 17 and 18
- End of Year (K-2): May 20 and 21

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

- Beginning of the Year (K-2): September 9-13
- Middle of the Year (K-2): January 13-17
- End of Year (K-2): May 19-23

Students with Disabilities

All identified students with disabilities in the School shall be considered for participation in State-mandated testing. The extent of the student's participation shall be determined by the IEP/504 team. The IEP/504 plan developed for the student must specify the manner in which the student will participate in the state achievement assessments. All students shall participate in diagnostic assessments except those with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis.

Academic Family Communication

We recognize that having Parents and foster caregivers of Students actively involved in Students' education promotes success in educational efforts. This involvement is likely to bring about overall improvements in academic achievement and encourage positive Student behavior.

In order for our faculty and staff to effectively educate our children, we welcome our Parents and foster caregivers as partners. Parents and foster caregivers are strongly encouraged to participate in a variety of activities and forums that will support our Students academically and add to the vitality of our school.

Parents and foster caregivers will be expected to participate in regularly scheduled status reviews and to sign an agreement with the School confirming their commitment to the educational success of their child. A status review is a formally scheduled conversation between faculty and Parents/foster caregivers in order to discuss their Student's development and progress. Parents and foster caregivers will be required to confer with faculty about their child's social and academic achievement on a regular basis, as scheduled by the School on the School calendar. Parents should attend status reviews in order to receive written report cards. The School also encourages Parents to initiate conferences about their questions and concerns with the Principal or their designee and/or faculty members.

The School further encourages Parents and foster caregivers to do the following:

- Engage in consistent and meaningful communication with the School, including active participation in any parent-teacher conferences/ status reviews;
- Prioritize Student learning in both the School setting as well as at home;
- Be aware of School policies, procedures and curriculum and contribute in order to promote the improvement of the School;
- Participate in School activities where appropriate, including through efforts as a volunteer; and
- Support and reinforce Student learning at home.

The School will make available information regarding the School's policies, procedures, programs, and curriculum in both in a format and language that is understandable to Parents and foster caregivers.

LINC Retention Guidelines

LINC recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with their own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences.

Promotion

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

Retention

A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a student's promotion could be in jeopardy.

Other Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels:

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in their current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Principal, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that

the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 5th grade English language arts, math, and science achievement assessments

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is an English learner who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:
 - The student is a student with a disability;
 - The student has taken the third grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and
 - The student previously was retained in grades K-3.

The student's parent or guardian, in consultation with the student's reading teacher and the Principal, request that the student be promoted to fourth grade regardless of the student's failure to attain grade level reading.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction until the student is able to read at grade level, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Principal's discretion.

Intervention

Annually, the School will assess the reading skills of each student enrolled in grades 1 to 3 by September 30, and in kindergarten by November 1, and will identify students who are reading below grade level, except those students with cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. The students' classroom teachers shall be involved in the assessment and identification of students reading below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

The School will do the following for students reading below grade level, or for all students if less than 80% of the students at the School score at the proficient level or higher in the third grade English language arts assessment:

- Provide written notification to the student's parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;
 - A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt;
 - A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in

- knowing whether the student is reading at or above grade level and is ready for promotion; and
- A statement that connects the child’s proficiency level in reading to long-term outcomes of success related to proficiency in reading.
- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies aligned with the “Science of Reading” that have been shown to be successful in improving reading among low-performing readers and targeted at the student’s identified deficiencies.
 - Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student’s results on the diagnostic assessment. The plan must include:
 - Identification of the student’s specific reading deficiencies;
 - A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
 - Opportunities for the student’s parent(s) to be involved in the instructional services and support;
 - A process for monitoring the extent to which the student receives the instructional services and support;
 - A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student’s reading process;
 - A statement that if the student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade; and
 - Opportunities for high-dosage tutoring of additional instruction at least three (3) days per week or 50 hours over 36 weeks, which shall align with the student’s classroom instruction through a state-approved vendor or a locally approved opportunity that aligns with high-dosage tutoring best practices.

The School shall continue to provide the plan until the student achieves the required level of skill in reading for the student’s current grade level.

Notice Policy

Pursuant to the Ohio Revised Code Section §3314.041, the governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

LINC is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for

the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administrator or the Ohio Department of Education.

Title I and Parent's Right to Know

In accordance with the requirement of Federal law, if the School receives Title I funds the School shall notify all parents that they may request, and the School will provide in a timely manner, the following information on the student's classroom teachers:

- Whether the teacher(s) have met the State requirements for certification or licensure for the grade levels and subject areas in which they teach;
- Whether the teacher(s) is teaching under any emergency or provisional status through which the State requirements have been waived;
- Whether the teacher(s) is teaching in the field of discipline of their certification; and
- Whether any paraprofessionals are providing services to their child(ren) and the qualifications of those paraprofessionals, where applicable.

In addition, the parents shall be provided:

- information on the level of achievement and academic growth of their child(ren), if applicable and available, on the required State academic assessments; and
- Timely notice if the student is assigned to, or has been taught for more than four (4) consecutive weeks by, a teacher who does not meet applicable State requirements at the grade level and subject area in which the teacher has been assigned.

Testing Transparency

If the School receives Title I funds, the School shall notify all parents of students that they may request, and the School will provide in a timely manner, information about the School's policy regarding student participation in any required assessments, including the School's policy and/or procedure for the parent to opt the child out of such assessment, where applicable and permitted by federal and state law.

The School will make publicly available information about all State-required assessments and, if such information is available and feasible to report, any assessments required by the School, for each grade served. Such information shall be posted in a clear and easily accessible location on the School's website or, if the School does not operate a website, the School shall post the information in a clear and easily accessible location in the building. Information about assessments shall include:

- The subject matter assessed;
- The purpose for which the assessment is designed and used;
- The source of the requirement; and

- If available, the amount of time students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating results.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

Child Find

Under Federal law, public schools must look for, find, and evaluate students who need special education. This is called Child Find, and it applies to all children through age 21. The School supports and complies with all applicable federal and state laws, procedures, and policies regarding the School's child find responsibilities.

LINC will conduct all child find activities for students who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law to be released).

Pursuant to Ohio law, the School is required to perform the same child find duties as city, local, exempted village school districts and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts.

Chapter 7: Safety/Security and Health/Wellness

Visitors, Volunteers and Guests

LINC welcomes and encourages visits to school programs by parents, other adults, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls.

All visitors, including parents and volunteers, must report to the school office upon entering the school building and sign the guest register. This procedure has been adopted for the safety of our students and staff. Children from other schools may not visit during the school day. Exceptions may be made at the Principal or their designee's discretion for families who are considering enrollment.

The Principal or their designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults and/ or educators, to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School grounds or creates a disturbance, the Principal or their designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

All volunteers (both new and current) having unsupervised access to students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check. If a criminal records check is conducted on a volunteer, and the records check reveals one of the prohibited violations, the School may no longer utilize the volunteer in a position involving unsupervised access to children on a regular basis, unless a notice is sent out to the parent or guardian of each child served by the School. The notice must be in writing, name the volunteer and indicate that the volunteer has been convicted of or entered a guilty plea to one or more of the prohibited violations. The notice must be sent to the parent or guardian on the date the School commences providing services to the child or on the date the School decides to accept the person as a volunteer after receiving the report of the result of the criminal records check, whichever is later.

Below is the protocol for conducting a visit to LINC:

- Call to schedule your visit 24 hours in advance with the Principal or your child's teacher.
- Teachers will be unable to meet with you during their teaching time.
- Plan to stay for 30 minutes to 60 minutes at maximum. Visit only your child's designated class.
- Wear the visitor's pass in a clearly visible area.
- Turn your cell phone to silent if entering the classroom.
- If you would like to speak again with a teacher following your visit, please contact them by phone or call the school to set up a follow-up meeting.

If someone other than a guardian or approved emergency contact is to pick up a student from school, send a note to the homeroom teacher, or a guardian must call the Main Office no less than two hours before the end of the school day. All students who leave school during the school day must get picked up and signed out in the school office so that we can identify the person to whom the student is released. Students are only released to those designated persons listed on their emergency forms. There is no supervision of students outside before or after school.

School officials have the authority to contact local law enforcement if any individual violates this policy or other posted regulations, or does not leave School property when requested to do so. Behavior that intentionally or unintentionally is disrespectful, disruptive, threatening or intimidating toward a staff member, student or another guardian may result in restricted building access.

Incident Reports

An incident form will be completed for the following events (including but not limited to):

- Student and/or staff injuries
- Violence (including physical altercations between students)
- Threats of violence towards the school and/or individuals
- Potential Title IX incident
- Any safety issue
- Any incident that leads to use of school's crisis and emergency procedures

Each incident report will be reviewed by school officials and necessary parties will be contacted, such as parents/guardians and/or emergency personnel.

Safety Drills

Throughout the school year, children are given safety instructions that include fire, tornado, and lock down drills. The procedures for each drill are posted in the classrooms and practiced regularly. Children must remain quiet and orderly so they can respond to the directions given by their teacher. Students who do not follow these requirements may receive a consequence. The drills are scheduled, conducted and documented according to state and local mandates. Families will not receive prior or subsequent notice when safety drills are conducted.

In the event of an emergency, families will be notified according to the safety plan developed in cooperation with local law enforcement agencies. The plan defines the appropriate procedures for the protection and safety of our students, staff, and visitors. In the event of an emergency, please do not call the School directly, as the phone line must remain open for communications with first responders.

Fire Alarms

If a student or staff member sees fire or smells smoke, he or she should close the door and pull the nearest fire alarm. Upon hearing the alarm, school staff will assemble students in their rooms and

proceed out of the building according to the fire evacuation plan posted in each room. students should follow the direction of staff members who will lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first week of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. In case of a more serious emergency, should it be necessary, school staff and students will evacuate from each of the school's buildings to a designated safe location. A copy of each evacuation plan is available from the Director of Operations upon a family's written request.

Safety Tips for Families

It is critical that families support school safety by keeping emergency contact information updated and by teaching their children safety rules. This will help staff identify students quicker in an emergency situation.

The following are some basic safety tips to keep children safe:

- Teach your child their full name, telephone number (including the area code) and complete address (including the city, state, and zip code).
- Teach your child how to make both a local and long distance phone call and how to use 911. Tell your child that an operator can help him/her by connecting him/her with the police or home.
- Teach your child that a stranger is someone you do not know well. Your child should learn to tell you about strangers they meet or anyone who asks them to keep a "secret." This includes individuals your child may meet via social media platforms. Teach your child to yell "HELP" when they feel threatened or in danger.
- Teach your child about the dangers of social media platforms. Be sure to have access to your child's accounts, passwords, and websites that they visit. Know their names/handles that they use on social media. Unexpectedly visit their pages to monitor the content they are viewing.
- Teach your child never to go into anyone's home without your permission. Children need to know whose homes they can enter.
- Teach your child to report any dangerous situations to their guardians, including the presence of firearms in a friend's or others' homes.
- Teach your child that they should NEVER get into anyone's car unless you have given your approval. Also, teach your child not to go near cars with people in them.
- Teach your child to walk and play with others. A child who is part of a group is less vulnerable than the child who is alone.
- Teach your child that it is ok to say "no". Make sure they know that every adult does not have authority over them – especially if that person wants the child to do something you have taught them is wrong.
- Teach your child that no one has the right to touch them or make them feel uncomfortable. If someone does attempt to touch them, they should tell you immediately.

- Teach your child what to do if someone is following them. They should go to a place where there are other people, to a neighbor's house or a store. They should ask for help. They should not try to hide.
- Teach your child to always wear a properly fastened seat belt when riding in a car, and a helmet when riding a bike.

Emergencies and Illnesses

In case of an emergency outside of school, guardians should contact the front desk either by phone or in person. Under no circumstances should guardians contact students in their classrooms, including after-school activities, or attempt to withdraw students from the building without notifying and receiving permission from staff members at the front desk or in the front office.

If a student experiences a medical emergency at school, first aid will be administered and the guardian(s) of that student will be contacted immediately. If guardian(s) cannot be reached, a person listed on the student's health form (or emergency contact card) or the family physician will be contacted. If the situation warrants, the school will call emergency medical services (911), and may do so before contacting a family member.

A healthy child is more likely to be academically successful. Families are asked to ensure that their child gets enough sleep, nutritious meals, and regular exercise. Families should schedule regular visits to the doctor and dentist. We also ask families to encourage their children to use protective equipment to prevent accidental injury (i.e. seatbelts, helmets, and other safety equipment for bike riding, rollerblading, and skateboarding).

We are not permitted to keep ill children at school. If a child's illness is such that they need to return home, families will be contacted according to the information contained on file. Therefore, it is extremely important that the school office be informed of any changes of home or work phone numbers throughout the school year.

Medication Policy

To protect your child's safety, school administrators will adhere to the following medication policy. It is required that a guardian and physician's signature are on file before any prescription or non-prescription medication is administered. This includes all medications including over-the-counter products such as Tylenol, Advil, Dimetapp, etc.

Although this may cause some inconvenience, we feel that this policy is best for the continued protection of your child, and must be followed. If we do not have your written permission and the written permission of your physician, medication will not be given. Permission forms can be obtained by contacting the front office or by clicking [here](#).

In order for your child to receive any medication at school, please abide by the following procedures:

- A written request must be obtained from the doctor and the guardian. This request must include the name of the medication, dosage, time it is given during school hours, and duration.
- The medication must be in its original container and have a fixed label that indicates the student's name, name of medication, dosage, method of administration and time of administration.
- When the empty prescription bottle is returned to you, please return the refill to school promptly.
- The medication and the signed permission forms must be brought to the school by the guardian.
- Wherever possible, please include a photo of your child with the permission form.
- New permission forms must be re-submitted each school year, and are necessary for any changes in medication orders.
- If your child is taken off medication or will no longer receive it at school, please put your request in a dated, written note as soon as possible. If the medication is not picked up from the school office within ten (10) days, it will be properly disposed of.

Please contact the front office if you have any questions.

Immunizations

The Ohio Department of Health has established minimum immunization requirements for school age children. These immunizations may be obtained through one's pediatrician, health clinic, or family doctor and must be completed before a child is enrolled in school. After the start of the school year, students have fourteen (14) days to obtain the required immunization documentation. Students who do not have the proper documentation will have to remain home until the immunizations, or legal exceptions, are provided.

Approved immunization documentation includes:

- A signed written statement of the student's physician indicating that the student has been immunized against measles, mumps and rubella;
- A signed statement of a guardian or guardian indicating that the student has been immunized against measles, mumps and rubella and the date of each immunization;
- A signed written statement from a guardian, guardian or physician that the student has had natural mumps and is not required to be immunized against mumps;
- Written statement of the guardian or guardian declining to have the child immunized for reasons of conscience, including religious convictions; or
- Written certification from the student's physician that immunization against any disease is medically contraindicated and therefore the student is not required to be immunized against measles, mumps and rubella.

If all required immunization documentation is not provided by the fourteenth (14) day, the student is no longer permitted to attend school. The student will only be permitted back into the school when the proper documentation is acquired by the school.

However, if students do not have their full required immunizations, guardians must provide evidence that the required additional doses are scheduled and that the first dose has been received (barring acceptable objections).

Health Screenings

Required vision and hearing screenings will be conducted by a certified health official and in accordance with Ohio laws and regulations. If your child's vision and hearing screenings are not within normal range, you will receive written notification. All findings will be placed in your child's cumulative file. Students may be exempted provided documentation from a licensed provider.

Communicable Diseases: Guidelines for School Attendance

Children should remain at home, if any of the following should occur:

- Recurrent/repeated vomiting and/or diarrhea since dinner the night before
- Temperature of 100 or higher within the last 12 hours without anti-fever medication
- Strep is the likely diagnosis, but test results have not been received
- Positive throat culture for strep (student may return 24 hours after antibiotics have been administered if student's condition has improved with no fever, fatigue, etc.)
- Symptoms of moderately severe illness such as a persistent cough, runny nose with body aches that appear to be more than a cold
- A positive Covid-19 test*
- Presence of lice, ringworm, scabies
- Pus-like drainage from the eyes
- Eyes that are pink/red and are itchy or crusty upon waking
- Severe headache, severe earache, severe or persistent abdominal pain
- A rash that is suspected to be contagious
- Any other symptom of a communicable disease

**LINC will follow guidance from the Centers for Disease Control (CDC) regarding length of time away from school after a positive Covid-19 test, which is 5 days from symptom onset as of August 2024. If asymptomatic yet positive, it is 5 days from the date of the positive test.*

Hand washing is the most effective method for combating communicable disease.

It is the responsibility of the family to make arrangements for child care in the event a child should develop signs of a communicable disease or other injury that would prevent the child from being productive in class.

Children should be free of symptoms for at least 24 hours before returning to school. All cases of communicable disease must be reported to the school.

Food Allergies

Federal Law entitles students with disabilities to have the same rights and privileges and the same access to benefits, such as school meals as non-disabled students. Consequently, schools which do not make appropriate program accommodations for students with disabilities could be found in violation of federal civil rights laws. Schools are required to make accommodations as outlined in the Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Education Act. If your child has any food allergies it is imperative that you inform the school so that the information can be provided to school staff and personnel to ensure proper precautions can be taken.

Child Abuse

Under Ohio law, employees of LINC who, in their official capacity, know or reasonably suspect that a child has suffered, or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect shall immediately notify the Franklin County Department of Human Services and possibly the Columbus Police Department in cases where child abuse is suspected. All school staff will receive in-service training in child abuse prevention and intervention.

Homelessness

If a child is experiencing homelessness, they are entitled to certain assistance and accommodations per the McKinney-Vento Act. Families experiencing homelessness are encouraged to contact the school and request to speak with the McKinney-Vento liaison to ensure their child/children have access to this assistance.

Homeless children and youth are defined as children living in motels, hotels, or camping grounds; sharing the housing of other persons due to loss of housing or economic hardship; living in shelters; abandoned in hospitals; having a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Wellness Policy

The School believes that healthy students are more likely to successfully complete their formal education. The School recognizes that it plays an important role in the development of students' health and nutrition habits by providing nutritious meals and snacks, supporting the development of good eating habits, and promoting increased physical activity.

The Board, in collaboration with the school community, has set forth the following goals in an effort to enable students to establish good health and nutrition habits:

1. Nutrition Promotion and Education Goals

- The School shall provide for interdisciplinary, sequential skill-based health education that supports hands-on classroom activities that promote health and reduce obesity.
- Nutrition and healthy living skills shall be integrated into the classroom curriculum when appropriate.
- Students in grades pre-K – 12 shall receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education shall be offered and promoted in the School cafeteria as well as in the classroom with coordination between the foodservice staff and teachers.
- Nutrition education and promotion information will be shared with parents and the community.

2. Physical Education and Activity Goals

- Students shall be provided opportunities for physical activity during the school day through physical education classes, daily recess periods for elementary students, and the integration of physical activity in the classroom.
- Physical education classes shall stress physical fitness, encourage healthy, active lifestyles and consist of physical activities as part of the curriculum.
- Physical activity will not be used as a form of discipline or punishment.
- Physical activity and promotion information will be shared with parents and the community.
- The School shall encourage parents and the community to support physical activity, to be physically active role models, and to include physical activity at events.

3. Other School Based Activities

- School based activities shall promote student wellness and, if appropriate, shall encourage nutrition and physical education.
- Nutrition shall be considered when planning school-based activities such as classroom snacks, fundraisers, etc.
- The School will provide students with a clean and safe environment and adequate time for eating meals.

In accordance with the School's Food Standards Policy, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages sold in the School.

Any food provided outside of the food service program, but not sold during the school day on the School premises, shall align with the goals and standards stated in this Wellness Policy.

Marketing of foods and beverages at the School during the school day shall be limited to those foods and beverages that meet the standards set forth in the School's Food Standard Policy. The Board reserves the right to further limit marketing of food and beverages.

The food service program will provide all students affordable access to a variety of nutritious foods.

Implementation and Evaluation: the Principal shall ensure that the School implements, complies with, and annually evaluates this Policy. The School will consult with administrators, board members, parents, students, community members, school health professionals, physical education teachers (if applicable), or representatives of the school food authority. The committee will be provided the opportunity to participate in the development, implementation, periodic review, and update of the Policy. In developing or updating goals, the committee will review and consider evidence-based strategies and techniques.

At least once every three (3) years, the School will measure the implementation of this Policy, focusing specifically on the extent to which the School has complied with the Policy, the extent to which the Policy compares to model local wellness policies, and the extent to which the School has progressed toward achieving its stated goals in the Policy. The School will create a written assessment for each periodic measurement that it will disseminate to students, their families, and other members of the community or post on its website. The School will make appropriate modifications to this Policy, if necessary, based on this assessment.

At the start of each school year, the School will disseminate this Policy and information about its implementation to families of school children and other members of the community or post it on its website and will notify such individuals of changes to the Policy in the same manner. The School shall retain documentation demonstrating compliance with this Policy, including requirements related to community involvement, triennial assessments of this Policy, and public dissemination of this Policy and any updates thereto.

Chapter 8: General School Information & Policies

Anti-Harassment, Intimidation, and Bullying

The following policy must appear in any student handbook, and in any publications that set forth the comprehensive rules, procedures, and standards for the School and students. Information regarding this policy must be incorporated into employee training materials. Annually, the School shall send a written statement describing the policy and the consequences for violating the policy to each student's custodial parent or guardian, either electronically or with report cards.

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

"Harassment, intimidation, or bullying" means either of the following: (1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once, and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or (2) violence within a dating relationship. The definition of "harassment, intimidation, or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying." The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying, and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so

serious or part of a larger pattern of harassment, intimidation, bullying, or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials.

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

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

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

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

The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties;

provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

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

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

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

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

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

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

Non-Discrimination Statement

It is the policy of LINC to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual orientation, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The school also prohibits any form of discipline or retaliation for reporting incidents.

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

Director of Operations - LINC Columbus
33 North Grubb St.
Columbus, OH 43215
(614) 565-8442

Lost and Found

The school's lost and found is located near the front desk in the front office. The. Items not claimed within a month are donated to charitable organizations.

School Supplies

LINC Academy will be supplying all necessary school supplies for its students.

Student Records and Release of Information

For the purposes of this section, "eligible students" shall include any Student who is at least eighteen (18) years of age or an emancipated minor. Parents and eligible students shall receive annual notice of their rights under this section.

Parents and eligible students have the right to inspect and review the student's education records within forty-five (45) days of the receipt of a request for access to such records. Such request must be in writing

and the School shall make arrangements for access to such records and shall notify the parent or eligible student of the time and place where such records may be inspected.

Parents and eligible students have the right to request in writing an amendment of a record that they believe is inaccurate. In the event the School determines that the requested amendment will not be made, the Parent or eligible student shall be informed of the reasons for such decision in writing and the School shall advise the Parent or eligible student of their right to a hearing regarding the request for amendment.

Release of Directory Information: the School has chosen not to identify or define any directory information. If the School will not issue any personally identifiable information and will not be able to provide directory information in response to records requests or inquiries made by third parties.

The School shall provide annual notice to parents and eligible students regarding their rights under FERPA. **Please refer to Appendix E for more information.**

Exceptions to the released personally identifiable information are allowed in the following circumstances:

1. To school officials who have a legitimate educational interest. A "School Official" is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board.

A School Official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; or any other purpose that the Board deems necessary as related to a student's education.

2. To officials of other schools or school systems in which the student seeks or intends to enroll, upon the condition that the student's parents be notified of the transfer, receive a copy if desired and have an opportunity for a hearing to challenge the content of the record.
3. To appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals. This exception is

limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education record.

4. When images of students captured on security video tapes are maintained by the School's law enforcement unit;
5. When information is obtained through a school official's personal knowledge or observation and not from the student's education record. For example, if a teacher overhears a student making threatening remarks to other students, that information is not protected and the teacher may disclose what he or she overheard to appropriate authorities.

The School shall provide the Ohio Department of Education ("ODE") with personally identifiable student information under the following circumstances:

1. A testing scoring company has notified ODE that the student's written response to a question on a state achievement test included threats or descriptions of harm to the student or another person and ODE needs the information to identify the student for the purpose of alerting the School of the potential for harm;
2. The School asks ODE to verify the accuracy of the student's score on an achievement test; or
3. The student has passed all but one of the Ohio Graduation Tests (OGT) and ODE must determine whether the student satisfies the alternative requirements for a high school diploma.

If agreed to in and required by its Charter Contract with its Sponsor, the School may provide its Sponsor, as an authorized representative of the ODE, with access to student or other records if necessary and in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of the federal legal requirements which relate to such programs. When collection of personally identifiable information is specifically authorized by federal law, no such data shall be disclosed to anyone other than authorized representative of the ODE, or as otherwise allowed by law. The Sponsor must, by law, destroy such personally identifiable information when no longer needed for the audit, evaluation, and enforcement of the federal legal requirements.

Student Records Log: school officials maintaining records shall keep a log identifying all individuals (whether from the School or not), agencies or organizations, who request or obtain access to non-directory information within a student's education record. The log shall contain the reason why access was requested and shall be kept by the person responsible for maintaining the records. All student records must be reviewed on the School premises.

Health and Safety Emergency Exception: the School may, taking into account the totality of the circumstances, disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of a student or others. The School must determine and record the articulable and significant threat, and it then may disclose information from education records to any person whose knowledge is necessary to protect these individuals.

Release of Photographs and Other Information

The school will periodically create publications to highlight student achievement, school life and school events and will maintain a regular website with this information. These publications and websites will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the school. From time to time, the school may also get media requests to highlight the school and its students.

During the registration process, each guardian will be provided with a student Photo/Information Release form. The school will honor these forms, such that student photographs will be included in publications only if the guardian has granted permission.

Distribution of Published Materials or Documents

Publications prepared by and for the school may be posted or distributed to the greater community, with prior approval by the Principal. Such items may include school posters, brochures, murals, etc.

Unless a student obtains specific prior approval from the Principal, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed at school or on campus. Materials displayed without this approval will be removed.

Sale of Goods/Services

Students may not sell any goods or services on school property without the permission of the Principal. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission from the Principal.

Chapter 9: The Title IX Act of 1972

LINC complies with Title IX of the Education Amendments Act of 1972, which states, in part: “No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance.”

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Director of Operations - LINC Columbus
33 North Grubb St.
Columbus, OH 43215
(614) 565-8442

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

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

Title IX Grievance Procedure

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

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

If a report involves allegations by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent. The Superintendent will then serve in place of the Title IX

Coordinator for purposes of addressing that report. If the Superintendent is the Title IX Coordinator, the person making the report should submit it to the Board President.

Grievance Process for Complaints Not Alleging Sexual Harassment

- Level I – Informal Procedure

Upon receiving a report of sexual discrimination that does not allege sexual harassment (as defined below), the Title IX Coordinator shall facilitate resolution through an informal procedure, if possible. This informal procedure is not required as a precursor to the filing of a complaint. The informal procedure is only available in those circumstances where the parties agree to participate in it. Individuals who believe that they have been unlawfully sexually discriminated against or retaliated against may proceed immediately to the complaint procedure and individuals who seek resolution through the informal procedure may request that the informal procedure be terminated at any time to move to the complaint procedure. While there are no set time limits within which an informal procedure must be resolved, the Title IX Coordinator or their designee will exercise their authority to attempt to resolve the informal procedure within fifteen (15) business days of receiving the report.

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

- Level II – Complaint Procedure

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

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

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

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

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

- Level III – Appeal

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

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

Grievance Process for Complaints of Sexual Harassment

For purposes of this grievance process:

- “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator.
- “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- “Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:
 - (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
 - (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education program or activity; or

- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).
- “Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School’s educational environment, or deter sexual harassment.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Training for Title IX

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

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

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

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

Presumption of No Responsibility

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

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

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

Good Cause Delay

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

Steps Involved in a Title IX Investigation

1. Response to Report

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

2. Formal Complaint

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

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

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

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

3. Investigation

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

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

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

Question and Answer Period

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

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

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

Dismissal

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

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

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

Determination Regarding Responsibility

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

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

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

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

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

Appeal Process

Either the complainant or respondent, or their parent or guardian, may appeal from a determination regarding responsibility or from a dismissal of a formal complaint, or any allegations therein. Any such appeal shall be received by the Title IX Coordinator in writing within ten (10) business days of the determination.

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

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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

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

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

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

Office for Civil Rights

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

A student (or their parent or guardian) or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, 30 E. Broad St. 4th floor, Columbus, OH 43215. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination, or, if this grievance procedure is utilized, within sixty (60) days after the last act of the grievance process.

Informal Resolution Process

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

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

- Provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and

any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

- Obtains the parties' voluntary, written consent to the informal resolution process; and
- Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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

Emergency Removal

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

Administrative Leave

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

Recordkeeping

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

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 School'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 School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by the public.

For each response to a report or formal complaint of sexual harassment in an education program or activity, the School must create, and maintain for a period of seven years, records of any actions,

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

Retaliation Prohibited

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

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

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

Designations

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

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

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

Appendix A: Arrival and Dismissal

Specific information regarding arrival and dismissal will be distributed to families and guardians at the start of the school year. Details for the arrival and dismissal process may vary by grade level and/or class. The bulleted points below serve as general reminders for families.

Arrival

- The school officially opens to students at 8:00 am each day.
- Students arriving before 8:00 am must behave in an orderly fashion at the front door. The student Code of Conduct is in effect even before the doors open for breakfast.
- Students arriving late (after 8:25 am) must report to the front desk to sign the tardy log and get a pass.
- Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building until 8:00 am.

Dismissal

- Monday to Friday, the school day officially ends at 3:30 pm.
- Families must make every reasonable effort to pick up students by 4:00 pm. The school reserves the right to call Children and Family Services if a student is picked up after 4:30pm.
- Students are escorted to their dismissal station five minutes before the start of dismissal. Under no circumstances should guardians remove students from their class line on the way to dismissal. All students are to be released by a school administrator. This is done to protect the safety and well-being of all of our students.
- Families must submit a release form located in the enrollment paperwork listing the names and information for any individuals, besides guardians, who regularly are authorized to pick up their children.
- Note that any updates to dismissal plans need to be received by the front office by 2:45 pm each day.

Appendix B: Classroom Parties, Birthdays, and Other Events

The school supports each student's emotional growth by celebrating their achievements. Most of these celebrations take the form of school-wide events, which celebrate student academic achievement and character growth. These include Morning Meetings and regular celebrations throughout the year.

To maintain the structure and consistency of the school day as well as to preserve sacred learning time, LINC only allows for the celebration of birthdays during the lunch block. Our focus must be on instruction during the instructional day and parties or treats will shift the focus of the school day away from instruction. Please keep in mind that all BPS schools are nut-free schools.

Families wishing to involve classmates in the celebration of his or her student's birthday or other holidays can do so by inviting them to a party that occurs outside of school hours. The school can support such families by distributing a flier to families in that student's class. To avoid hurt feelings and distractions from learning, however, the school can only do this if **every** student in the class is invited. Families wishing to have such an invitation distributed should send it to school. Invitations must be general (as in not addressed to specific students) and must be issued to all students in the class. In order to minimize competition and distractions from learning, students must be in full uniform on their birthdays and other holidays.

Appendix C: 2024-2025 Admissions Policy

LINC will not discriminate against any student based on race, color, national origin, gender, sexual orientation, age or disability or for any other basis that would be unlawful for a public school. LINC shall be open to any child who is eligible under the laws of the State of Ohio for admission to a public school, and LINC will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act, the Americans With Disabilities Act, and Chapter 3314 of the Ohio Revised Code. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, sexual orientation, age or ancestry.

Publicity and Outreach

Each year, the school holds information sessions to inform families and community members about the school and the admissions process. These information sessions are held at the school and perhaps at other community-based locations. The sessions are publicized widely, through means such as flyers, mailings, and informational sessions at daycares, community organizations, and local businesses. Families are encouraged to visit the school to see classes in action and meet currently enrolled students.

Enrollment Process

Families interested in enrolling a child at LINC are required to submit a completed entry form. The entry forms are made available at the school's information sessions. After submitting the entry form, guardians are required to attend a Mandatory guardian Orientation where school systems, procedures, and rules are reviewed in detail. There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school.

Admission Lottery

In the event that the school receives more applications than allotted spaces, the school holds a lottery. This random and publicly held lottery is audited by a disinterested independent organization. All applicants are notified of the time and the place of the lottery and are invited to attend. If needed because of enrollment demands, this lottery will be held before April 1st each year.

Admissions Process and Lottery Standards: Any individual entitled to attend school in the State of Ohio may be an applicant, subject only to legal preferences as stated below, and limitations in space and of grade levels offered.

The School will not discriminate in admission based on creed, color, disability, sex, gender, intellectual ability or measure of achievement. The School will comply with all federal and state laws concerning the education of students with disabilities.

The admissions process for the next school year is held in the second half of the current school year and shall be subject to the following legal preferences:

1. Students attending the then current school year (e.g. attending in 24-25 and is applying for 25-26)
2. Siblings of students who attend the current school year
3. Students of School Staff, provided the total number of students receiving this preference are no more than 5% of the School's total enrollment
4. Students residing in the district where the School is located

If there are more applicants than there are spaces, a lottery shall be conducted in accordance with the following standards:

- Each applicant will be assigned a number
- Numbers will be drawn or selected randomly by or in front of a disinterested third party witness
- The School shall separate the lottery by grade level and by any or all legal preferences.
- Applicants not receiving a space in the lottery will be placed on a waiting list in the order randomly selected.
- If your prospective student is on a waiting list the School will contact you if a space becomes available, at the contact information you have provided. It is the parent/guardian's responsibility to keep contact information updated with the School. If the School cannot reach you after three attempts over three business days, the next person on the waiting list will be contacted and your place on the waiting list will be removed.
- Waiting lists will last through October 1 of the year of admittance and then be extinguished.

Re-enrollment of current students

The School must plan for limited classroom space and for staffing. Therefore, each year our School conducts a re-enrollment of then-current students for the upcoming school year. Parents receive notice of the re-enrollment period, including the start date and the deadline for re-enrollment. If you fail to re-enroll your student by the deadline you are not guaranteed a space in the upcoming school year. Showing up on the first day or days of School in the fall will not enroll your student.

If you have missed re-enrollment and still wish for your current student to attend our school in the next school year you must do one of two things:

1. Contact the main office and notify them that you wish for your current student to be submitted in the lottery, OR,
2. If you have missed the lottery, or if there is not a lottery, contact the main office and notify them that you wish for your student to be placed on the waiting list for the next school year.

In any situation where you have not re-enrolled your child during the re-enrollment process, it is important to be prompt and to communicate with their school as soon as possible.

If your student is placed in the lottery he or she retains the preference of a current student along with all other prospective or current students having a legal preference, as stated above. He or she may still be placed on the waiting list if his/her name is not drawn in the lottery.

If your student is on the wait list, the wait list operates on a first come-first served basis. Please see above for the waitlist procedure.

If you have not re-enrolled your student, you authorize the School to remove your student from the school roster until re-admitted if at all, through the lottery or pursuant to the waitlist.

If you are sure your child will not be attending our School, please communicate with your school to withdraw them for the upcoming school year as soon as possible.

Student Recruitment Activities

The schools may undertake the measures below, among others, to recruit student applicants:

- Sending letters to residents of the Columbus School District and surrounding districts;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary daycares, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.

LINC aims to attract a student population that is similar in demographics to those of the Columbus School District. Through extensive outreach, LINC will attract students who reflect the demographics of CSD, including students with disabilities and students who have Limited English Proficiency. LINC is committed to attracting and retaining such students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

Enrollment and Eligibility

All students who are accepted for enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. LINC reserves the right not to enroll any student whose forms are not returned by the designated date. All new students must take the school's baseline standardized tests. Guardians and students are required to attend information sessions and orientations, sign the Entry Form and Family-School Contract, and agree to fulfill their obligations to LINC Academy including adherence to the Code of Conduct.

In addition, a child may not be eligible for admission if the guardian and student fail to complete all required forms truthfully.

Students are considered re-enrolled for the following school year unless guardians notify the school otherwise by the end of the current school year.

Vacancies

To fill any vacancies, separate waiting lists are maintained for each grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. LINC reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill a vacancy, the school contacts the guardian of the student next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next family on the waiting list.

Appendix D: Due Process Rights for Suspension/Expulsion

Process: Out of School Suspension (the following procedure does not apply to in-school suspension)

The Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a **written Notice of Intent to Suspend** will be given to the student, which contains the following:
 - a. The reasons for the intended suspension; and
 - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. If the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior suspending the student.* If the events leading up to the suspension indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. The student must be allowed an informal hearing before the Principal or their designee to challenge the reasons for the intended suspension or otherwise explain their actions. The student is not entitled to call witnesses at this informal hearing.
4. Within one school day after the suspension is imposed, the Principal or their designee shall provide **written Notification of Suspension** to the parent, guardian, or custodian. The notice must contain the following:
 - a. The reasons for the suspension;
 - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
 - c. The right to representation at all appeals;
 - d. The right to a hearing before the Board or its designee; and
 - e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.

If an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Principal may require the student to

participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or their designee may develop an appropriate list of alternative consequences.

Process: Expulsion

Only the Superintendent may expel a student.

The following procedure is required:

1. Prior to the imposition of the expulsion, the Superintendent must provide not only notify the student, but also the parent, guardian, or custodian **written Notice of Intention to Expel**. The notice must include the following:
 - a. The reasons for the intended expulsion; and
 - b. The time and place for a hearing, *which must be not less than three nor more than five school days after giving the notice*, unless the period is extended by the Superintendent at the request of the student, his parent, custodian, guardian, or representative.
 - c. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
 - d. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. If the student is in grades pre-kindergarten through three, whenever possible, the Superintendent shall consult with a mental health professional under contract with the School, if any, prior to expelling the student.* If the events leading up to the expulsion indicate a need for additional mental health services, the Superintendent or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Superintendent to challenge the reasons for the expulsion or otherwise explain their actions.
4. Within one school day after the expulsion is imposed, the Superintendent shall provide **written Notification of Expulsion to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the expulsion**. The notice must include the following:
 - a. The reasons for the expulsion;

- b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
- c. The right to representation at all appeals;
- d. The right to an appeal hearing before the Board or its designee;
- e. The right to request that the hearing be held in executive session;
- f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;
- g. When the Superintendent expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

**A community school, community school governing authority, or community school employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a school employee's decision not to provide or procure mental health services for a suspended or expelled student in any of grades pre-kindergarten through three, unless the decision is made with malicious purpose, in bad faith, or in a wanton or reckless manner.*

Appendix E: Notice of Rights Under the Family Educational Rights and Privacy Act (“FERPA”)

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students’ education records. Under FERPA, most information about our students cannot be made public without the consent of parents/guardians.

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

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

Board deems necessary as related to a student's education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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

OFFICIAL DESIGNATION

This school HAS NOT designated any personally identifiable information as directory information and will not include such information in school publications, recognition lists, programs, or student directories or give such information to third parties without parental consent.

Parent/Guardian Signature Page

I acknowledge that I have read the 24-25 Student and Family Handbook its entirety and have discussed it with my child(ren).

Name of student (please print):

Name of parent/guardian (please print):

Parent/guardian signature:

Date:
