

SUCCESS Academy Student Handbook 2018-2019



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ALLIANCE CITY SCHOOLS VISION

All Aviators will graduate prepared for life, college and careers.

ALLIANCE CITY SCHOOLS MISSION

Our mission is for all students to reach their fullest potential and become productive citizens through teachers who establish high expectations; a safe, positive and engaging learning environment; and content that supports critical thinking, collaboration, communication and creativity.

AVIATOR PROFILE

Communicators

Ask thoughtful questions, listen well and are able to clearly and concisely express their thoughts and ideas

Collaborators

Are able to compromise and work with people of all personality types and backgrounds to reach a common goal

Critical Thinkers

Have the ability to analyze and assess complex problems or situations and produce logical conclusions and solutions

Creative Innovators

Use imaginative and unique ideas to develop more efficient and effective methods of problem solving

Caring Citizens

Have selfless attitudes and strive to build stronger communities through civic pride, volunteerism, and community involvement

Courageous Risk Takers

Are not afraid to take chances in order to accomplish something greater or facilitate change, whether it involves their career, finances, personal life or society

They Did Not Give Up... Should You?

Michael Jordan was cut from his high school basketball teams. Jordan once observed, "I've failed over and over again in my life. That is why I succeed."

Walt Disney was fired by a newspaper editor because he "lacked imagination and had no good ideas." He went bankrupt several times before he built Disneyland. In fact, the proposed park was rejected by the city of Anaheim on the grounds that it would only attract riffraff.

Babe Ruth is famous for his past home run record, but for decades he also held the record for strikeouts. He hit 714 home runs and struck out 1,330 times in his career (about which he said, "every strike brings me closer to the next home run.")

Albert Einstein did not speak until he was 4-years-old and did not read until he was 7. His parents thought he was "sub-normal," and one of his teachers described him as "mentally slow, unsociable, and adrift forever in foolish dreams." He was expelled from school and was refused admittance to the Zurich Polytechnic School. He did eventually learn to speak and read. Even to do a little math.

As a young man, Abraham Lincoln went to war a captain and returned a private. Afterwards, he was a failure as a businessman. As a lawyer in Springfield, he was too impractical and temperamental to be a success. He turned to politics and was defeated in his first try for the legislature, again defeated in his first attempt to be nominated for congress, defeated in his application to be commissioner of the General Land Office, defeated in the senatorial election of 1854, defeated in his efforts for the vice-presidency in 1856, and defeated in the senatorial election of 1858. At about that time, he wrote in a letter to a friend, "I am now the most miserable man living. If what I feel were equally distributed to the whole human family, there would not be one cheerful face on the earth."

Thomas Edison's teachers said he was "too stupid to learn anything." He was fired from his first two jobs for being "non-productive." As an inventor, Edison made 1,000 unsuccessful attempts at inventing the light bulb. When a reporter asked, "How did it feel to fail 1,000 times?" Edison replied, "I didn't fail 1,000 times. The light bulb was an invention with 1,000 steps."

**You've failed many times,
Although you may not remember.
You fell down the first time you tried to walk.
You almost drowned the first time
You tried to swim, didn't you?
Did you hit the ball the first time you swung a bat?**

**Don't worry about failure.
Worry about the chances you miss
When you don't even try.**

THIS HANDBOOK IS AN ADDENDUM TO THE ALLIANCE CITY SCHOOLS HANDBOOK

This handbook consists of additional requirements of the discipline program at the Alliance City Schools SUCCESS Academy. A copy will remain in each classroom for student reference purposes. Additional copies are available upon request, if needed, for parents to take home. All State and Federal laws, rules, regulations, requirements, code of conduct, etc., in effect at the student's home school, will remain in effect during the student's enrollment at SUCCESS Academy.

SUCCESS Academy Learning Environment

Goals

The goals of the SUCCESS environment is as follows:

Maintain a transition rate back into the regular classroom, or graduating at 70% or higher.

Maintain a student attendance rate 85% or higher.

Reach a rate of 50% or higher of students reading at or above grade level.

Parent involvement in parent conferences, family forums, and targeted support and counseling services will be 50% or higher.

What is Alternative Education?

SUCCESS Academy is an alternative program that exist to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.

Who is Eligible for Placement?

- Students who have been placed by the Alliance City School District Disciplinary Committee
- Students with repeated (documented) disciplinary infractions
- Students with an infraction serious enough to warrant an expulsion hearing

Placement by District Discipline Committee (DDC)

Students are placed at SUCCESS Academy by the DDC according to state and district regulations for specific incident/s and as required by law for certain offenses. **Students and parents/guardians must attend an intake meeting (even if the student is 18 or older) and sign a contract that states they agree to follow all rules and regulations of the SUCCESS Academy established by the Alliance City School Board.**

The DDC will consider recommendation from the school principal, the TST Committee, the parent/guardian or the IEP committee.

TST/IEP Recommendation

District admission procedures are detailed in this section. The process **MUST** begin with the building level Teacher Support Team (TST), to be consistent with the "Three Tier" intervention model. There should be **evidence and supporting data as to previous intervention efforts and outcomes**. All children being discussed for placement at SUCCESS for behavior reasons should have had a Functional Behavior Assessment (FBA) conducted before placement. If a child has a special education ruling, the child **must** have a Behavior Intervention Plan (BIP) as a component of his/her IEP and **progress monitoring data supporting**

the effectiveness or lack of effectiveness of the IEP component. A manifestation determination ruling should be completed before a child is placed at SUCCESS Academy as well.

TST placement is a five step process:

1. Tier II and Tier III interventions (if the child is not a child receiving special education services) and an IEP behavior intervention plan (BIP) based on a sound functional behavior assessment (if the child is a child receiving special education services). Data related to the effects of the intervention(s) **must** be collected in making determinations as to the student's response to previous interventions. If the intervention is successful, the child remains at his/her home school. If the intervention failed to work then administrators should proceed to Step 2.
2. Gather information related to the case. The referral packet for placement at the SUCCESS Academy should be completed. This packet can be completed once the principal's signature is present on the paperwork.
3. Forward the information to the SUCCESS Academy. After the packet is received, the case undergoes screening. If a packet is complete, an appointment is scheduled with the DDC to determine if placement at SUCCESS Academy is appropriate. If a packet is incomplete it is returned to the home school for completion.
4. The process of review by the DDC. The committee meets on an as needed basis. The committee is lead by the Director of Student Services, or Special Education Coordinator at the district office.
5. This is a committee decision. At this meeting the committee determines if placement is appropriate and the length or duration of placement.

Requirements for Admission to SUCCESS Academy Program

Because participation at the Academies is an opportunity and not a right, only those students who meet grades, behavior and attendance requirements are admitted and retained in the program. Requirements for attendance and behavior are stringent.

Parent Agreement

Parents are **required** to sign an agreement before the student is fully accepted into a program. The parent agreement helps ensure the the family is committed to and supportive of SUCCESS Academy and that they explicitly agree to support the school's recommendations regarding both academic and behavioral interventions.

Student Agreement

All students accepted into a program are **required** to sign a student agreement prior to starting the program.

Credits are awarded upon completion of the required coursework at a predetermined mastery level. Students are expected to achieve daily academic progress in designated coursework.

Placement

The length of a placement at SUCCESS Academy is determined by the Disciplinary Committee. However, a student must meet exit criteria before returning to regular classes at their home school.

Continued placement is determined by the student's progress as measured behaviorally and academically. Exceptions to this process include students entering the district from a juvenile facility, students who have been

placed at the SUCCESS Academy through the court system, or in another alternative programs at Alliance City Schools.

Students must also meet qualifications in order to be released from their SUCCESS Academy assignment.

- Students must have completed all academic assignments
- Students must have completed levels 11-14 on the Level System

NOTE: In some cases when a student has exceeded academic and behavior expectations of SUCCESS Academy, the student MAY be eligible for early return to their home school, provided transitional requirements are met.

The SUCCESS Academy Positive Behavior Support System

Positive Behavior Support System is a Center-wide management system for students at SUCCESS Academy. The System is designed based on sound empirical practices for students who display inappropriate social and behavioral problems that prevent them from meeting with success in the typical school setting. The System is based on a strong teaching model that holds as its central assumption the belief that most of our students who are placed at SUCCESS Academy do not possess the social or behavioral skills that would allow them to be successful in typical school settings.

Daily Individual Goal Review Sessions

Staff members lead a morning discussion of the student's goal(s) for the day/week. The student is asked to give examples about how he/she will meet the goals or what should happen if a problem arises involving his goal.

Exit Requirements

Students earn the privilege of returning to their regular school only after successfully completing and meeting all the following requirements. The student must:

- a. Have served at least the minimum number of days required.
- b. Have satisfactorily completed all work assigned.-
- c. Have successfully demonstrated an understanding and use of appropriate social behaviors and skills.

The length of placement at SUCCESS Academy will be determined by the staff and DDC.

The items listed below are the criteria used to determine a student has been successful at SUCCESS Academy:

- a. Attendance
- b. Conduct
- c. Academics
- d. Dress Code
- e. Meeting/Exceeding Goals
- f. Completing level 11-14 projects on the Level System and presenting to the students educational team and principal.

Process for Transition

When a student is considered for transition back to the school setting, a team meeting is held. The student will also participate in a transition meeting with the student's guardian(s), the receiving school's school-based counselor/case manager, and the receiving teacher, a representative from the Special Education Office (if applicable), the SUCCESS Academy principal, and the receiving school's principal or administrative designee.

This meeting allows the student to familiarize himself with the policies of the receiving school and give all parties concerned an opportunity to interact and establish lines of communication.

A review/revision of IEP and/or change of placement may also occur at this meeting if the child is part of the Special Education Program. Otherwise, a Transition Plan is developed at the meeting to guide the smooth transition of the student back into the home school setting. Details of the plan include treatment goals, a check in/check out schedule, establishment of a mentor, the identity of the party responsible for plan implementation, review of program process, and frequency of progress review meetings. All involved in the development of the plan sign the plan, and the next review meeting is scheduled for a month later.

The check-in/check-out monitoring technique is used when a student is returned to their regular school setting. A transition meeting is held at the student's home school prior to release. As a minimum a member of the SUCCESS Academy staff, the home principal, the home school counselor, and one of the student's teachers attend. Details of the transition are worked out during the meeting.

Definitions of Appropriate Behaviors

Compliance: Student initiates compliance within 10 seconds of an adult presented instruction and completes the demand in a timely manner. A timely manner depends on the demand and relies on teacher's discretion for individual demands.

Remaining in Work Area: Student remains in designated area for an assignment or task for the entire duration of activity.

Completing Assignments: Students completes assignment or task in the time specified by the teacher.

Returning Home/School Note: Student returns school/home note for the previous day, thus meeting the conditions for the school/home note. Conditions may include having the note signed by the guardian, etc.

Ignoring Others Teasing, Name Calling, etc.: Student does not respond verbally or by gesture (giving the finger) to another student who is teasing, name-calling, or directing any inappropriate behavior to that student.

Easy Transition To or From Cool Down Time: Student moves to Cool Down Time area without any inappropriate behaviors. Student moves from timeout to regular activity without any inappropriate behaviors.

Definitions of Inappropriate Behaviors

Teasing: When one student makes fun of another with the intent of making the other student feel bad or to make other around them laugh at the teased student's expense.

Name Calling: When one student calls another student/teacher by a name other than his or her accepted name or nickname with the intent to cause the other person to feel bad.

Cursing: When a student says a word commonly used as a swear word. The list of words includes appropriate names of body parts used in an inappropriate manner or in an inappropriate situation. Teacher discretion will be used when determining if a word is a swear word or not.

Leaving Work Area: A student clearly departs from an area assigned for a particular task without permission from teachers. Leaving classroom meets definition if assigned activity is in the classroom.

Sleeping: A student's head is resting on or against an object with eyes closed. The student may not be asleep but gives the appearance of sleeping.

Noncompliance: If student does not initiate compliance with an adult presented instruction within 10 seconds. This can also be scored if student initiates but does not complete the demand within a reasonable amount of time as determined by the person who issued the instruction.

Talking Back: A student is argumentative with a teacher, is sarcastic towards teachers, or makes a "smart" remark after a teacher makes a comment directed at that student or another student.

Not Finishing Assigned Work: A student fails to complete an assignment or task after having been given enough time to finish the assignment or task. The teacher will determine if the assignment or task should be finished in a certain amount of time.

Difficult Transition To or From Cool Down Time: A student is noncompliant when told to go to Cool Down Time. If student refuses to go to Cool Down Time or if any problem behaviors occur on the way to Cool Down Time. If the student refuses to comply when released from Cool Down Time or refuses to answer any questions when Cool Down Time is finished (such as "Why were you in Cool Down Time?"). Also Scored if student presents any problem behaviors from Cool Down Time to regular activity.

Aggression: A student hits, kicks, scratches, pokes, pinches, throws things, or otherwise intentionally attempts to cause harm or physical irritation to another student, teacher, or assistant. Aggression does not include self-defense, which has its function as protection, and not intent to harm. To that end, anyone who bullies other students or who starts or participates in a fight or other emotional or physical harm or threat to another member of our school family will be suspended.

Fighting/Disorderly Conduct: A student standing up to fight or standing up yelling at another student is treated as a fight. We are very serious about school safety, and students can be arrested for these offenses while at school or on the bus.

Gang Related Clothing or Activity: Wearing gang related clothing safety pin in clothing, rolling up one pant leg or other gang type symbols, writings or drawings related to gangs is treated as the first stage of a fight or violence. This includes drawing gang symbols on handbook, school papers or any school property. No notches eyebrows are allowed.

Breaking School Expectations: A student fails to earn points for a period in which school expectations is broken.

EXAMPLES OF INAPPROPRIATE BEHAVIORS

Mild Misbehavior, such as, but not limited to:

- Talking without permission
- Rocking in chair
- Feet on desk or in desk
- Sitting on desk top
- Inappropriate manners
- Sagging
- Writing on chart or taking chart off the wall or erasing items entered by a teacher

EXAMPLES OF INAPPROPRIATE BEHAVIORS, Cont.

Moderate Misbehavior, such as, but not limited to:

- Making unnecessary noises, including singing, rapping, laughing
- Cursing
- Spitting in the building or waste baskets
- Not doing class work during class time
- Not complying with staff's request
- Talking after warned to stop
- Writing or passing notes
- Bothering other people's possessions
- Walk out of class without permission

Serious Misbehavior, such as, but not limited to:

- Incessant name calling (student or staff)
- Throwing paper, spitballs, etc.
- Graffiti
- Violation of board policy dress code
- Sleeping or the appearance of sleeping
- Out of seat without permission
- Incessant disrespectful remarks including profanity or gestures toward other students, staff, or other individuals
- Going on the internet without permission
- Violating the computer use regulations
- Repeated minor or moderate offenses
- Use or possession of tobacco on school grounds

Criminal Conduct or Removal, such as, but not limited to:

- Fighting or trying to get someone to fight
- Hitting another person
- Destroying school or teacher property
- Vandalism/Theft
- Sexual, verbal, or physical threats toward students, staff, or other individuals
- Trespassing on district property
- Harassment/Threats/Intimidation
- Open defiance of a teacher/administrator
- Use, possession, or under the influence of drugs/alcohol
- Running/Walking away from a search
- Possession of weapons
- Criminal or illegal behavior
- Display/Advertise/Recruit for an affiliated gang
- Behavior, gestures, or drawings which symbolizes gang membership

Students found exhibiting any of the behaviors in this group are subject to immediate suspension, arrest and possible referral for expulsion.

Interrogations and Searches

Students assigned to SUCCESS Academy are subject to daily inspections, via metal detector wand, of their person, any possessions, and assigned materials upon arrival at school. This is done in the interest of safeguarding children, their own property, and the property of the school. Books, equipment, desks, and lockers, or other materials provided by the school, remain school property, even though utilized by the

students. The school retains the right to check, inspect, or search these materials, facilities or property, at any time to verify their condition, orderliness, cleanliness, and/or content. Students are fully responsible for the security and contents of the assigned desks.

Interrogation and searches of the student's property may occur on school grounds whenever it is determined by school staff that there is a reasonable basis for the interrogation or search.

Personal Items Brought to School

Students are not to bring any materials to school except those directed by the teacher (i.e. homework). Purses and backpacks are not allowed in the classroom with students. These items will be placed in a secure location upon arrival and returned upon dismissal.

Articles considered inappropriate for school are removed and confiscated. These include but are not limited to tobacco products, music players, inappropriate published or written material, tapes, etc. Staff may remove any article that is perceived as causing a disruption. Any illegal items found are turned over to the school resource officer or principal.

Any item brought to school remains in the office until the end of the week, or as determined by the staff. This includes, but is not limited to, wearing a cap, spinners, iPods or like devices.

Cell Phones:

Students requiring a cell phone for after school use **must have their parent or guardian coordinate directly with the SUCCESS Academy principal. The phone **MUST** be surrendered each morning upon arrival and is given back at the end of the day.**

Dress Code

Students and staff are expected to dress in a manner that is appropriate to the school environment and does not cause disruption to the academic process. Research has shown a correlation between appearance and behavior, especially in the school setting. Cleanliness and appropriateness are the two most important aspects of personal appearance. While the standard of cleanliness is rather obvious, the standard of appropriateness raises some questions. What is appropriate for a formal occasion would not be worn at a picnic. Thus, appropriateness is relative to what the activity is and the activity's purpose. In Alliance City Schools, our activity is education and our purpose is learning. To assist parents, students, staff, and administrators general guidelines for appropriate dress and appearance include the following:

1. Parents and students maintain responsibility for their dress and personal appearance.
2. When any dress or grooming interferes with the cleanliness, health, welfare, or safety of students, or when any dress or grooming disrupts the educational process by being distracting, indecent, or inappropriate to the educational process, it is prohibited.
3. Sponsors and teachers of elective programs (such as career technical classes) or elective activities (such as sports and music) may require more strict standards regarding dress and appearance for participants in their program or activity.
4. The principal, with the assistance of the staff, has the responsibility of uniformly administering the dress code. The decision of the principal is final.

5. As new trends in fashion or dress are accepted or become out of date, the District reviews the changing standards of the community served. **In order to minimize misunderstanding in terms of what is appropriate for Alliance City Schools, the following regulations will define appropriate standards for dress while at school or school sponsored activities:**

1. Shorts or mini skirts must be at fingertip length.
2. No holes in pants that are **above the knee level**.
3. No shirts and blouses that expose the midriff (they must be able to be tucked in).
4. No tank tops, muscle shirts, halters or excessively low cut shirts. All shoulder straps must follow the Three fingers width rule.
5. No cut off sleeveless shirts.
6. Hats, hoods, visors, other headwear, blankets and sunglasses are not to be carried to or worn in class.
7. No dress that promotes hate, violence, profanity, vulgar or negative messages, anything advertising or related to alcohol, tobacco, and drugs or anything sexually explicit.
8. No transparent garments, open mesh garments, or garments with large open sides may be worn without an appropriate underlayer.
9. Shoes or sandals must be worn and must not present a safety hazard. Slippers are not permitted.
10. No pajama pants.
11. Hair must be clean, worn out of the eyes, and groomed at all times; free of grooming tools such as picks, rollers, combs, and other such articles.
12. Lower garments are to be worn at waist level; if a belt is worn, it must be of proper length; undergarments are not to be exposed or worn as outerwear.
13. No "dog collars," spiked bracelets or chains that could be dangerous to persons or destructive to school property.
14. No gang or cult-related items of any kind.
15. No inappropriately tattered clothing or clothing with inappropriate holes.
16. Body piercings, which present a safety concern or a distraction to the educational process, as deemed by the building administrator, are not permitted.

*Student violations of the dress code can result in removal from class and additional disciplinary action. Parents will be contacted to bring appropriate clothing for their student to change attire.

Technology/ChromeBooks

Consequences for inappropriate use of Alliance City Schools Chromebooks:

Student may be required to turn the device over to school personnel until the principal deems it appropriate to return the device to the student for educational purposes.

Internet Connection

A wireless internet connection will be provided by the Alliance City Schools for students to connect their devices to the Internet. Students must have a completed Acceptable Use Policy signed and on file at Alliance High School.

GRADUATION COURSE REQUIREMENTS

Minimum Course Requirements For Graduation:

The Minimum Standards for Ohio Schools, issued by the Superintendent of Public Instruction for the State of Ohio requires that credits in the following areas be earned for graduation:

Subject	Class Credits Required
English	4 units of credit
Social Studies (Must include U.S. History, American Government)	3 units of credit
Science (Must include one unit of physical sciences, one unit of life sciences, and one unit of advanced study)	3 units of credit
Mathematics (Must include 1 unit of Algebra II or the equivalent of Algebra II)	4 units of credit
Health and Physical Education (Students who participate in interscholastic athletics, band or cheerleading for two full seasons are exempt from the physical education requirement)	1 unit of credit
Electives: (Must include: 1 unit or 2 (1/2) units of Business/Tech., Fine Arts or Foreign Language)	6 units of credit
Total Credits Needed For Graduation	21 units of credit

Graduation Testing Requirements for the Class of 2018 and Beyond

In addition to course requirements, students in the class of 2018 and beyond will have to meet one of the following three new criteria to earn a diploma.

1. Earn a cumulative passing score of 18 points on seven (7) end-of-course exams.
OR
2. Earn a “remediation free” score in English (18), Reading (22) and Math (22) on the ACT. The State of Ohio will pay for all 11th grade students to take the exam free of charge, one time.
OR
3. Earn 12 points through a State Board of Education approved, industry-recognized credential or a state-issued license for practice in a single career field and achieve a workforce readiness score of 13 on the WorkKeys assessment.

GRADE LEVEL CLASSIFICATION REQUIREMENT

Students are eligible for various student privileges based on the number of credits earned rather than on age or the number of years spent in high school.

Students are classified as follows:

- Sophomore - minimum of 5 credits earned
- Junior - minimum of 10 credits earned
- Senior - minimum of 15 credits earned

CREDIT RECOVERY

For high school students who have failed a core course will be provided either an online or paper based curriculum in order to assist students the opportunity to recover credits for failed courses. Students can take Acellus courses during the school year and in summer school. Students can complete coursework inside and outside of school. However, students have to take their unit tests and their final exam at school in the presence of a teacher. Students who do not complete a class will fail the class.

GRADING SCALE

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents properly judge how well the student is achieving the goals of the District's program and are consistent throughout all buildings in the District. The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades accurately signify his/her degree of accomplishment of those expected learning outcomes. Board Policy 5421 establishes the grading scale for grades 6-12 as:

**Grading Scale
Classroom Average Grade GPA Value for All Classes**

93-100	A	4.0
90-92	A-	3.9
88-89	B+	3.5
83-87	B	3.2
80-82	B-	2.9
78-79	C+	2.5
73-77	C	2.2
70-72	C-	1.9
68-69	D+	1.5
63-67	D	1.2
60-62	D-	0.9
59 and below F	F	0.0

GRADE AVERAGES

All courses, semester and yearly, will be evaluated and credited on a semester basis. Therefore, a student failing one semester of a yearly course would still receive credit for the semester passed.

Each 9-week grade counts as 40% of a student's semester average, exam grades count as 20%.

Example (based on grade percentages)

1st quarter (40% of sem grade)	2nd quarter (40% of sem grade)	Exam (20% of sem grade)	Semester Grade	Credit
A (97%)	A- (92%)	B+ (88%)	A (93%)	.50
B (83%)	F (40%)	D (64%)	D- (62%)	.50

SCHOOL HOURS

Student school day:

Monday through Thursday: 8:00am - 2:00pm

Friday 8:00am - 12:30pm

ATTENDANCE PROCEDURES

Regular attendance is essential to good schoolwork. It is the parent/guardian's responsibility, under the law, to see that children are regularly in attendance at school.

Daily Attendance Procedures

1. Students who arrive to school after school begins must report directly to the Administrative Assistant.
2. **On the day of the absence, the parent/guardian must call the secretary, Mrs. Cargould, at 330-829-2284 before 9:00 a.m. Voicemail is available for reporting an absence the night before or early the morning of the absence.** Notes from the parent/guardian excusing an absence must include the student's first and last name and grade, the parent/guardian's name and signature, a phone number where the parent/guardian can be reached, and the reason for absence. This note must be received in the office on the first day of the student's return. This note must be sent to the office before the first bell. If a phone call or written excuse is not provided, the absence will be marked unexcused. Students missing more than two periods, but less than **four** periods during a school day will be marked absent one-half day.
3. Students missing 4 or more periods during a school day will be marked absent a full day.
4. Students are allowed 6.5 EXCUSED AND/OR UNEXCUSED absences per quarter without failure. Out-of-school suspensions do not count as class absences. Medical excuses, college visits, and pre-approved vacations are considered excused and do not count as an absence.
5. A student's seventh absence of a quarter will result in failure of all courses for the nine (9) weeks.
6. The notification procedure is as follows: (a) Fourth absence; a warning letter is issued, which is mailed home and signed by the parent/guardian. The letter is then returned to the secretary. If the letter is not returned by the next school day, disciplinary action may be taken. (b) Seventh absence: a failure letter is issued, which is mailed home and signed by the parent/guardian. The letter is then returned to the main office. If the letter is not returned by the next school day, disciplinary action may be taken.
7. A student failing a course due to attendance will remain in the course and continue to participate with the goal of receiving as much knowledge as possible. The student may earn up to a 59% for each class deemed as "failing" due to excessive absences.

Absenteeism

When your child is absent, **parents are required to contact the school office before 9:00 a.m.** When a parent does not report the absence, the school will attempt to contact the home via the auto calling system.

UNEXCUSED ABSENCE AND TRUANCY

All absences, other than those listed under "Excused Absence", are considered truanancies. For example, a student's absence from school will **not** be excused if it is for oversleeping, missing the bus, etc. A student shall be considered "truant" each day they are absent from their assigned location without the knowledge of a parent and/or school official. This includes unexcused absences from class, study hall, or any other properly assigned area or activity. Truancy demonstrates a deliberate disregard for the educational program and is considered a serious matter. A student is deemed a "habitual truant" when they are absent without a legitimate excuse for thirty (30) consecutive school hours or forty two (42) hours in one month or seventy-two (72) hours in one school year. (ORC 2151.022(C))

The following procedures will be followed for students are habitually truant:

ATTENDANCE INTERVENTION TEAM

The purpose of an attendance intervention is to design and implement a plan to address the student's truancy concerns. A variety of factors will be considered when designing a specific plan to meet the needs of the student. A copy of all notifications, letters, and the plan will be kept in the student's file.

- Step 1 : Parents of students that have accumulated 38 (or more) hours in one month or 65 (or more) hours in one school year of unexcused absences will be required to participate in an attendance conference with a building representative. The attendance conference will be used to discuss the issue(s) surrounding the student's attendance and create an attendance intervention plan (AIT).
- Step 2 : Students who have been identified with an AIT plan will then be monitored over the next 60 school days by building administration and the Office of Student Services. Those students who have not shown a significant amount of progress on an attendance intervention plan will then be considered to be habitually truant.
- Step 3 : An attendance mediation will then be scheduled and conducted by a Court Appointed Mediator, as well as a district representative, at the district administration building.
- Step 4: A formal complaint will be filed with the Stark County Court against the student and parent(s) for habitual truancy.
- Step 5 : A truancy hearing will then be scheduled with the Stark County Court to serve as an opportunity for parents and school representatives to present prior documentation of records and attempted interventions by the school district.
- Step 6 : A violation of a prior court order complaint will be filed with the court authorities against the student and/or parent(s).
- Step 7 : A violation of a prior court order hearing will be scheduled with the court authorities. The hearing will provide the parents, students, and school district to present relevant information regarding the student's attendance.

Tardiness to School

Your child is tardy if he/she arrives to first period class after the scheduled start time. Students will be disciplined for excessive tardiness.

Tardiness During the School Day

Any student arriving late to class without a pass will be marked tardy. The classroom teacher will discipline the student for up to three times tardy. After that, an office referral for further discipline will be issued.

Excused Absence

Students who intend to be absent from school for any reason other than illness must confer with the school office before being absent from school to determine whether the absence will be excused. Absence for any reason other than those cited constitutes truancy. All medical excuses must be turned into the attendance office within 10 school days. A student sent home through by the principal or ACS clinical staff will be considered excused for medical reasons.

Make-up Work (Non-Vacation)

When a student will be absent for more than three (3) days, the parent/guardian may call the office and request assignments. Upon returning to school for any excused absence, the student will be given the same number of days that he/she was absent to make up any work including tests or quizzes. A maximum number of ten school days will be applied to this make-up policy. Students placed on home instruction will come under separate guidelines. On scheduled exam days, students with excused absences will be required to come to school on the designated exam make-up days. They will receive an incomplete (I) for failure to complete course requirements. If exams are not made up within the designated time, the "I" will revert to an "F" for the exam and an "F" for the semester.

STUDENT DISCIPLINE REFERRALS

Students exhibiting misconduct during school hours and/or at school sponsored activities will be referred to the administration by staff or school officials. Students receiving a referral to the Principal's Office will be dealt with according to the policies/procedures outlined in the Student Code of Conduct and/or Student Discipline Guidelines. In all cases of normal disciplinary procedures where a student is removed from a curricular or co-curricular activity for less than twenty four (24) hours and is not subject to further suspension or expulsion at that time, due process requirements, outlined in this policy, do not apply.

iCARE TEAMS

iCare teams are available for all students and families to ensure that academic, behavioral, and social programs and services meet students individual needs to achieve their best potential. Teams are comprised of teachers, staff, administrators, and community agencies. The Ohio Department of Education and Ohio Department of Mental Health are supporters of Ohio's Stark County CARE Team Initiative.

(iCARE) SCHOOL-BASED MENTAL HEALTH SERVICES

Mental Health Services are provided for individual and family counseling, case management, and consultation to student and families. The goal is for positive changes in a student's academic performance and decreases in disciplinary issues.

National School Lunch and Breakfast Program

Alliance City Schools participates in the National School Lunch and Breakfast program. Beginning in school year 2016, Alliance schools were approved for the Community Eligibility Program (CEP). The CEP is a Federal program that allows us to offer meals at No Cost to all of our students and provides funding to help support the cost of the Food Service Program. Alliance City Schools follows the Offer versus Serve policy sponsored by the USDA. Offer vs. Serve is intended to decrease waste and costs by allowing students to refuse up to two components in a lunch and one component in a breakfast. The lunch components consist of a meat/meat alternative (cheese, beans or yogurt), grain (bread, rice, or noodles), vegetable, fruit, and milk. The breakfast components consist of an entrée, fruit/juice and milk. All students are required to take a fruit or vegetable when buying a lunch.

DELAYED START DAYS

Due to inclement weather the district will determine a Delayed Start. This is to allow roads to be treated and for students to be safely transported to school. Please note your child's bus and school start time will both be delayed. Students and families will be notified by All Call, ACS Facebook and Twitter. The following TV Stations : Channel, 5,3,9,19, and 11. Radio Stations: WDPN 1310, WHBC 1480. WHBC 94.1

EARLY DISMISSAL DAYS

ACS provides teachers and support staff on-going professional development throughout the school year. On Early Dismissal Days all students will be served lunch according to the Early Release Bell Schedule. The following dates are scheduled for Early Dismissal for the 2018-2019 school year:

Friday, October 26, 2018

Friday, March 1, 2019

Friday, March 22, 2019

Test Windows for 2018-2019

Ohio's State Tests in English Language Arts, Mathematics, Science and Social Studies

Fall, 2018: All Subjects: December 3, 2018 thru January 11, 2019

Spring, 2019: English Language Arts: 3/25/2019 thru 4/26/2019

Spring, 2019: Math, Science, Social Studies: 4/1/2019 thru 5/10/2019

Summer, 2019: All Subjects: 7/15/2019 thru 7/26/2019

School and Law Enforcement

The school resource officers purpose is to assist in creating a safe, secure, and orderly learning environment and also to bridge the gap between police officers and young people by influencing positive attitudes towards law enforcement. In addition, the school resource officer offers information to students and parents in regards to law enforcement.

If a student's behavior while he/she is receiving their educational services at SUCCESS Academy so warrants, the school resource officer and possibly other law enforcement officials are called. Examples of such behaviors **this nature might include, but are not limited to:**

- Assault: results in 10 day suspension with a recommendation for expulsion
- Fighting: a student involved in a fight is suspended for a minimum of three (3) days up to ten (10) days with a possible recommendation for expulsion.

- Possession of firearm or weapon: Automatic ten (10) days suspension and a recommended expulsion
- Possession of drugs or drug paraphernalia: Automatic ten (10) days suspension and a results in recommended expulsion
- Under the influence of alcohol or an illegal drug: Automatic ten (10) days suspension and a results in recommended expulsion
- Leaving campus without permission
- Disruption of class environment
- Threat to another student or staff member

Attendance

Regular schools attendance is essential for the student to make the most of his or her opportunity to receive a free and public education, to benefit from teacher-led activities, to build on each day's learning, to interact with his/her peers in group projects or activities, and to learn strategies that will help prepare the student to be successful in the twenty-first century.

Students remain on the attendance roll of their home campus. Each student's attendance is kept by SUCCESS Academy and reported to the home campus. During the last week of the student's placement at SUCCESS Academy, the receiving principal and EMIS clerk is notified of the anticipated date of the student's return.

Absences

If a student is absent the parent must notify SUCCESS Academy. The student must submit a note from their parent explaining the reason for the absence upon their return. **Alliance City School attendance policy will be followed at SUCCESS Academies.**

Check-in/ Check Out Procedure

- Students who walk or arrive by automobile are **NOT** to arrive at SUCCESS Academy any sooner than **10 minutes** prior to their start time and must be dropped off in the bus unloading area.
- Students **MUST NOT** be dropped off or left unattended before or after school hours, and staff members do not assume responsibility for student safety before check-in or after dismissal.
- Students are to wait patiently while security procedures (check for illegal substances or items during entry) are followed:
 - Empty pockets
 - Submit to a search with a handheld metal detector.
 - Follow Staff Members' instructions for any further requests.
- All unauthorized items in one's possession are collected by the staff and most items are returned at the end of the day. **(Student be aware, SUCCESS Academy is not responsible for lost, misplaced or stolen items)**
- Students are transported to SUCCESS Academy by bus and students will eat breakfast once security procedures are complete. Classroom instruction begins at their designated start time, 8:00 AM.
- Students are dismissed at 2:00 PM, and are expected to leave SUCCESS Academy promptly.
- Any student arriving late or checking out must have their parents sign them in/out at the front door.

Transportation

SUCCESS Academy will follow the discipline procedures as outlined in the "Transportation for Students with Disabilities" handbook.

Academics

The SUCCESS Academy Staff will make every effort to insure that students complete all work assigned in a timely manner. Staff will use traditional teaching styles consisting of group, online, and project based learning. Instruction will be designed to the the need of the student.

Disciplinary progress reports are issued to students at SUCCESS Academy on a regular basis. Additional progress reports are sent at parent request, or if the staff deems it necessary that the parent be more frequently updated about the child's progress. Academic progress reports are issued by the student's teachers from their home school on a schedule established by the district.

Cafeteria Services

Breakfast and lunch is served to students on site at no charge. Alliance City Schools participates in the Community Eligibility Program, which entitles all students attending Alliance City Schools to receive breakfast and lunch at no charge.

Medication

It is the preference of the Alliance City School District not to administer a prescription medication to a student. It is understood that, at times, there are situations that justify school personnel dispensing prescription drugs. If such a situation exists, the parent must bring the medication to the school, in the original prescription bottle, which must be properly labeled as a prescribed by law. A written consent form must be signed by the parent before medication may be dispensed. All approved medication must be kept in the counselor's office, and it is the responsibility of the student taking the medication to keep up with his/her medication time. **No student, at any time, may have possession of prescribed or over-the-counter medication on any school property including the school bus.**

Alliance City Schools (revised 12-21-2017) 2018-19

August
 20 & 21 Teacher Day – No School
 22 First Student Day
 31 Teacher Day - No School
September
 3 Labor Day
October
 26 Early Dismissal
 End of 9 weeks (46 days)
November
 6 Teacher Day – No School
 Election Day
 21 Teacher Exchange Day
 22-23 Thanksgiving Break
December
 24-31 Winter Break
January
 1 Winter Break
 18 Teacher Day – No School
 End of 9 weeks (48 days)
 End of semester (94 days)
 21 Martin Luther King Day
February
 18 Presidents Day
March
 1 Early Dismissal (AHS only)
 22 Early Dismissal
 End of 9 weeks (43 days)
 25-29 Spring Break
April
 19 - 22 No School
May
 7 Teacher Day
 Election Day
 Memorial Day
 27
 30 Last Student Day
 End of 9 weeks (40 days)
 End of semester (83 days)
 31 Teacher Day – No School

Calamity Day Make-Up Schedule:
 1st Day – June 3, 2019 – consecutive weekdays as needed

- Teacher Day - No School for Students
- First & Last Student Day
- No School
- Teacher Exchange Day – No School

Student Hours
 Elementary – 1153 (based on 6.5 hours per day)
 AMS – 1099.6 (based on 6.2 hours per day)
 AHS – 1097.6 (based on 6.2 hours per day)
 Teacher Days – 185
 Student Days – 177

August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
January 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUCCESS Academy Handbook Acknowledgment

We acknowledge that we have received a copy of the Alliance City School District SUCCESS Academy Handbook and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences.

Print name of student _____

Signature of student _____

Print name of parent/guardian _____

Signature of parent/guardian _____

Date: _____

School: _____

Grade level: _____

**Please sign this page, remove it, and return it to SUCCESS Academy.

Thank you.

SUCCESS Academy Contract of Student Admission

- I agree to take my education seriously and work to my potential
- I understand that I must complete the assigned work and maintain at least an 80% average to earn credit.
- I agree to maintain a 90% attendance rate and be on time.
- I agree to treat students, staff, school property, and myself with respect. I understand there may be times when I disagree or become angry with another individual while in the Alternative Learning Environment. I agree to treat this person respectfully and will attempt to work out our differences. My parent(s)/guardian(s) and I understand that if my behavior, language or overall attitude prevents me from continuing in the classroom, consequences will result. It will be determined by the Alternative Learning staff if a parent meeting is required before I return to class. I understand that absence as a result of suspension may prevent me from earning credit unless I make up time prior to the end of the affected quarter.
- I agree to read the handbook and abide by the rules laid out there.

I sign this contract knowing that I am being given the opportunity to progress with my education and work to the best of my ability. It is my intention to take that opportunity and by signing I agree to the stipulations stated above.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____

SUCCESS Academy Parent Agreement

- I understand that my child must complete the assigned work and maintain at least an 80% average to earn credit.
- I understand my child to maintain a 90% attendance rate and be on time.
- I understand my child is expected to treat students, staff, school property, and with respect.
- As the parent(s)/guardian(s) I understand that if my child's behavior, language or overall attitude prevents him/her from continuing in the classroom, consequences will result. It will be determined by the staff if a parent meeting is required before your child may return to class.
- I understand that absence as a result of suspension may prevent him/her from earning credit unless he/she make up assignments prior to the end of the affected quarter.
- I have been given the handbook and understand my child is to abide by the rules laid out there.

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____