The State Law requires all students enrolled at the School to attend school regularly in accordance with the laws of the State. The School will:

- keep accurate attendance records of excused and unexcused absences,
- require a parent/doctor’s note or some other communication from a student returning from an absence and follow through appropriately if the student does not have one,
- incorporate daily participation as part of the teaching/learning process for each grading period, and require accountability from students to complete work they missed while absent including homework, projects, quizzes, tests and other assignments.

Excused Absences
Under State’s “Missing Child Law”, parents or guardians must notify the school by the morning of any school day their child is not attending. The excuse shall be submitted to the attendance office and filed as part of the student's school record. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

- Personal illness such as to prevent attendance at School.
- Illness in the family if a student is age fourteen or older.
- Quarantine of the home.
- Death in the family.
- Observance of religious holidays.
- Court subpoena.
- Necessary work at home due to absence of parents/ guardians.
- Instruction at home from a person qualified to teach the branches of education in which instruction is required.
- An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
- Any school approved enrichment activity

Absences due to a student’s placement in foster care or change in foster care placement or any court proceedings related to their foster care status.

Absences due to a student being homeless

Medical or dental appointment

Unexcused Absences
An unexcused absence does become part of a student’s school record. An absence will be marked as an unexcused absence if you:
• fail to bring a written note within two school days following an absence or such other time as may be approved by the administration due to the School’s current operating position
• leave school without signing out of school at the office
• are absent from class without permission - including walking out of class
• are absent from school without parental permission
• get a pass to go to a certain place but do not report there
• are absent for reasons not acceptable to the administration and/or
• are absent for transportation, weather, personal issues and non-medical appointments

TRUANCY POLICY

Rev. December, 2017
Rev October, 2018
Rev October, 2019
Rev Dec, 2019

The Board of Directors adopts this policy for the purpose of guiding the School’s operator and School staff in addressing and ameliorating student absences. The School will track the attendance of its students and notify parents/guardians of their student’s absences and the fact that it is the parent’s/guardian’s responsibility to cause the student to attend school.

Within one hundred and twenty minutes after the beginning of each school day, the school shall make at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school as of the beginning of that school day.

An attempt to contact a student’s parent, guardian or other person having care of the student shall be made through one of the following methods:

· A telephone call placed in person;

· 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 relaying the required information;

· A notification sent through the school’s automated student information system;

· A text-based communication sent to parent’s, guardian’s or other person’s electronic wireless communication device;

· A notification sent to an electronic mail address of the parent, guardian or other person;

· A visit, in person, to the student’s residence of record;

· Any other notification procedure that has been adopted by the Board.

This notification requirement shall not apply to students who are in home-based, online, or internet or computer based instruction or in instances where a student was not expected to be in attendance at the school building due to
the student’s participation in off-campus activities, including but not limited to participation in the college credit plus program.

**Intervention Strategies**

The School will attempt to work with families to address barriers to regular attendance and support academic success for all students. The School’s absence intervention strategies may include any of the following:

1. Providing a truancy intervention plan as described below;
2. Providing counseling for truant students;
3. Requesting or requiring a parent/guardian to attend parental involvement programs;
4. Requesting or requiring a parent/guardian to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles; and
6. Taking necessary or required legal actions.

The School shall not suspend or expel a student solely for being truant.

**Notice of Excessive Absence**

In the event a student of compulsory school age is absent, with a nonmedical excuse or without legitimate excuse, for 38 or more hours in one school month, or 65 or more hours in a school year, the School shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within 7 days after the date after the absence that triggered the notice requirement.

**Habitual Truancy**

“Habitual truants,” are defined as students that are absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. In the event a student meets the threshold for habitual truancy, the School must take the following steps:

1. The Superintendent/Principal must establish an Absence Intervention Team (hereafter referred to as the “Team”).
   A. The Team must be selected within 7 school days of the student reaching the habitual truancy threshold.
   B. The Team must include:
      i. The student’s parent or parent’s designee, the student’s guardian, custodian, guardian ad litem or temporary custodian (collectively referred to hereafter as “Parent”);
      ii. One representative from the school; and
      iii. One representative from the school that knows the student.
   C. The Team may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.
   D. Within 7 school days of the student reaching the habitual truancy threshold, the Superintendent/Principal shall make at least 3 meaningful, good faith attempts to secure the Parent’s participation on the Team.
i. If the Parent responds but is unable to participate, the Superintendent/Principal shall inform them of their right to appoint a designee.

ii. If the Parent does not respond within 7 school days the School shall do both of the following:

   a. Investigate whether the failure to respond triggers mandatory reporting to the county children services agency pursuant to ORC 2151.421; and
   b. Instruct the Team to develop an Intervention Plan notwithstanding the Parent’s absence

2. The Superintendent/Principal must assign the student to a Team within 10 days of becoming habitually truant.

3. The Team must develop an intervention plan for the student within 14 school days after the student is assigned. The plan is to be aimed at reducing or eliminating further absences. The plan shall be based on the individual needs of the student, but shall state that the School shall file a complaint not sooner than 61 days after the date the plan was implemented, if the student has refused to participate in, or failed to make satisfactory progress on the intervention plan or an alternative to adjudication for being an unruly child.

4. Within 7 days after the development of the plan, the School shall make reasonable efforts to provide the student’s Parent with written notice of the plan.

**Habitual Truancy within Last 21 Days of School Year**

In the event the student becomes habitually truant within 21 school days prior to the last day of instruction of the school year, the School may, in its discretion, either:

A. Assign a School official to work with the student’s Parent to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than 7 days prior to the first day of instruction of the next school year; or

B. Reconvene the absence intervention process upon the first day of instruction of the next school year.

**Exception from Intervention Plan Requirement**

If the School has a chronic absenteeism percentage that is less than 5%, as displayed on the School’s most recent local report card, it shall be exempt from the requirement to assign habitually truant students to an absence intervention team for the following school year and shall instead take any appropriate action as an intervention strategy. In the event that the intervention strategies fail, within 61 days after their implementation, the School shall file a complaint, provided (a) the school has made meaningful attempts to re-engage the student through the intervention strategies, and any offered alternatives to adjudication; and (b) the student has refused to participate in or failed to make satisfactory progress on any offered intervention strategies or alternative to adjudication.

**Complaints in Juvenile Court for Habitual Truancy**

The School shall file a complaint in juvenile court, jointly against the student and Parent, alleging that a student is an unruly child for being a habitual truant in accordance with timelines and conditions established by law. As an alternative the School may file an educational neglect action due to the age or non-competency of a young child.

**Mandatory Withdrawal**
Any student that without a legitimate excuse fails to attend to attend seventy-two (72) consecutive hours will be automatically withdrawn from the school.

**Make-up Work for Excused Absences**
An absence from school, even for several days, does not excuse you from responsibilities in the classroom on the day you return. If you have an excused absence, you will be given the same number of days that you were absent to make up missed work. To be eligible for make-up work, you must show each teacher the “excused absence slip.” On the day you return to school, it is **your responsibility** to find out what work is required and when the work needs to be completed. If you are absent for school-related reasons or for an anticipated or planned absence, make arrangements with your teacher(s) for assignments prior to your absence. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher. It is the **students’ responsibility** to ask for the test and take the test at that time. If you fail to do this, the teacher is not obligated to set another time for the makeup. If you fail to make up a test without making other arrangements, the teacher may decide not to give you the test. Make-up work is to be picked up by the parent/guardian or family member ONLY. We will **NOT** allow make-up work to be sent home with other students unless they are siblings in the same household.

**Make-up Work for Unexcused Absences**
If you have an unexcused absence, your grade(s) in a class or classes will be affected in one of these ways.
- You may not make up work following an unexcused absence.
- Unexcused absences may result in an "F" or "zero" for the day in each class missed.
- Teachers are not obligated to allow you to make up quizzes or tests.

**Attendance Procedures**

The procedures set forth below are developed for daily in school participation and may be modified or adjusted as necessary when the school may not be offering in school participation due to mandatory closures required by the State, the Ohio Department of Education, or local or state health department recommendations.

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**Daily Attendance Procedures.**

1. Every teacher with a second period class is responsible for providing the office with attendance. Attendance is to be input directly into the student information system before 10:00am. A hard copy will no longer be provided.

2. The designated school employee will then investigate each absence unreported by a parent. Each student’s home phone number and/or parental cell number must be called by school reach, auto phone call software. A note of the result of each phone call must be reported on the Daily Attendance Log in the Student Information System.

3. The designated school employee inputs into the database daily attendance for each student.

4. Copies of Daily Attendance sheets are available to staff and administration on request.

5. When a student has reached 30 hours of unexcused absences a letter of warning is mailed home to the parent.
6. If a student has reached 60 hours of unexcused absences a letter requesting a parent meeting is sent via certified mail to the parent. If a temporary illness is preventing the student from regular attendance home instruction will be suggested.

7. If a student reaches the required number of hours to be a Habitual Truant the procedures set forth above must be followed.

8. A student that has been absent without excuse for more than 10% of the required attendance days and has failed two or more required subject areas shall result in the student failing the grade.

Documenting Attendance for separate class periods

For schools with period-based scheduling, the classroom teacher will take attendance every period to ensure students are present in every class. If a student is absent from class without a legitimate excuse at any time during the school day that time will be accounted for to the nearest hour by the teacher and reported to the office for attendance. Students who are present in the building but not in their scheduled classes and do not have a legitimate excuse will not get credit for attendance for that class. If a student is missing class with a legitimate and approved reason, such as being in the nurse’s office, counselor’s office or receiving remediation, the teacher will not count the student as absent.

Documenting Attendance for Non-Classroom Based Learning Opportunities

Any student's instruction time in non-classroom-based learning opportunities shall be certified by an employee of the community school. The School will use a Non-Classroom, Non-Computer Based Log for purposes of documenting non-classroom based learning opportunity attendance. The documentation will be separated between Computer Based Learning Opportunities and Non-Computer, Non-Classroom Based Learning Opportunities and shall include the following elements:

i. Student Name and SSID
ii. Brief Description of learning opportunities
iii. Dates and times of actual learning opportunities
iv. Total of verified learning opportunities time
v. Signature of teacher verifying the reported learning opportunities.

S02- Concussion - Return to Play

Student Participation Requirement:
The School shall require that prior to a student practicing for or competing in interscholastic athletics the student will have submitted a form signed by the parent, guardian, or other person having care or charge of the student stating that the student and the parent, guardian, or other person having care or charge of the student have received the concussion and head injury information sheet required by State Law (ie section 3707.52 of the Ohio Revised Code). A completed form shall be submitted each school year, as defined in State Law (ie section 3313.62 of the Revised Code,) for each sport or other category of interscholastic athletics for or in which the student practices or competes.

Coaching Requirement:
The School shall require that any individual coaching interscholastic athletics hold a pupil-activity program permit issued under state law (ie section 3319.303 of the Revised Code) for coaching interscholastic athletics.

Refereeing Requirement:
The School shall require that any individual refereeing interscholastic athletics hold a pupil-activity program permit issued under state law (ie section 3319.303 of the Revised Code) for coaching interscholastic athletics or presents evidence that the individual has successfully completed, within the previous three years, a training program in recognizing the symptoms of concussions and head injuries to which the department of health has provided a link on its internet web site.
Removal from Play or Practice:
If a student practicing for or competing in an interscholastic athletic event exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury while participating in the practice or competition, the student shall be removed from the practice or competition by either of the following:

1) The individual who is serving as the student's coach during that practice or competition;
2) An individual who is serving as a referee during that practice or competition.

If a student is removed from practice or competition under this policy, the coach or referee who removed the student shall not allow the student, on the same day the student is removed, to return to that practice or competition or to participate in any other practice or competition for which the coach or referee is responsible. Thereafter, the coach or referee shall not allow the student to return to that practice or competition or to participate in any other practice or competition for which the coach or referee is responsible until both of the following conditions are satisfied:

1) The student's condition is assessed by either of the following:
   a) A physician;
   b) Any other licensed health care provider the School authorizes under the terms herein to assess a student who has been removed from practice or competition under this policy.
2) The student receives written clearance that it is safe for the student to return to practice or competition from a physician or from another licensed health care provider authorized pursuant to this policy to grant the clearance.

The School may authorize a licensed health care provider who is not a physician to make an assessment or grant a clearance for purposes of this policy if the provider is acting in accordance with one of the following, as applicable to the provider's authority to practice in the State (such person may be a volunteer):

1) In consultation with a physician;
2) Pursuant to the referral of a physician;
3) In collaboration with a physician;
4) Under the supervision of a physician.

S03- Special Ed policies

https://drive.google.com/drive/u/0/starred

S04- Fingerprinting Students

The School recognizes the advantage to both Parents and law enforcement agencies of a means of identifying children who have become lost or have been abducted. Accordingly, the School will cooperate with legal law enforcement agencies in the voluntary fingerprinting of Students enrolled at the School.
S05- Parent and Family Engagement Policy

Rev 8/19/2019
Approved: October 10, 2015 (Dayton-Cin Schools)
Approved: October 17, 2015 (Columbus Schools)
Reviewed on 6/11/2016

PART I. GENERAL EXPECTATIONS

In acknowledgement of reliable research proving that parental involvement raises the academic achievement of students, the School encourages involvement of parents and foster caregivers (hereinafter collectively referred to as “parents”) through an active Parent Volunteer Program and an active Parent Teacher Organization.

In addition, the School will put into operation, programs, activities and procedures for the involvement of parents in the School consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated in consultation with parents of participating children. To the extent practicable, the School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information in alternative formats upon request and, to the extent practicable, in a language parents understand.

The School is governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two way and meaningful communication involving student academic learning and other school activities, including ensuring:

1) that parents play an integral role in assisting their child's learning;

2) that parents are encouraged to be actively involved in their child’s education at school;

3) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

4) the carrying out of other activities, such as those described in Section 1118 of the ESEA.

PART II. IMPLEMENTATION OF THE PARENTAL INVOLVEMENT POLICY COMPONENTS

1) The School will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents and participate appropriately in decision-making about the School’s Title I plan and revisions in the parental involvement plan. In connection therewith, the School will hold an annual orientation meeting where parents will meet their child’s teacher and be reassured of their right and responsibility to be involved in their child’s education.

2) The School will take the following actions to involve parents in the process of school review and improvement if necessary:

   a) Every year, a survey for all parents shall be conducted by the School to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents;

   b) The School will distribute copies of the local report card to students upon enrollment in the School;

   c) The School will distribute copies of the School's Annual Report to parents by October 31st; and

   d) The School will develop a school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning. The school-parent compact must:

      ● Describe the School’s responsibility to provide a high quality curriculum and instruction in a supporting, effective, learning environment;

      ● Describe the parent's responsibility to support their child’s learning environment such as monitoring attendance, homework, extra-curricular activities and excessive television watching; and
• Address the importance of parent/teacher communication on an on-going basis through parent teacher conferences.

3) The School shall provide necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through actions as the following:

a) Offer a flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the student’s progress in order to improve student achievement.

b) Offer a varied schedule for meetings and conferences in order to accommodate the needs of parents.

c) Offer a minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.

d) Offer parent breakfasts and dinners to increase the parent-school relations.

e) Develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain.

4) The School will coordinate and integrate parental involvement with parental involvement strategies under other programs such as: Head Start, Home Instruction Program and State-operated preschool programs.

5) The School will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the School.

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The School will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise (if necessary and with the involvement of parents) its parental involvement policies.

6) The School will build the School’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the School, parents, and the community to improve student academic achievement through the following activities specifically described below:

a) The School will provide assistance to parents of children served by the School, as appropriate, in understanding topics such as the following:
  ● the state’s academic content standards
  ● the state’s student academic achievement standards
  ● the state and local academic assessments including alternate assessments
  ● the requirements of Title I, Part A of the federal regulations
  ● how to monitor their child’s progress
  ● how to work with educators

b) The School will consider taking the following actions in order to improve student academic achievement as necessary:
  ● The School will hold an annual orientation meeting where parents will meet their child’s teacher and be reassured of their right and responsibility to be involved in their child’s education.
  ● The School will hold a minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
  ● Parent home visits may be scheduled and done by teachers and administrators.
  ● Parent breakfasts and dinners will help to increase the parent-school relations.
  ● Continuous communication to assist parents in understanding the school curriculum and student achievement through Interim and Quarter Report Cards, Student/Parent Handbook (provided at the beginning of the year during the orientation), handouts and mailings, monthly newsletters and student achievement reports. Newsletters will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
c) The School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, and by sending monthly newsletters which include parenting tips and suggestions.

d) The School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. The School will also support professional development opportunities for staff members to enhance understanding of effective parent involvement strategies.

e) The School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

S06- Parent Compact

This school-parent compact is in effect during _____________________ school year.

Families and schools must work together to help students achieve high academic Standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge
I agree to carry out the following responsibilities to the best of my ability:

● Provide a safe and supportive learning environment.
● Teach classes with an interesting and challenging curriculum that promotes student achievement.
● Motivate my students to learn.
● Set high expectations and help every child be successful in meeting the Ohio academic achievement standards.
● Communicate frequently and meet annually with families about student progress.
● Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
● Actively participate in collaborative decision making with parents and School Colleagues to make our school accessible and welcoming for families.
● Respect the school, students, staff and families.

Student Pledge
I agree to carry out the following responsibilities to the best of my ability:

● Come to school ready to learn and work hard.
● Bring necessary materials, completed assignments and homework.
● Know and follow school and class rules.
● Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
● Limit my TV watching, video game playing, and internet usage.
● Study or read every day after school.

Parent Pledge
I agree to carry out the following responsibilities to the best of my ability:

● Make sure my child is on time to school.
● Make arrangements for our child to come to School on appropriate Saturdays.
● Ensure that our child attends the School mandatory orientation program.
● Help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child’s homework every night, let him/her contact the teacher if there is a
problem with the homework. We will encourage our child to read every night.
- Make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the office and the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- Allow our child to go on School field trips and extracurricular activities.
- Keep our contact information updated at all times.
- Ensure our child come to school in appropriate uniform.

S07- Student and Parent Bill of Rights / Responsibilities (Parental Consultation)

The Board of Education recognizes that students possess not only the right to an education but many of the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the Board shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time, the Board recognizes that no student may be deprived of the basic right to equal access to the educational program, and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the School.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with school rules.

Parents also have rights in the school system to know about their student’s educational experience.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

Parents shall have access to the physical examinations administered by the school.

The Principal shall, in consultation with parents, develop a procedure addressing the right of parents as described herein and procedures to assure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials.

This policy shall not supersede any rights under the Family Education Rights and Privacy Act.

Student Surveys 20 U.S. Code § 1232h

No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or the student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent; or
• income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

S08- Low Performing Students

Parents, teachers, and administrators work together to determine student needs, set goals based on those needs, plan and carry out programs, evaluate programs and work with students to see that they have every opportunity for academic success. Students suspected of being at-risk will have their needs met by the classroom teacher, or ancillary service providers, if appropriate. Limited English proficient learners, and students who enter the school below grade level will be engaged in, and benefit from, the curriculum through teacher’s providing accommodations based on the individual needs of the student. For example, the following general and specialized accommodations may be provided for a learner to ensure they benefit from the curriculum:

- Work with students in small groups
- Designate preferential seating
- Work with students in quiet places
- Provide extra or extended time for assignments
- Allow students to use a calculator or mathematics table on math assessments
- Allow students to type answers using a computer or word processor
- Attend Title 1 services
- Attend tutoring sessions
- Attend summer schools
- Maintain a nightly reading log

S09- Access to Equal Educational Opportunity

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

The Board appoints the Principal to be the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public.

Any complaints shall be addressed in accordance with the provisions, respectively, of:

§ 204 - Title IX Grievance Procedure and/or
§ 206 - Title I Complaint Procedure and/or
§ 209 - Rehabilitation Act, U.S. Code, Section 504 Grievance Procedure.

S10- Title IX Coordinator and Grievance Policy

Revised August 2020

Nondiscrimination Statement

The School does not discriminate on the basis of sex in the educational programs which it operates either in employment or admission to the School in accordance with Title IX.

Title IX Coordinator

Inquiries about the application of Title IX or violations of Title IX protections should be referred to the the School’s Title IX Coordinator
<table>
<thead>
<tr>
<th>Name of Community School</th>
<th>Address</th>
<th>Contact</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizon Science Academy Dayton HS</td>
<td>250 Shoup Mill Rd, Dayton, OH 45415</td>
<td>Renaldo O'Neal</td>
<td><a href="mailto:rlaneal@horizondayton.org">rlaneal@horizondayton.org</a></td>
<td>(937) 281 1480</td>
</tr>
<tr>
<td>Horizon Science Academy Dayton ES</td>
<td>4751 Sue Ann Blvd, Dayton, 45415</td>
<td>Alyse Pennington</td>
<td><a href="mailto:apennington@horizondayton.org">apennington@horizondayton.org</a></td>
<td>(937) 277 1177</td>
</tr>
<tr>
<td>Horizon Science Academy Dayton DWTN</td>
<td>121 S Monmouth St, Dayton, OH 45403</td>
<td>Mustafa Ada</td>
<td><a href="mailto:ada@horizondayton.org">ada@horizondayton.org</a></td>
<td>(937) 281-1980</td>
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<tr>
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<tr>
<td>Horizon Science Academy</td>
<td>760 Tower Blvd,</td>
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Defining Sexual Harassment – 34 CFR 106.30

The sexual harassment actionable under Title IX is within any of three types of behavior: (1) A school employee conditioning an educational benefit or service upon a person’s participation in unwelcome sexual conduct (often called quid pro quo harassment); or (2) Unwelcome conduct on the basis of sex that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school’s education program or activity, (3) Sexual assault (as defined in 20 U.S.C. 1092(f)(6)(A)(v); or (4) dating violence, domestic violence or stalking as defined in the Violence Against Women Act (34 U.S.C. 12291).

Grievance Procedures

Any student or visitor who believes that s/he has been subjected to unlawful sexual discrimination or harassment may seek resolution of his/her complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual’s claims and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful sex discrimination or harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) school days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue
a complaint of unlawful sex discrimination or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission (“EEOC”) or local law enforcement agencies.

**Informal Complaint Procedure**

Informal resolution may be an appropriate choice when the conduct involved is not of a serious or repetitive nature and disciplinary action is not required to remedy the situation. The goal of the informal complaint procedure is to stop quickly inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student or visitor who believes s/he has been unlawfully discriminated or harassed against. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the parties (the alleged target of the sex discrimination/retaliation and individual(s) alleged to have engaged in the discrimination) agree to participate in it. Students or visitors who believe that they have been unlawfully sexually discriminated or harassed against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process. All complaints involving School staff or any other adult member of the School community against a student will be formally investigated. An individual who believes s/he has been unlawfully discriminated or harassed against may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to the Title IX Coordinator; and/or (3) to the School Leader or other School official.

All informal complaints must be reported to the Title IX Coordinator who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The School's informal complaint procedure is designed to provide students or visitors who believe they are being unlawfully sexually discriminated or harassed against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful discrimination or harassment, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the individual about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory or harassing behavior.

B. Distributing a copy of the Non-Discrimination policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works.

C. If both parties agree, the Title IX Coordinator may arrange and facilitate a meeting between the individual claiming discrimination or harassment and the individual accused of engaging in the misconduct to work out a mutual resolution.

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

Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Title IX Coordinator.
**Formal Complaint Procedure**

If a complaint is not resolved through the informal complaint process, if one of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented. An individual who believes s/he has been subjected to unlawful sexual discrimination or harassment (hereinafter referred to as the "Complainant"), may file a formal complaint, in writing, with the School Leader, the Title IX Coordinator, or other School official. Due to the sensitivity surrounding complaints of unlawful sexual discrimination and harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs.

The Complainant may obtain a Complaint Form from the Title IX Coordinator, School Leader, or the School website.

If a Complainant informs the School Leader or other School official, either orally or in writing, about any complaint of sexual discrimination or harassment, that person must report such information to the Title IX Coordinator within two (2) school days.

Throughout the course of the process, the Title IX Coordinator should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the sexual discriminatory or harassing conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Title IX Coordinator shall ask for such details in an oral interview. In the event the Complainant is a student with disabilities, the Title IX Coordinator will carefully review the reporting student’s IEP or 504 plan to determine what specific accommodations that child should have to aid in their reporting.
Thereafter, the Title IX Coordinator will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Title IX Coordinator will consider whether any action should be taken in the investigatory phase to protect the Complainant from further sex discrimination or retaliation, including, but not limited to, a change of schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the Title IX Coordinator should consult the Complainant to assess his/her agreement to the proposed action.

If the Complainant is unwilling to consent to the proposed change, the Title IX Coordinator may still take whatever actions s/he deems appropriate in consultation with the School Leader.

Within two (2) school days of receiving the complaint, the Title IX Coordinator designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful sex discrimination/retaliation.

Simultaneously, the Title IX Coordinator will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines. The Respondent shall be presumed to not be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) school days.

Although certain cases may require additional time, the Title IX Coordinator or a designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) school days of receiving the formal complaint. The investigation will include:

A. Interviews with the Complainant;
B. Interviews with the Respondent;
C. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
D. Consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

The investigation may be temporarily delayed for good cause with written notice to the Complainant and the Respondent of the delay or extension of time and the reason for such 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.

At the conclusion of the investigation, the Title IX Coordinator or the designee shall prepare and deliver a written report to the School Leader that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful sex discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful sex discrimination/retaliation. The Title IX Coordinator’s recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence [BS1] standard will be used.

The School Leader shall consider the totality of the evidence and determine whether the preponderance of the evidence [BS2] establishes that the alleged discrimination occurred (i.e., it is more likely than not that discrimination/sexual harassment/sexual violence occurred).

Absent extenuating circumstances, within five (5) school days of receiving the report of the Title IX Coordinator or the designee, the School Leader must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the School Leader's final decision will be delivered to both the Complainant and the Respondent.

If the School Leader requests additional investigation, the School Leader must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) school days. At the conclusion of the additional investigation, the School Leader must issue a final written decision as described above.

If the School Leader or his/her designee determines the Complainant was subjected to unlawful sex discrimination/retaliation, the School Leader shall make recommendations to immediately end the discriminatory conduct, recommend ways to remedy the discriminatory effects on the complainant and identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the sex discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

The School may dismiss a formal complaint if the alleged perpetrator is no longer enrolled or no longer employed by the school; the alleged victim and his or her parents/guardians notifies the Title IX Coordinator in writing that the formal complaint or any allegations therein are withdrawn; or specific circumstances prevent the school from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations therein. Upon such dismissal the School shall send written notice of the dismissal and the reason(s) therefore simultaneously to the parties.
Appeal

A Complainant or Respondent who is dissatisfied with the final decision of the School Leader may appeal through a signed written statement to the Board within five (5) school days of his/her receipt of the School Leader’s or their designee’s final decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regularly scheduled board meeting after the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) school days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful sex discrimination/retaliation regardless of whether the student/visitor alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal 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.

The Complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person’s pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, local law enforcement agencies or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If a party is not satisfied with the Board’s decision, above, the party may file a complaint with the Office of Civil Rights ("OCR"). More information is available at the United States Department of Education, Office of Civil Rights.

Privacy/Confidentiality

The School will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with its legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Requests for confidentiality, therefore, will be evaluated in the context of the School's responsibility to provide a safe and nondiscriminatory environment for all students, and the request will be weighed against whatever factors the School deems relevant, including, without limitation:

A. the complainant's age;
B. circumstances that suggest there is an increased risk of future acts of harassment and/or sexual violence under similar circumstances; and

C. whether the School possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent(s).

During the course of a formal investigation, the Title IX Coordinator or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation. All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the Title IX Coordinator in accordance with the School’s records retention policy.

Sanctions and Monitoring

The School shall enforce its prohibitions against unlawful sex discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action. When imposing discipline, the School Leader shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the School may consider whether the alleged conduct nevertheless warrants discipline in accordance with other School procedures and policies.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful sex discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the School will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.
Reporting to Local Law Enforcement

Nothing in these Procedures should in any way be deemed to discourage the Complainant from reporting acts subject to these Procedures, including acts of sexual violence, to local law enforcement. In the event that the Complainant files a criminal complaint, the Title IX Coordinator and School Leader should not wait for the conclusion of a criminal investigation or criminal proceeding to begin the School’s own Title IX investigation.

Although the School may need to delay temporarily the fact-finding portion of a Title IX investigation while local law enforcement officials are gathering evidence, the School will take interim measures to protect the Complainant in the educational setting. The School should also continue to update the parties on the status of the investigation and inform the parties when the School resumes its Title IX investigation.

Interim Measures Pending Final Determination of The Complaint

Title IX requires the School to take steps to ensure equal access to its education programs and activities and protect the complainant as necessary, including taking interim measures before the final outcome of an investigation. The School should take these steps promptly once it has notice of a sexual harassment or sexual violence allegation and should provide the complainant with periodic updates on the status of the investigation. The Title IX Coordinator should notify the complainant of his or her options to avoid contact with the alleged perpetrator and allow the complainant to change academic and extracurricular activities as appropriate. The Title IX Coordinator should also ensure that the complainant is aware of his or her Title IX rights and any available resources, such as victim advocacy, academic support, counseling, disability services, health and mental health services, and legal assistance, and the right to report a crime to local law enforcement.

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Title IX COMPLAINT FORM

PURPOSE: The purpose of this Title IX grievance form is to gather the essential basic facts of the alleged actions in order that, prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 (“Title IX”) can be resolved as expeditiously and appropriately as possible. This form
only applies to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

INSTRUCTIONS: Individuals alleging Title IX discrimination and requesting review are required to complete this form and submit it to the Title IX Coordinator as soon as possible after the occurrence of the alleged discrimination.

Contact our Title IX Coordinator:

E-mail:

Phone:

Name, phone number, email, office location

1. Name of Complainant: ____________________________________________

Contact information: ____________________________________________

Home Address City/State/Zip Home Phone

Student Grade: __________

Employee School Office Location: _________________________________

2. Nature of Grievance: Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

3. When did the actions described above occur?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
4. Are there any witnesses to this matter? (Please circle) Yes No
If yes, please identify the witnesses:
______________________________________________________________________________
______________________________________________________________________________

5. Did you discuss this matter with any of the witnesses identified in Item 4?
(Please circle) Yes No
If yes, please identify: Person to whom you have spoken: ____________________________ Date:_________________
Method of communication:
______________________________________________________________________________
______________________________________________________________________________

6. Have you spoken to any administrator(s) or other school employee(s) about this matter? (Please circle) Yes No
If yes, please identify: Person to whom you have spoken: ____________________________ Date:_________________
Method of communication:
______________________________________________________________________________
______________________________________________________________________________

7. Please describe the result of the discussion(s) identified in Item 6:
______________________________________________________________________________
______________________________________________________________________________

PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS, OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT.
S11- Title I Services

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

The Principal shall prepare and present to the Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and Parents of Students who will be served by the plan.

1) Assessment

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

2) Scope

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

3) Participation

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

4) Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Principal shall take steps as necessary to achieve comparability of services.

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

5) Professional Development
The Principal shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

- involve Parents in the training, when appropriate;
- combine and consolidate other available Federal and School funds; and
- foster cooperative training with institutions of higher learning and other educational organizations including other school districts.

6) Simultaneous Services

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

Title 1 – Parents’ right to know

In accordance with the requirement of Federal law, for each school receiving Title I funds, the Principal shall make sure that all parents of students in that school are notified that they may request, and the Principal will provide the following information on the student's classroom teachers:

1) Whether the teacher(s) have met the State qualification and licensing criteria for the grade levels and subject areas they are teaching.

2) Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.

3) The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.

4) The qualifications of any paraprofessionals providing services to their child(ren).

5) In addition, the parents shall be provided:
   - information on the level of achievement of their child(ren) on the required State academic assessments;
   - timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

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.

S12- Title I Complaint Procedure

Every effort is made to resolve conflict at the building level. If the individual feels a violation of a federal statute or regulation has occurred, they may initiate the following complaint procedure:

- The individual speaks directly with the staff person involved (if applicable).
- If not satisfied, the individual notifies the Principal of the issues surrounding the complaint.
- If the individual continues to feel Federal Requirements are not being met, a written complaint should be used and forwarded to school superintendent. The written complaint should include:
  - A statement of violation of federal requirement
  - The facts on which the statement is based
  - The sequence of events including date and persons involved
  - The letter must be signed and dated by the complainant
- The Superintendent, or his/her designee, investigates the complaint and contacts the individual initiating the complaint.
- If the complaint is not mediated, the Superintendent contacts the School Board Chair to have the issue placed on the agenda of the next scheduled School Board Meeting.

S13- Religion in the Schools (School Prayer)

Revised August 2020
The School recognizes that our student body is composed of a diverse range of philosophical, moral and religious beliefs. The School is dedicated to accommodating the religious, philosophical and moral beliefs of its student body in accordance with State and Federal laws. In accordance to these laws, the School does not endorse religious activity or doctrine, or coerce participation in any religious activity. Schools may not discriminate against private religious expression by students. Religious expression includes any of the following: (1) Prayer; (2) Religious gatherings, including but not limited to prayer groups, religious clubs, “see you at the pole” gatherings, or other religious gatherings; (3) Distribution of written materials or literature of a religious nature; (4) Any other activity of a religious nature, including wearing symbolic clothing or expression of a religious viewpoint, provided that the activity is not obscene, vulgar, offensively lewd, or indecent. A student may engage in religious expression before, during, and after school hours in the same extent that a student is permitted to engage in secular activities or expression before, during, or after school hours. Students will not be prohibited from engaging in religious expression in the completion of homework, artwork, or other written or oral assignments. Assignment grades and scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student's work. The School will not tolerate intimidation, coercion or harassment of any student or staff member based on religious preference. With respect to prayer in school, no staff member or administrator will establish or lead any sort of religious observance during instructional time. Instructional time is defined as regular class time (scheduled classes, including study halls). School shall make accommodations to relieve substantial burdens on students' religious expression. For example the school may excuse students from class to remove a significant burden on their religious expression, where doing so would not impose material burdens on other students. Students who miss school for the observance of religious holidays will be permitted to make up assignments (or be provided an alternate assessment) providing an excuse.

S14- Rights of Individuals with Disabilities

It is the policy of the School that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the School.

As used in this policy “individual with a disability” means a person who has, or had, or is regarded or was regarded as having, a disabling condition; “disabling condition” means a physical or mental impairment that substantially limits one or more of a person's major life activities and includes specific learning disabilities.

Notice of the School’s policy on nondiscrimination practices shall be given in this Policy manual, posted in the School, and published in any School statement regarding the availability of employment positions or special education services.

Facilities
Barrier free access to School facilities or an alternative means of providing services shall be provided as required by law so that no individual with a disability is excluded from participation in a School program solely by reason of his/her disability. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Program
All reasonable efforts shall be made to serve the School’s special needs children eligible for special education and/or related services in accordance with the School’s Special Needs policy. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier free facilities comparable to those provided for non-disabled Students. To the maximum extent appropriate to the Student's disability, a disabled Student shall be placed in an educational setting with non-disabled or less severely disabled Students.

No Student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the Students of the School.

The due process rights of disabled Students and their Parents will be rigorously enforced.

Enforcement
The Principal/Designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

**S15- Child Find Policy**

In accordance with Individuals with Disabilities Educational Act, the school will work for identifying, locating and evaluating all students with disabilities attending the School who have a disability regardless of the severity of their disabilities, and who are in need of special education and related services.

This includes students who are:

1. Advancing from grade to grade;
2. Wards of the state and children who are highly mobile, such as migrant and homeless children.

**S16 - Rehabilitation Act, U.S.C. Section 504 Grievance Procedure**

The grievance procedure shall follow these steps:

- The grievant will file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the Section 504 Compliance Officer within fifteen (15) calendar days of the conduct alleged to be in violation of Section 504.
- The compliance officer shall make all reasonable efforts to resolve the matter informally.
- In the event the complaint cannot be resolved informally, the Compliance Officer will investigate the matter and will provide a written copy of his/her determination to both parties.
- The grievant may appeal the determination of the compliance officer to the School Board within ten (10) calendar days of the receipt of the Compliance Officer's determination. The appeal shall be in writing and attached to copies of the original complaint and the written determination of the compliance officer. The School Board may, in its discretion, convene a hearing at which the parties may present testimony and argument.
- The School Board shall provide both parties with a written decision.

Employees of the School shall be informed that a complaint may be filed without fear of reprisal from the Board or any of its employees or agents. The grievant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of disabled grievant shall be made. A grievant shall be informed of his/her right to file a formal complaint under Section 504.

A complaint regarding the identification, evaluation, classification, or educational program of an educationally disabled Student shall be reviewed in accordance with the School’s Special Needs policy.

**Evaluation and Compliance**

The Principal shall evaluate School programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Principal will submit such assurances of compliance as are required by law.

A complainant who believes there is a basis for a grievance related to the Rehabilitation Act may file a written complaint with the Office for Civil Rights, U.S. Department of Education. Any such written complaint must be filed within the earlier of (i) 30 days from the date of the School Board's decision, or (ii) 90 days from the date the complainant made his or her complaint to the compliance officer.

**S17- Acceptable Use Policy**

Revised August 2020

The Internet and digital resources have become a vital part of our information infrastructure. Through technology, the School provides access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of
the classroom, and provide tremendous opportunities for enhancing, extending, and reshaping the learning process. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of parents, teachers, and support staff. The School strongly believes in the educational value of the Internet and digital resources and recognizes the potential of such to support our curriculum and student learning in our school.

The Opportunities and Risks of Technology Use:

The School recognizes the potential for misuse, or abuse, which is inherent in the Internet and will make reasonable efforts to protect its students and teachers. With access to information and people all over the world comes the potential availability of material that may not be considered to be of educational value in the context of the school setting, or that may be harmful or disruptive. Because information on networks is transitory and diverse, the School cannot completely predict or control what users may or may not locate. The School believes that the educational value of filtered access to the information, interaction, and research capabilities that technology offers outweighs the possibility that users may obtain or encounter material that is not consistent with the educational goals of the school. In accordance with the Children’s Internet Protection Act (CIPA), the School operates monitoring and filtering software designed to limit users’ Internet access to materials that are harmful, inappropriate, or disruptive to the educational process, notwithstanding that such software may in certain cases block access to other materials as well.

Such filtering software, however, may not adequately protect users from accessing all harmful matter on the Internet. The installation of such software does not relieve harmful matter. The use of filtering software does not negate or otherwise affect the obligations of users to abide by the terms of this policy and to refrain from accessing such inappropriate materials.

Indemnity:

No technology is guaranteed to be error-free or totally dependable, nor is it safe when used irresponsibly. Among other matters, the School is not liable or responsible for:

- Any information that may be lost, damaged, or unavailable due to technical, or other, difficulties;
- The accuracy or suitability of any information that is retrieved through technology or digital resources;
- Breaches of confidentiality;
- Defamatory material; or
- The consequences that may come from failure to follow School policies and procedures governing the use of technology and digital resources.

Privileges and Responsibilities:

The School’s network and digital resources are part of the curriculum and are not a public forum for general use. Student users may access technology and digital resources only in support of education and research, and within the education goals and objectives of the School. The actions of student users accessing digital resources through the school reflect on the school; therefore, student users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines. Students are responsible for their behavior and communications using the School’s devices, network, resources, and accounts.

Student users of technology and digital resources shall:

- While on campus, or while using school-owned devices, network, resources, and accounts, use or access technology only for educational purposes.
- Comply with copyright laws and software licensing agreements.
- Understand that email and network files are not private. The School may review files and data to maintain system integrity and monitor responsible student use.

- Respect the privacy rights of others.

- Be responsible at all times for the proper use of technology, including proper use of access privileges, complying with all required system security identification codes, and not sharing any codes or passwords.

- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or viruses.

- Abide by the policies and procedures of networks and systems linked by technology.

Students shall not use technology for improper uses. Prohibited uses include, but are not limited to:

- Any and all purposes that would violate state, federal or international law, including, but not limited to:
  - Laws governing students’ rights to privacy and the confidential maintenance of certain information including, but not limited to, a student’s grades and test scores;
  - Copyright laws;
  - Cyberbullying laws; and
  - Sexting laws.

- While using any other organization’s network or computing resources, violating that organization’s rules for use of its network or computing resources.

- Knowingly bypassing or penetrating any Internet security measures, including gaining entry or “hacking” into systems, disabling protections, or accessing restricted material without authorization.

- Use which assists, supports, or promotes another person’s Internet use in violation of these rules.

- Production, transmission or storage of any communication or material which may be considered:
  - Defamatory, abusive, harassing or threatening toward another person.
  - Communications or materials which denigrate persons based upon race, ethnicity, religion, gender, or disability are prohibited.
  - Promoting, encouraging or supporting the use of controlled substances.
  - Commercial activities by individuals or for-profit entities.
  - Violating another person's right to privacy.
  - Using a false identity on the Internet.
  - Otherwise prohibited on a school campus or in a workplace.

- Accessing any pornographic, obscene, vulgar or sexually explicit material, or any material which promotes, encourages or supports any unlawful activity.
● Any use which disrupts the educational process, or disrupts others’ appropriate use of digital resources.

● Plagiarizing information.

● Reposting or forwarding personal communications without the author’s prior consent.

● Vandalism. Vandalism is defined as any malicious attempt to harm, or destroy, anyone else’s data, or any attempt to deprive other users of network services or computers. This includes, but is not limited to, the creation and uploading -downloading of viruses or Trojan horse programs, unauthorized tampering with the Control Panel settings for computers, or physical damage to any machine. Vandalism may result in the loss of computer access, disciplinary action, and legal referral.

● Security breach. Security on any network is a high priority because of the many people relying on that network. If you suspect a security problem, notify the appropriate school personnel at once. Never demonstrate the problem to other users. Never use another individual’s password or account. Never give your passwords to another person. Any use identified as a security risk will be denied access to the network and may face disciplinary action.

● Any other use which violates School policy.

Digital Citizenship

Students must take steps to ensure safe and positive use of digital resources, including, but not limited to, the following rules:

● Be Polite. Never send, or encourage others to send, abusive messages.

● Use Appropriate Language. Remember that you are a representative of the School, on a non-private system. You may be alone with your computer, but what you say and do can be viewed globally!

● Keep personal information private. Do not give out identifying information such as home address, school name, or telephone number to others on the online or by email, including in a public message such as chat windows or newsgroups. If a person asks for such personal information, students must have approval of their parent or guardian before providing the information.

● Share responsibly. Do not post photographs of yourself or others on social media or on websites that are available to the public without permission from a parent, or guardian.

● Be an upstander. Do not respond to messages that are suggestive, obscene, belligerent, threatening, or make a student feel uncomfortable. If a student sees such a message, he or she should provide a copy of the message to his or her parent or guardian immediately. If the message requires school action (e.g., bullying) the student’s parent should provide a copy to the School administration.

● Do not arrange a face-to-face meeting with someone students “meet” on the Internet or by email without parental/guardian permission. If a meeting is arranged, the meeting must be in a public place and the student’s parent/guardian must attend.

● The School recommends that families read and follow the U.S Department of Justice Guidelines for Parents/Guardians on Internet Safety located at: https://www.justice.gov/usao-ks/internet-safety

● Students shall promptly disclose to their teacher or other school employee any message received that is inappropriate or causes discomfort.
No Expectation of Privacy:

The School’s devices, network, resources, and accounts are part of the curriculum and are not for general use. Users should not expect that any data stored on school resources will be private. The school reserves the right to log technology use, to monitor utilization by users, and to examine users’ files and materials as needed, and at its discretion. Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files by persons outside, or from persons inside the school.

Disciplinary Actions:

Violations of this policy, or any administrative regulations and guidelines governing the use of technology or digital resources, may result in disciplinary action which could include loss of network access, loss of technology use, suspension or expulsion, or other disciplinary action deemed appropriate by the School. Violations of local, state or federal law may subject students to prosecution by appropriate law enforcement authorities.

S18- Admission and Lottery Policy

Rev: June 2017
Rev: October, 2019

Admission to the School is open to any student in grades ________________ who reside in any district in the State of Ohio. The School will not charge tuition. The School will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, disability, sex, intellectual or athletic ability, measures of achievement or aptitude, or any other basis. All students of the School must be residents of the State of Ohio. Admission is open to students on a statewide basis.

Upon admission of any student with disabilities, the School will comply with all federal and state laws regarding the education of students with disabilities. The School shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, or athletic ability. The School shall not offer or provide incentives to parents of prospective students. Applications are accepted for student admission up to the deadline date for a lottery drawing. Priority for enrollment shall be given to students that reside in the district in which the School is located and returning students. Preference may also be given to siblings of students attending the school the previous year, and students who are children of full-time staff members employed by the school. The preference provided to children of full-time staff members shall be less than five percent of the school’s total enrollment.

The School shall not admit students that exceed the capacity of the school’s programs, classes, grade levels or facilities. If the number of applicants exceeds the capacity of the school’s programs, classes, grade levels, or facilities, students shall be admitted by lottery from all those submitting applications before May first of each school year. When required the lottery will be conducted in the following manner:

1. Each applicant will be assigned a number.
2. The numbers will then be drawn at random at a meeting that will be open to the public;
3. The first number drawn will be first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
4. The School may have a separate lottery and waiting lists for each grade or age grouping.

As the School operates and accepts students year round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery or, if there is
no wait list, then on a first come first serve basis. If a lottery is necessary, it shall take place at a public location. Notwithstanding the above, in the event the racial composition of the enrollment of the School is in violation of a federal desegregation order, the School shall take any and all corrective measures to comply with the desegregation order.

S19- Suspended or Expelled Applicants
The School may temporarily deny admittance to any student who has been suspended or expelled from the schools of another Ohio district or an out-of-state district, if the student’s suspension or expulsion period set by the other district has not expired. The suspended or expelled student shall first be offered an opportunity for a hearing.

S20- Enrollment and Residency Policy

Although the School has a statewide open enrollment policy permitting enrollment from any school or district in the State of Ohio, it is still necessary to establish a student’s school district of residence before they can be enrolled in the School. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place. Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called “home”. One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner’s use. No single factor is determinative; residency will be established by the totality of the circumstances.

The School Governing Authority or its designee shall review the residency records of students enrolled in the School on a monthly basis. The School must provide information sufficient to allow the Governing Authority to verify student residency information. The information should include the following:

- A report of the School’s monthly random residence/primary address review of the greater of five (5) or one percent (1%) of the School’s enrollment as reported in EMIS/ODDEX/SOES confirming that the School has on file the legally required documentation pursuant to the School’s Open Enrollment, Admissions and Residency Policy verifying the student’s address and school district of residence;
- The number of student address updates received each month from parents and confirming verification of those addresses/or students;
- A list of every district of residence that has students attending the School;
- A report of any disputes regarding the district of residence; and
- A report on the number of new students that enrolled and provided verification of residence that occurred upon enrollment of every new student that enrolled since the date of the prior monthly verification of residency report documentation
In a month when the Governing Authority does not meet, the report shall be provided to the Governing Authority member for its review.

Upon the enrollment of each student and on an annual basis, the Governing Authority or its designee shall verify to the state department of education each student’s home school district, where they are entitled to attend pursuant to Section 3313.64 or 3313.65 of the Revised Code.

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

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within ninety (90) days of the date of enrollment
- Most current Bank statement available issued to the parent or student that includes the address of the parent’s or student’s primary residence
- Current homeowner’s or renter’s insurance declaration
- Paycheck or paystub issued to the parent or student within ninety (90) days of the date of enrollment that includes the address of the parent’s or student’s primary residence
- Any other official document issued to the parent or student that includes the address of the parent’s or student’s primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction

In the event a student’s residency changes subsequent to initial enrollment, updated proof of residency documentation must be provided to the School.

For purposes of the annually verifying student residency, the School shall require either one of the items listed above or a signed statement from the parent or guardian indicating that the student’s residency has not changed since the last time proof of residency was provided to the School.

Enrollment is defined as the day all paperwork is completed for the child’s entry into school not the first day of school. Parents, guardians, or independent students age 18 and over must promptly notify the School using the documentation listed below when a change in the location of the parent’s or student’s primary residence occurs.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If our School and the student’s home district (district of residency) disagree about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute; however, the school is not obligated to ask for additional information based on other public schools’ policies. The School will provide the other public school district with documentation of the student’s residency and will make a good faith effort to accurately identify the residence of the student.
If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of section 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq.

**S21- Early Entrance for Kindergarten and 1st Grade**

Rev: June 2017

Early entrance to kindergarten or 1st grade will be based on NWEA Primary Reading Early Literacy and Math Early Numeracy Screening. Early entrance to kindergarten is defined as a student who turns 5 after the kindergarten eligible cutoff date of September 30th and before January 1st. Early entrance to 1st grade is defined as a student who turns 6 after September 30th and before January 1st. Any student may be referred by a preschool educator who knows the child, the child's parent or guardian, or a pediatrician or psychologist who knows the child. The referral shall be made to the Principal of the school for evaluation for possible early admission. A formal request for evaluation must be made in writing by the parent. The school developed assessment is done on a one on one basis and students must receive a score of 45% or higher to be considered for early entrance. The socio-emotional readiness will also be checked and the final decision will be made by the acceleration evaluation committee whether early entrance is appropriate for the child. The acceleration evaluation committee shall include the principal, instructional coordinator, school psychologist and a teacher at the grade level to which the student may be admitted.

If a child for whom admission to kindergarten or first grade is requested will not be five or six years of age, respectively, prior to the first day of January of the school year in which admission is requested, the child shall be admitted only in accordance with the school’s acceleration policy.

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

1. Children must be five (5) years old on or before September 30th or be admitted pursuant to the School’s early entrance criteria;
2. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements. Children transferring from another public or chartered nonpublic school kindergarten who do not meet the age requirements shall be admitted.
3. All registrants shall receive a kindergarten screening as determined by the Principal.
4. Individual classroom assignments will be made by the Principal.

**S22- Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation**

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.
This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1) Referrals and Evaluation
   a) Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.
   b) Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
   c) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
   d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's Principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee — if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
   e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
   f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Principal within thirty days of being notified of the committee's decision. The Principal shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Principal's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee
   a) Composition
      i. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
      b) A principal or assistant principal from the child's current school;
      c) A current teacher of the referred student (with the exception of students referred for possible early admission to
The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

1) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

2) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

3) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

4) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

5) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

6) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
   a) placement of the student in an accelerated setting;
   b) strategies to support a successful transition to the accelerated setting;
   c) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
   d) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
   e) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
   f) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

7) Accelerated Placement
   a) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

b) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

S23- Student Assessment

(Academic Prevention/Intervention Services )

Reviewed and updated : June 6,2015
Reviewed and updated : June 18,2016
Rev: August 12, 2017

The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The Board shall administer the State-mandated tests (e.g., diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The Board shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated, tests to the State Board of Education.

The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

- communicating standards of ethical assessment practice;
- communicating security procedures for assessment;
- establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
- establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;
- establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques,
cumulative student records, student performance data collected through standard testing programs, and
physical examinations.

The Superintendent/designee shall develop a program of testing that includes:

- administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), at no
cost to students, in accordance with the provisions of A.C. 3301-13-02
- performance-based tests at appropriate grade levels to measure achievement of performance
objectives in composition, mathematics, science, social studies, and reading;
- District or teacher-made achievement or performance tests;
- tests of mental ability and/or cognitive skills;
- norm referenced achievement tests.

The Superintendent/designee shall develop:

- procedures for the regular collection of student performance data;
- a plan for the design of classroom-based intervention services to meet the instructional needs of
individual students as determined by the results of diagnostic assessments; and
- procedures for using student performance data to evaluate the effectiveness of intervention services
and, if necessary, to modify such services

For any student who failed to demonstrate at least a score at the proficient level on an achievement test
during the preceding school year, the Board shall provide appropriate intervention services commensurate
with the student’s test performance in each such test area, including intensive prevention, intervention, or
remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012.

In accordance with State law, the Superintendent/designee shall develop guidelines for the annual
assessment of the reading skills of each student at the end of first and second grade, and identify those
students who are reading below their grade level. Each student’s classroom teacher shall be involved in the
assessment and identification of those students who are reading below grade level.

The Board shall notify the parent or guardian of each student whose reading skills are below grade level and
provide intervention services to each student reading below grade level. Such intervention services shall
include instruction in intensive, systematic phonetics pursuant to rules adopted by the State Board of
Education.

For any student who attains a score in the limited level of skill range on the third-grade reading achievement
test, the Board shall do one of the following:

A. promote the student to fourth grade if the student’s principal and reading teacher agree that
other evaluations of the student’s skill in reading demonstrate that the student is academically prepared to be
promoted to the fourth grade;

B. promote the student to fourth grade, but provide the student with "intensive" intervention
services in fourth grades; or

C. retain the student in the third grade.

For any student who does not attain by the end of the third grade at least a score in the range of proficient in
the reading test prescribed under R.C. 3301.0710(A)(2)(c), the Board shall offer intensive remediation
services during the summer following third grade.

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another
school, the school previously attended shall provide, immediately upon request by a school official from the
enrolling school, all applicable records set forth above.

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

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

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

All identified students with disabilities in the School District shall be considered for participation in the
State-mandated testing. The extent of the student’s participation shall be determined by the IEP Team.
Accordingly, the student’s IEP shall require that s/he take:

A. the required assessments in the same manner as other students;
B. the required assessments with accommodations appropriate for his/her disability; or
C. an alternate assessment that has been approved by the State Department of Education.
To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.
The Superintendent/designee shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.

**Kindergarten Readiness**

In order to assess Kindergarten Readiness, we will conduct the Kindergarten Readiness Assessment according to ORC 3301.0715(A)(3). The Assessment will be conducted not later than six weeks after the first day of school.

**Norm-referenced Baseline Testing**

We will use the NWEA as a Norm-referenced Baseline Test to achieve the following purposes:

1. to help determine the extent to which individual students have the background and skills needed to deal successfully with the academic aspects of our instructional program;
2. to estimate the general developmental level of students so that materials and instructional procedures may be adapted to meet individual needs;
3. to identify the areas of greatest and least development to use in planning individual instruction for early intervention;
4. to establish a baseline of achievement information so that the monitoring of year-to-year developmental changes may begin;
5. to provide information for making administrative programming decisions that will accommodate developmental differences;
6. to identify areas of relative strength and weakness in the performances of groups (e.g., classes), which may have implications for curriculum change -- either in content or emphasis -- as well as for change in instructional procedures;
7. to provide a basis for reports to parents that will enable home and school to work together in the students' best interests.

**State Required Criterion Referenced Testing**

We will use the following state required criterion referenced instruments:

Achievement assessments described in divisions (A)(1) [http://codes.ohio.gov/orc/3301.0710](http://codes.ohio.gov/orc/3301.0710)

3\(^{rd}\) Grade: English language arts and mathematics;
4\(^{th}\) Grade: English language arts, mathematics, and social studies;
5\(^{th}\) Grade: English language arts, mathematics, and science;
6\(^{th}\) Grade: English language arts, mathematics, and social studies;
7\(^{th}\) Grade: English language arts and mathematics
8\(^{th}\) Grade: English language arts, mathematics, and science
College and work ready assessment described in divisions B2 [http://codes.ohio.gov/orc/3301.0712](http://codes.ohio.gov/orc/3301.0712)

Seven end-of-course examinations: English language arts I, English language arts II, science, Algebra I, geometry, American history, and American government.

**Curriculum-based Tests**

According to Ohio law, all districts must use diagnostic assessments in grades K-3 regardless of Adequate Yearly Progress (AYP) status. There are four components of the diagnostic assessments:

- Short Screening Measures (grade K-2 in reading and mathematics only)
- Screening Measures
- Diagnostic Measures
- Observation Measures.

We will follow the requirements and use diagnostic assessment instruments where appropriate as articulated below:

**Kindergarten.** A kindergarten diagnostic assessment must be administered to transfer students as described below. There is no annual requirement in the law to use kindergarten diagnostic assessments with all kindergarten students.

**Grades 1 and 2.** All students must be administered a diagnostic assessment in reading, writing and mathematics at least annually. Districts that meet AYP in the previous school year may use a diagnostic assessment of their choice. Districts who have not met AYP the previous year must use a state-developed diagnostic assessment (short screening measure, screening measure or diagnostic measure) in order to meet the requirement.

**Grade 3.** Only buildings in “School Improvement” status must administer a grade 3 writing diagnostic assessment to all third grade students. A state developed diagnostic assessment (screening measure or diagnostic measure) must be used if the district has not met AYP the previous year. If the district met AYP the previous school year then the building in “School Improvement” status may use a diagnostic assessment of their choice.

**Transfer Students (K-3).** The school commits regardless of “School Improvement” status or AYP:

- assessing students (K-2 in reading, writing and mathematics and grade 3 in writing) who transfer into the school if each applicable diagnostic assessment was not administered in the previous district or school;
- assessing students who transfer into the school if it cannot be determined that the student was administered a diagnostic assessment in the previous district or school.

The Governing Authority realizes that if the school has not met AYP the previous year, it must use a state-developed diagnostic assessment (short screening measure, screening measure or diagnostic measure) in order to meet the transfer requirement. However, it reserves the right that if it met AYP the previous year, it may use a diagnostic assessment of its choice with transfer students.

**S24- Test Security Policy**

Reviewed on 10/17/2015

This policy shall be distributed to and reviewed by all School staff on an annual basis.

**Test Security Before and After Testing Sessions**
All testing materials must be locked in a safe and secure location whenever they are not in use. This location should be inaccessible to the students and staff. The Testing Coordinators and the Building Administrators should be the only officials with access to the testing materials before and/or after testing.

Except for practice test materials, diagnostic assessments, and released test items, all statewide tests (including any and all material developed for use with any operational test) must be secured while in the School. It is not permissible to reproduce any of this secure material or cause it to be reproduced in any format. It is illegal to reveal test questions known to be on the statewide tests to students who will be taking the tests in any fashion whatsoever. The following are some actions that would be security breaches. This is not a complete list but serves only as examples.

**Examples of Test Security Breaches—Test Supervision**
- Explaining passages or test items to students
- Coaching students during testing including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
- Engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing (e.g., grading papers, reading a book, newspaper or magazine, etc.)
- Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing
- Giving students more or less time than is allotted for the unit as outlined in the manual (except for students who have an approved IEP, 504 Plan, or, if required by your state, an EL Plan)
- Encouraging students to finish early
- Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing
- Providing unauthorized persons with access to secure materials
- Formally or informally scoring student responses to test items
- Allowing a student to engage in any activities not listed in Appendix C as appropriate for your state
- Allowing students to test before or after the test administration window

**Examples of Test Security Breaches—Test Materials**
- Leaving test materials unattended or failing to keep test materials secure at all times while secure test materials are still distributed or while students are testing
- Viewing or permitting students to view secure test content at any time other than during testing
- Reading test items or passages before, during, or after testing
  - Exception: Reading to a student who has the human reader accommodation listed in his or her IEP or 504 Plan is permitted on the English Language Arts/Literacy assessments or as an accessibility feature for the Mathematics assessment.

R.C. 3319.151 prohibits any person from revealing to students any test questions known to appear on a test that students will take. **Violation is grounds for suspension of a teaching license and/or termination of a teaching contract.**

**Appropriate Help For Students**
While it is not appropriate to teach students how to answer specific questions that students will take on statewide tests, it is appropriate to be sure that students are prepared for the different types of content measured by the tests. Several tools are provided by the state, including the practice tests, practice test administration manuals, annotations of released test items, fact sheets/information guides, and resource manuals.

**Test Administrators and Proctors**
Statewide tests are required to be administered by test administrators who are licensed/certified teachers of the school district. For any group of more than thirty students, proctors will assist examiners so that the ratio of examiners/monitors to students is no greater than thirty students to one test administrator/proctor in any room. Proctors, however, do not necessarily have to be licensed/certified teachers. Responsible adult volunteers or temporary employees may be utilized if necessary. Even if fewer than thirty students will be tested in a room, a licensed/certified teacher must serve as the examiner. Test coordinators are responsible for ensuring that all test administrators and proctors are thoroughly trained and that all policies, procedures, and schedules are followed.

Test Security During Testing Sessions
Tests will be serial numbered and wrapped in sealed packages. Only those people identified by the School as authorized should ever see the tests during the administration of statewide tests. Those individuals include test coordinators, administrators, and proctors, as well as students taking the tests. Test coordinators, administrators, and proctors may not discuss test questions with anyone before, during, or after the testing period. Unauthorized persons may not see the tests, nor may they take the tests. Coordinators are required to account for and return all secure used and unused materials. All statewide tests remain secure until the July releases of the previous year’s tests.

The flow charts included at Appendix A demonstrate the flow and custody of the secured testing materials during the testing schedule.

Testing Schedules
The School shall develop a testing schedule and distribute the same to the staff. The testing schedule shall include a list of each person who is authorized to be present in an assessment room during an assessment session by name with a designated title as being either a test coordinator, examiner, monitor, translator or scribe.

Interruptions
Procedures to follow in the event of an interruption of a testing session depend on the nature of the interruption. For example, in the case of a fire alarm or bomb threat, the safety of students and test examiners is of utmost importance. Under no circumstances should students be permitted to leave the room with test booklets or answer documents. If possible, the test examiner should collect all test materials and keep them secure for the duration of the interruption. The test examiner should also note how much of the permitted testing time has elapsed AND THE EXACT PLACE ON THE ONLINE TEST THE STUDENT HAS ENDED/STOPPED. The testing session should be resumed as soon as possible. Students should be allowed whatever time remains of the permitted testing session.

If an individual student becomes too ill to finish a test, the examiner should collect the student’s test materials and note how much of the permitted testing time has elapsed. The student should then complete the test during the make-up test administration period, if possible, using the remaining time not to exceed the total permitted testing time. Students should be allowed to continue in the test booklet from where they left off but should not be allowed to go back to questions that had been completed prior to the interruption.

OAC Rule 3301-13-02 (R) requires the school to submit written evidence of the interruption of the testing schedule to the Ohio Department of Education; the state superintendent may then approve a modified testing schedule. The School’s test coordinators are instructed to FAX a letter of documentation to the Office of Assessment as soon as reasonably possible, and continue testing when school resumes. The Office of Assessment’s fax number is 614-995-5568.

Extended Time
Three types of students may have more time per test area up to a maximum of one school day for each test:

• Students having an IEP may have additional test administration time if it is specified in writing as an accommodation in the IEP.
• Students having a 504 Plan may have additional test administration time if it is specified in writing as an accommodation in the 504 Plan.
• Students who are identified as limited English proficient (LEP) may have additional test administration time and may use English language and/or translation dictionaries.

Except for additional time and the use of dictionaries as accommodations for limited English proficient (LEP) students, all accommodations must be specified in an IEP or 504 Plan.

Testing Materials and Resources
During the administration of a test, students are not permitted to use reference materials, resources, or devices of any kind, other than #2 pencils. The exceptions to this rule are:

- use of a four-function calculator IF WRITTEN ON IEP AS AN ACCOMMODATION;
- use of reference materials, resources, or devices by students whose IEP or 504 Plan specifies in writing such allowable accommodations
- use of a word to word dictionary (translation and/or English language) by limited English proficient (LEP) students.

Students will receive secure Student Testing Ticket, Seal Code, and scratch paper before testing officially begins. Each examiner should have a supply of extra pencils available.

**Dismissal**

Students will be dismissed following the exam via a continuous dismissal (i.e., each student leaves after completing the test). However, it is important that the examiner ensure that test security is maintained (including the collection of all completed test materials) and minimize the distractions for students who have not completed the test. Prior to testing, arrangements will have been made between the testing coordinator and the administrator for the immediate collection and secure storage of completed materials and uncompleted answer booklets or tests from every testing room after testing is completed. Provisions will also have been made for giving additional testing time to those few students who may not have completed the test during the allotted time or to students with extended time allowed as an accommodation.

**TEST Administration**

**Providing Directions**

When reading directions aloud, test examiners must ensure that all students understand what is expected of them on the test and that students have the opportunity to ask questions, as needed. Examiners and proctors MUST NOT answer questions about specific test items, but they may repeat initial instructions to students.

**Monitoring**

Test examiners must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for test examiners to leave the room, to read, or to ignore what is happening.

Test examiners and proctors must ensure that all students:

- Follow instructions.
- Respond in the appropriate places in answer documents.
- Do not exchange answers.
- Do not interfere with or distract others.
- Use only permitted materials and devices.

**Display of Reference Materials**

Please note that guidelines are in effect regarding the display of reference materials during testing at all grades. Testing spaces must be appropriately prepared for administration of standardized assessments.

The following kinds of materials MUST be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

1) All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

   This includes, but is not limited to, the following items:
   a) Multiplication tables
   b) Tables of mathematical facts or formulas
   c) Fraction equivalents
   d) Writing aids
   e) Punctuation charts
   f) Spelling or vocabulary lists
   g) Phonics charts

2) All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
3) All support materials that teachers might remove if they were giving their own unit tests in those subject areas.

You may discuss concerns about the appropriateness of specific displays with the School’s Test Coordinator or by contacting the School Leader.

Previously Home-Schooled Students Testing Policy

**Added on June 2016**

The .......... (here fill in name of the school) school 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 administration or the Ohio Department of Education.

**ONLINE TEST SECURITY**

**Added November 2015**

1. Students are provided an authorization ticket which contains their log-in credentials to access the assessment. These tickets are secure documents and are picked up by the proctor no earlier than 30 minutes prior to testing. Upon distribution to the students, the proctor should confirm each student receives his/her correct personal ticket. This can be done based on specific identification information printed on the ticket. Upon receiving the ticket students will verify his/her complete name and other identifying information prior to logging into the testing engine. As part of this verification process student should sign the ticket indicating their identity confirmation.

2. Test proctors and other school personnel will each receive his or her own unique user ID and password to the online management system for administering tests. These IDs and passwords are kept secure, and are never shared with another individual. In addition, each user’s role is evaluated to ensure only the appropriate levels of access to the online management system are provided.

3. Test Proctors will change the status of test session to start until the students are in the room and ready to begin the assessment. Such a policy ensures if there is a breach with the authorizations tickets themselves, access to the actual assessment may still prevented, as students should be unable to access the test until the test proctor has authorized the session to start.

4. During testing a proctor will use the online management system. All screens and data within this system are treated as securely and confidentially as test content would be treated.

5. If a student inadvertently submit their test prior to intending to do so, test proctors should notify the test coordinator. Only the test administrator has permissions to “unsubmit” a student’s test. The test coordinator will document any incidences in which a student’s test is “unsubmitted”.

6. The testing rooms are set up to ensure that students testing devices are not viewable by other students.

7. Any software installed that allows a teacher’s computer to display in real time what is on a student’s monitor may not be used during the testing session.

8. No portable electronic devices – including phones and portable music players – are permitted in the testing environment.

9. All devices used within the testing session are placed on guided access prior to students beginning their testing session.

10. All scratch paper distributed in compliance with the test administration instructions along with the authorization ticket are collected and returned to the test coordinator for proper secure disposal.

11. Once testing has begun, proctors are expected to be actively monitoring the entire class of students, in order to ensure that no inappropriate student behavior would compromise the integrity of each individual’s test performance. For this reason, proctors are be advised not to allow individual issues of a lengthy or complicated nature, such as technical problems with a
single student’s computer, to distract from their active monitoring role. The IT resources are contacted ahead of time, to be available to assist proctors with such issues.

12. IT personnel are trained in the importance of not viewing secure content within a student’s test while trouble-shooting and problem-solving. IT staff are provided the same security training that proctors or test administrators receive.

13. Test proctors or administrators, as well as anyone else present during online testing, are required to sign a log indicating their presence and purpose.

**Security Violations**

Any person who knowingly or carelessly violates or permits another person to violate Ohio Department of Education guidelines for test administration or the ethical standards attached hereto as Appendix B has committed an ethical violation. Those persons responsible for test materials must maintain strict control over assessments and related materials.

The Ohio Statewide Assessment Program Rules Book provides that “any event or procedure that could potentially impact the integrity of the tests, the data, or the test results before, during or after the test administration is a test incident.” All test incidents along any suspicion of a violation of the ethical standards or test administration guidelines should be immediately reported to the Test Coordinator or the School Leader.

The Test Coordinator upon discovery of a test irregularity/security breach shall contact the State immediately. The Test Coordinator shall then submit a “Form to Report a Testing Irregularity or Security Breach”, available in the Appendix to the Test Coordinator Manual, to the state. Anyone may report to the state a security violation or test irregularity, for example a private citizen; however it is recommended that the procedure outlined above be followed.

If an allegation of a student security breach is made, the School shall investigate the allegation and refer to the Ohio Rules Book for guidance. The School shall, based upon its investigation, determine if the incident requires invalidation of the student score.
ASSESSMENT SESSION PROCEDURES

Examiners pick up testing materials from secured Test Coordinator's Office location on each test day for that test subject only

After each day's test session, all test materials are returned to secured Test Coordinator's Office location

Test Coordinator accounts for all returned test materials each day of testing week

Testing rooms are checked after each testing session to be sure all testing materials have been removed and room is ready for next testing session

All testing materials remain in secured Test Coordinator's Office throughout test week except those needed during each test session

testing sessions, see General Handling Procedures document
GENERAL HANDLING PROCEDURES

1. Materials arrive at the site and are locked in the Test Coordinator's Office or such other secure, locked location identified by the Test Coordinator.

2. Assessment material boxes are opened and contents examined by the Test Coordinator.

3. Other than during testing sessions, all assessment materials remain locked in the Test Coordinator's office.

4. Material boxes shall remain in the Test Coordinator's Office and locked there until shipment to the scoring contractor.

5. Testing sessions, all assessment materials are counted, accounted for, and packed for shipping.

6. After each testing session, all assessment materials are accounted for and returned to the Test Coordinator's Office to be locked and secured.

Assessment material boxes are shipped to the scoring vendor.
APPENDIX B

ETHICAL STANDARDS

For additional information please refer to OAC 3301-17-01, portions of which are included below:

(C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;

2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;

3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;

4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;

5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;

6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and

7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

(D) Except as specifically permitted by written instructions provided by the developer of an assessment, by the department of education, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring assessments that are unethical and/or inappropriate:

1) Any assessment used for purposes other than that for which it was intended;

2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;

3) Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;

4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;

5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;

6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;
7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;

8) Except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;

9) Any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and

10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.

(E) In monitoring practices related to interpreting and/or using any result of an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

1) Providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;

2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;

3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;

4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;

5) Any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result; and

6) Any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways.
I acknowledge that I have read the document entitled “Testing Security Provisions” including the Appendix regarding Ethical Standards and understand the School’s Test Security Policy. Furthermore, I understand that any questions concerning this policy should be directed to the Testing Coordinator.

x _________________________  x__________________________
(School Administrator)                         (Testing Coordinator)

<table>
<thead>
<tr>
<th>Firstname</th>
<th>Lastname</th>
<th>Initials</th>
<th>Signature</th>
<th>Date</th>
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S25- Graduation Requirements
Revised August 2020

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

Grade promotion is independent of course passing. If students cannot get a passing grade in any of their courses, they need to retake the course.

Students’ grade level promotion will be determined by an academic evaluation by the Guidance Office at the end of each school year. Student attendance records, teachers’ recommendations and overall disciplinary records will also be part of the evaluation.

The evaluation will include, but not be limited to be the following criteria:

**Ninth Grade Promotion**
To be promoted from ninth to tenth grade, students must pass at least two of their core subject courses (Math, Science, English and Social Studies) and must have successfully completed a minimum of 5.0 units of credit.

**Tenth Grade Promotion**
To be promoted from tenth to eleventh grade, students must pass at least two of their core subject courses (Math, Science, English, Reading, and Social Studies) and must have successfully completed a minimum of 11 units of credit.

**Eleventh Grade Promotion**
To be promoted from eleventh to twelfth grade, students must have successfully completed a minimum of 19 units of credit and must be eligible to graduate according to graduation requirements.

**Graduation**
To be able to graduate from High School, students must complete required credits, 40 hours of community service learning, and a senior thesis.

Those who do fail to fulfill the requirements will not be able to walk on the stage at the graduation or receive their diplomas. Additionally, students must fulfill state mandated testing requirements for graduation.

The minimum requirements for graduation are as follows:

<table>
<thead>
<tr>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Social St</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>English I</td>
<td>Earth &amp; Phys. Science</td>
<td>World History</td>
<td>Technology (1)</td>
</tr>
<tr>
<td>Geometry</td>
<td>English II</td>
<td>Biology</td>
<td>American History</td>
<td>Fine Arts (1)</td>
</tr>
<tr>
<td>Algebra II</td>
<td>English III</td>
<td>Chemistry</td>
<td>Government</td>
<td>PE / Health (1)</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>English IV</td>
<td>Physics</td>
<td>Economics</td>
<td>Foreign Language</td>
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<td>(2 from same language)</td>
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<td></td>
<td></td>
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<td></td>
<td>Other Electives</td>
</tr>
</tbody>
</table>

All students **must** graduate prior to their 22nd birthday.

**Grading Scale**
All classes will follow this standard scale for assigning letter grades for semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 - 100</td>
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<tr>
<td>A</td>
<td>93 - 97</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>63 - 66</td>
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<td>D-</td>
<td>60 - 62</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
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</tbody>
</table>

**Weighted Grading Scale**
AP courses, honors courses, dual enrollment courses use a modified, or weighted, grading scale. In order for weighted grading to take effect, students should get a C- or above.

“Weighting” a grade adds to the grade point value. Grades of A, B, and C earned in weighted classes will earn an extra grade point. Therefore, an “A” in a weighted class will yield 5 grade points, a “B” will yield 4 grade points, a “C” will yield 3 grade points.
S26- Alternate Assessments for Students with Disabilities

The School will comply with all laws governing the provision of services to Students with special needs. In compliance with the Individuals with Disabilities Education Act (IDEA), multi-factored evaluations beyond those mentioned above will be conducted as needed on all Students classified “special education.” Psychological evaluations and re-evaluations will be conducted as specified by law. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

S27- Credit Flexibility Policy

Options for Earning High School Credit
Students in grades 7-12 may earn high school credits using any combination of the following methods:

1) Successfully completing traditional high school level courses for which one credit shall be granted per 120 hours of class time;

2) Successfully completing an educational option plan as outlined below.

3) Successfully completing a college-level course for dual credit in accordance with the Board’s policy on post-secondary enrollment options.

4) Successfully completing an online course offered by a provider approved by (a high school Principal or his or her designee OR the district credit flexibility committee).

5) Successfully completing an examination, providing a portfolio of work that demonstrates mastery of academic content standards, or a combination of these methods.

The School shall not limit the number of credits earned by a student through demonstration of mastery or completion of educational options. The School shall evaluate requests for early graduation in accordance with its policy on Academic Acceleration. However, the School shall not cap the total number of credits a student may earn or compel a student who does not wish to do so to graduate after completing fewer than four years of high school.

Students may earn credit in multiple content areas by successfully completing interdisciplinary educational options that address content standards in more than one subject area.

The School shall not prohibit access to online programs, post-secondary options, or deny credit earned under credit flexibility options by students transferring to the School from another public or chartered non-public school.

Educational Options
Responsibilities and Expectations

1) Educational options plans for students participating in extracurricular activities governed by the Ohio High School Athletic Association shall include procedures for documenting ongoing participation and satisfactory progress on the part of the student for the purpose of satisfying academic eligibility requirements established in Ohio High School Athletic Association bylaws.

2) The School reserves the right to reassign a student participating in an educational option to a traditional course or other placement at its discretion if the student fails to meet the standards for ongoing participation and satisfactory progress described in his or her educational options plan.

3) Educational options plans may include activities that occur outside of school such as mentorships, internships, service learning, and educational travel. However, parents of students proposing educational options that include such activities may be required to sign a waiver holding the district harmless for any injuries or damages that occur in the course of a student’s participation in an educational options activity outside School facilities and without staff supervision as a precondition of the district’s approval of the plan.
a) Students participating in field-based educational options-related activities (e.g. mentorships and internships with businesses and community organizations) shall be required to adhere to safety rules and standards of behavior and appearance appropriate for the activity setting.

b) The School may suspend an approved educational option plan and reassign the student to another setting at its discretion if the host organization reports significant misconduct, tardiness, or absence on the part of the student.

Students may appeal decisions regarding access to an educational option and/or standards established for awarding grades and credit for educational options by submitting an appeal to his or her (Principal or designee.)

1) Appeals will be reviewed by a committee comprised of a building Principal or assistant Principal, a teacher in the relevant subject area not involved in the original decision, and a guidance counselor.

2) The student filing the appeal and his or her parent(s) shall be given an opportunity to present concerns and recommendations to the committee.

3) Appeals shall be reviewed by the committee within 10 days from the date the appeal was submitted in writing. The decision of the committee shall be final unless overturned by the Principal or a directive resulting from an appeal filed with the Department of Education.

Credit by Demonstration of Mastery
The School shall allow students the opportunity to earn credit by demonstrating mastery of the academic content standards covered by any course offered by the School, and shall award a number of credits to students demonstrating mastery equal to the number of credits awarded to students who successfully complete the equivalent traditional course.

Students may demonstrate mastery by completing a comprehensive examination covering essential knowledge and skills addressed in an equivalent traditional course, by presenting a portfolio of work demonstrating mastery of knowledge and skills addressed in an equivalent traditional course, or through a combination of these methods.

1) Tests used for this purpose shall be either comprehensive exams created for the traditional course (e.g. a course final exam), state-approved assessments (e.g. end-of-course exams), published assessment instruments covering relevant content approved by the Principal or his or her designee, or a combination of these options. The School shall communicate to students how assessment instruments used will be scored and how the number of credits awarded and grade assigned will be determined based on scores earned before the assessment is administered.

2) The School may require a student to complete examinations in a proctored environment.

3) Rubrics shall be used for evaluating portfolios of student work. Criteria and scoring methods shall be shared with the student before the portfolio is assessed. Portfolios shall be evaluated by staff with expertise in the relevant content area.

4) After tests and/or portfolios are scored, the student shall be notified of the grade for which he or she would be eligible. The student will then be given the choice of accepting the credit and grade earned based on the assessment or completing a traditional course or other option approved by the School. The School shall not require a student to accept credit on a “pass/fail” basis.

Students who wish to earn credit by testing out or demonstrating mastery without enrolling in a course should notify their guidance counselor by March 30 with a letter of intent and the proposal must be submitted by May 1 for a fall course. The deadline for a Spring Course is the letter of intent by November 30 and the proposal being submitted by December 15.

Students who wish to test out or demonstrate mastery for credit during a course already under way shall submit a proposal for another educational option in which to participate for the duration of the course in which he or she was originally enrolled.

Students may appeal requirements and standards for awarding grades and credit based on examinations or demonstrations of mastery by submitting an appeal to his or her (Principal or guidance counselor.)

1) Appeals will be reviewed by a committee comprised of (a building Principal or assistant Principal, a teacher in the relevant subject area not involved in the original decision, and a guidance counselor.)
2) The student filing the appeal and his or her parent(s) shall be given an opportunity to present concerns and recommendations to the committee.

3) Appeals shall be reviewed by the committee within 10 days from the date the appeal was submitted in writing. The decision of the committee shall be final unless overturned by the Principal or a directive resulting from an appeal filed with the State Department of Education.

Credit Flexibility and Special Populations
Students with disabilities shall not be excluded from opportunities to earn credit through educational options or by demonstrations of mastery. Accommodations and supports for students with disabilities participating in educational options and online courses shall be provided consistent with student’s Individual Education Plan and/or 504 plan.

Educational options and opportunities to earn credit based on demonstration of mastery may be used in combination with other forms of academic acceleration described in the Board’s policy on academic acceleration for advanced students and documented on the student's Written Acceleration Plan.

Fees Associated with Educational Options, Online Courses, and Credit by Demonstrations of Mastery
No assessment fees shall be charged to students or their families when School-made tests or portfolio review rubrics are used or when instruments are provided by the State Department of Education are used in evaluating students for credit based on demonstrations of mastery. The School may also require students to pay part or all of the cost of administering a commercial assessment instrument if that instrument is not normally administered free of charge to students participating in equivalent traditional courses. The School shall make every reasonable effort to provide a free or low cost assessment option to economically disadvantaged students requesting the opportunity to earn credit based on a demonstration of mastery.

The School may require parents of students participating in educational options not initiated by the School to pay fees not to exceed the actual cost of participation in that option, including any charges for: tuition and registration fees; books, assessments and materials not typically provided free of charge to students in traditional courses, and; travel costs if transportation is provided by the School.

Communication Plan
Opportunities and requirements related to credit flexibility shall be publicized annually using multiple forms of media which may include any combination of the following:

- publication on the School's website, publication in the high school course catalogs, dissemination of information at parent and teacher conferences and other events open to parents, and the School newsletter. Copies of a publication describing opportunities and requirements related to credit flexibility shall also be made available to students, staff, and parents upon requests to the high school guidance counselors and Principals.

The content of these publications shall be reviewed annually to ensure their completeness and accuracy by the Principal / designee.

The Principal / designee shall maintain a cumulative database of approved educational options and standards for awarding grades and credits based on demonstrations of mastery to assist students, parents, and teachers with understanding available options and to help ensure equity and consistent standards of rigor.

Data Collection and Reporting
The Principal / designee shall develop and implement procedures for monitoring and annually reporting to the Board and the Department of Education data regarding:

1) Methods and frequency of communicating credit flexibility information to students and parents;

2) The number of students participating in educational options and earning credit based on demonstration of mastery;

3) The total number of credits earned by students through successful completion of educational options and demonstrations of mastery;
4) The extent to which student participation in flexible credit options reflects the diversity of the student body as a whole.

S28- Credit During Expulsion
The school will not accept the high school credit earned in college courses during the period of the expulsion.

S29- Physical Education Waiver

Added on 12/06/2014

PHYSICAL EDUCATION GRADUATION REQUIREMENT
In the State of Ohio, students are required to complete one-half unit of physical education for graduation. One-half unit requires a minimum of 120 hours of course instruction. This graduation requirement is met by student completion of two semester courses, each worth a quarter credit.

EXEMPTION TO THE PHYSICAL EDUCATION GRADUATION REQUIREMENT (based upon Section 3313.603 of the Ohio Revised Code, Letter L)
Beginning with the 2013-2014 school year, students in the School in grades 9-12 who successfully complete two full seasons of interscholastic athletics, marching band, or cheerleading may be excused from the high school physical education graduation requirement. The “two full season” requirement may be completed within a single school year.

According to Ohio Revised Code, boards of education may NOT provide for partial completion of the high school physical education requirement; therefore, the one-half unit requirement cannot be partially exempted. For example, it is not possible to combine one semester of a physical education course with successful completion of one athletic, marching band, or cheerleading season to meet the physical education graduation requirement.

IMPACT ON OVERALL GRADUATION REQUIREMENTS
Those students excused from the high school physical education graduation requirement are required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study, as determined by the student.

Those students excused from the high school physical education graduation requirement are still required to meet all other graduation requirements established by the School.

SUCCESSFUL COMPLETION OF A SEASON
Successful completion of a season, in the case of interscholastic athletics, means that a student is both a member of the team or group and is eligible for end of season awards/recognition.

Formal starting dates for interscholastic athletics are determined by the OHSAA. Starting dates for marching band and cheerleading will be determined by the respective advisors; the starting date may be inclusive of mandatory camps.

RECOGNIZED ACTIVITIES
In addition to cheerleading and marching band, interscholastic athletic teams currently recognized by the Ohio High School Athletic Association in Forest Hills Schools include:

PROCESS FOR EXEMPTION FOR INTERSCHOLASTIC ATHLETICS, MARCHING BAND, AND CHEERLEADING

1) At the end of each season, the athletic and Music (marching band) department will provide the guidance department with a list of students who have completed the requirement necessary for students to qualify for the Physical Education Graduation Requirement Exemption.

2) That list will be kept and updated each season and school year in the guidance department.

3) Once a student has completed BOTH SEASONS NECESSARY TO BE EXEMPT FROM PHYSICAL EDUCATION, the student will then turn in a Physical Education Exemption Form.
4) The Physical Education Exemption Form will list the two sports/band/cheerleading seasons completed, the year(s)/season(s) of participation, and the form will be turned into the guidance department.

5) The Physical Education Exemption Form will then be cross-checked with the information provided by the athletic/band departments each season.

6) It is the responsibility of the student to turn in the form to the guidance department. THIS WILL NOT BE DONE AUTOMATICALLY FOR THE STUDENT.

NOTE: Please be aware that this exemption may not transfer should a student transfer to a different school district with different policies.

NOTE: Students do not receive Physical Education credit when they turn in the P.E. Exemption Form. They are simply being exempted from the graduation requirement of the credit.
Physical Education Waiver Request Form
Beginning with the 2013-2014 school year, students in School in grades 9-12 who successfully complete two full seasons of interscholastic athletics, marching band, or cheerleading may be excused from the high school physical education graduation requirement.

PHYSICAL EDUCATION WAIVER FORM
Once a student has met the “Successful Completion of a Season” expectations TWO TIMES in some combination of interscholastic athletics, marching band, and/or cheerleading, this form should be completed and returned to the guidance department to request exemption from the high school physical education graduation requirement.

<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>Student ID</th>
</tr>
</thead>
</table>

Season #1:
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sport/Activity</th>
<th>School Year Participation</th>
</tr>
</thead>
</table>

Season #2:
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sport/Activity</th>
<th>School Year Participation</th>
</tr>
</thead>
</table>

In making this request for exemption from physical education as a graduation requirement, I understand all expectations related to the “two full season” requirement.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
S30- Missing and Absent Children

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

A Student at the time of his/her initial entry to school shall present to the person in charge of admission any records given to him/her by the elementary or secondary school s/he most recently attended and a certification of birth issued pursuant or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. These documents can be used in place of birth certificate:

1) a passport or attested transcript showing the date and place of birth of the child;
2) an attested transcript of a birth certificate;
3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child;
4) an attested transcript of a hospital record showing date and place of birth, or
5) a birth affidavit.

Within twenty-four (24) hours of the Student's entry into the school, a school official shall request the Student's official records from the elementary or secondary school s/he most recently attended. If the school the Student claims to have most recently attended indicates that it has no records of the Student's attendance or the records are not received within fourteen (14) days of the date of request, or the Student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Principal shall notify the law enforcement agency having jurisdiction in the area where the Student resides of this fact and of the possibility that the Student may be a missing child, as this term is defined in State Law.

The Principal will also immediately give notice of the fact of a missing child to the Attorney General's missing children clearinghouse. The Principal will also assist Parents in the case of a missing Student by coordinating with the missing children clearinghouse.

Informational programs for Students, Parents, and community members relative to missing children issues and matters are available from the Principal, including information regarding the fingerprinting program. The Principal informational programs are based on assistance and materials provided by the Attorney General's missing child education program.

The primary responsibility for a Student's attendance at School rests with his/her Parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a Student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Principal is also required to notify a Student's Parents, custodial Parent, guardian, legal custodian, or other person responsible for him/her when the Student is absent from school. The Parent or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the Student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

S31- Student Conduct and Discipline

Revised on June 10, 2017
The School has a goal to help every student fulfill his or her intellectual, social, physical and emotional potential. Everything in and about the School has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly.

To foster this kind of learning environment, the School administrators and teachers shall not allow unacceptable student behaviors at School. At School (“at School”) includes any instance where students are considered to be subject to the authority of the School during school, any time while on school property, while enroute to or from school, school bus stops or at or during any school-sponsored activities. Examples include, but are not limited to: athletic meets and games, field trips, contests, and concerts. Misbehaviors that occur at such events will be subject to the same penalties as misbehaviors that occur on school grounds. The School maintains its right to discipline actions in violation of this Code of Conduct that occur at School, as defined herein.

All students at School are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the School’s mandatory Code of Conduct or by any disciplinary actions taken by the School. Any student who exhibits any of the Unacceptable Student Behaviors listed below or added to this list at a later date will face immediate consequences. These consequences may vary from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at School have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to a School administrator about the problem. The situation will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

**Unacceptable Student Behaviors**

Students are considered to be subject to the authority of the school when they are en route to or from school and at school-related or school-sponsored events even though those activities may not take place on school grounds. Some examples include: athletic meets and games, field trips, contests, and concerts. Misbehaviors that occur at such events as outlined below will be subject to the same penalties as misbehaviors that occur on school grounds. The School will not suspend, expel or remove a student from school solely on the basis of the student’s absence from School without legitimate excuse. A non-exhaustive list of misbehaviors and penalties are outlined below:

**Level I Misbehaviors:**

1. Failing to attend school on time or to attend classes on time (subject to the School’s Attendance and Truancy Policies);
2. Failing to attend all assigned classes (subject to the School’s Attendance and Truancy Policies);
3. Taking and using the writings and ideas of another and deceptively submitting them as one’s own work;
4. Signing the name of another person for the purpose of defrauding School personnel;
5. Cheating on examinations or attempting to obtain answers dishonestly;
6. Engaging in excessive displays of mutual affection;
7. Unauthorized use or possession of beepers, pagers, MP3 players, cellular phones, CD players, laser pointers, video games and similar electronic devices in School;
8. Wearing clothing that does not adhere to the dress code (students are not to dress down on their birthdays and notes will not be accepted on this day);

9. Posting or distributing materials on School property that cause a disruption to the educational process or without appropriate permission;

10. Failing to serve a Saturday suspension;

11. Playing cards at any time, this includes before and after school and during lunch periods; and

12. Soliciting

13. Any other behaviors or actions that the Principal deems, in his or her sole discretion, impede, obstruct, interfere or violate the mission or philosophy of the School or cause a disruption to the educational environment or as an offense which may result in corrective action.

Corrective Action I
Disciplinary responses, including suspensions, may be used by the Principal or his/her designee to correct Level I misbehaviors. Level I misbehaviors may result in detentions, suspensions, and optional classroom assignments. Disciplinary responses may include, but are not limited to:

- Conference with teacher (with student alone or with parent(s)/guardian(s));
- Conference with administration (with student alone or with parent(s)/guardian(s));
- Contacting Parent/guardian by phone/email;
- Detention;
- In-School Suspension;
- Saturday Suspension;
- Suspension up to three (3) days; and
- Behavioral Contract.

The Administration may utilize school based or agency mediation programs for conflicts between students as appropriate. Related or repeated occurrence of Level I misbehaviors may result in discipline as a Level II misbehavior.

Level II Misbehaviors:

1. Repeated violation of Level I misbehavior.
2. Use, possession, distribution or promotion of tobacco, tobacco product look-alikes, or products intended to replicate tobacco products by appearance or effect including e-cigarettes and vapes.
3. Leaving the School or classroom without permission, in the absence of an emergency declared by the School or Instructor.
4. Engaging in, or causing a disruption on school transportation.
5. Verbally or physically threatening to injure or harm another person or intimidating another person by creating fear for personal safety.
6. Use, possession, distribution or promotion of alcoholic or other intoxicant or coming to School under the influence of alcohol or drugs.
7. Using insulting, degrading, demeaning, obscene, abusive or profane language, including racial, sexual, religious or ethnic slurs, written or verbal, toward students, school personnel or individuals on School property.
8. Failing to adhere to School culture and directives of School personnel when subject to the authority of the School.
9. Intentionally participating in or initiating actions that result in a disruption or interruption to the school or educational process.
10. Gambling.
11. Trespassing, including entering a school to which the student is not assigned without signing in at the office, entering a school from which the student is suspended without permission from the School administration, bringing an unauthorized visitor to the School, or entering unauthorized areas of the building.
12. Intentionally participating in hazing activities.
13. Committing any act of verbal, written, gesture-oriented, or physical sexual misconduct on school property, school buses, at school-sponsored events, or while using school technology resources. This includes “sexting” which is defined as sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexual nature in electronic or other form on a cell phone or other electronic device.
14. Engaging in an activity that may create a condition that is unsafe or unhealthy to others.
15. Using the elevator. No students are permitted on the elevator for any reasons (except medical conditions by doctor
Using the copy machine is strictly prohibited.

Any Bullying, An "Firearm" Any Students are not permitted in unsupervised areas within the School. Using or bringing weapons, dangerous instruments, explosives, firearms, or knives to School.

19. Any other behaviors or actions that the Principal deems, in his or her sole discretion, impede, obstruct, interfere or violate the mission or philosophy of the School or cause a disruption to the educational environment or as an offense which may result in corrective action.

Corrective Action II
- Corrective actions for Level I
- Suspension up-to five (5) days

Level III Misbehaviors

1. Using or bringing weapons, dangerous instruments, explosives, firearms, or knives to School.
   1. A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear (examples: guns, knives, knuckles, clubs, box-cutters etc.)
   2. Knife is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.
   3. "Firearm" has the same meaning as provided pursuant to the "Gun Free Schools Act," 115 Stat. 1762, 20 U.S.C. 7151. At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter's gun) which will or is designed to or may readily be converted to expect a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition set forth in this policy shall automatically change to conform to it.
   4. A dangerous instrument is anything that although not specifically designed to hurt someone, can be used to hurt someone or put someone in fear (examples: belts, combs, compasses, etc.).
   5. An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.).
   6. Any object, which closely resembles a weapon or explosive and could put persons in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.).
   7. The prohibited items include, but are not limited to, possession of the following:
      i. Knife capable of causing serious bodily injury;
      ii. Handgun;
      iii. Rifle or shotgun;
      iv. BB/pellet/airsoft/paintball firearm;
      v. Toy or any look-a-like gun;
      vi. Destructive device (bomb, grenade, mine, rocket, missile, pipe bomb or similar device);
      vii. Brass knuckles or metal knuckles;
      viii. Fireworks;
      ix. Accelerants (any liquid/aerosol, etc. which may be used to start or perpetuate a fire or other hazardous condition);
      x. Tear gas, mace or pepper spray;
      xi. Bats, clubs, sticks or other instruments of a bludgeoning type (other than for athletics);
      xii. Razors or razor blades;
      xiii. Spring stick/expandable baton;
xv. Taser/Stun gun;

2. Verbally or physically threatening to injure or harm a student or school staff member.
3. Fighting, hitting, biting, pinching, or pushing another student or a staff member.
4. Showing disrespect to teachers or staff and/or using inappropriate language and behavior.
5. Sexual assault as defined by the State Law.
6. Intentionally causing or attempting to cause physical injury or intentionally behaving in such way as could reasonably cause physical harm to another person.
7. Sexual conduct or sexual contact without mutual consent which includes all forms of sexual harassment.
8. Hate crimes.
9. Engaging in drug related activities, including but not limited to:
   1. Making, selling, or distributing drugs/counterfeit drugs at School;
   2. Bringing readily identifiable drug use/abuse instruments or paraphernalia to School or having such items in his/her possession; and
   3. Using or possessing drugs/counterfeit drugs at School.
10. Intentionally burning or attempting to burn property.
11. Stealing, attempting to steal or possessing stolen property.
12. Damaging or attempting to damage property: Any property damaged/broken by the student whether playfully or intentionally is to be repaired or replaced at the parents’ or guardians’ expense.
13. Forcibly entering a school building locker, classroom, or secured enclosure or area.
14. Extorting or attempting to extort property or money.
15. Falsely sounding a fire alarm, or causing a fire alarm to be sounded.
16. Falsely communicating or causing to be communicated that a bomb is located in or on property.
17. More than one person acting together to intentionally cause harm or injury to another individual.
18. Excessive referrals of Level I and/or Level II misbehaviors.
19. Any other behaviors or actions that the Principal deems, in his or her sole discretion, impede, obstruct, interfere or violate the mission or philosophy of the School or cause a disruption to the educational environment or as an offense which may result in corrective action.

Corrective Action III
Any student may be suspended or referred for expulsion by the School for violation of a Level III offense. Parents will be informed of any Level III misbehavior offense committed by their child immediately by School administration.

See the “Weapons Expulsion” section below for additional information related to required corrective actions for weapons.

**Suspension Procedures**

Out-of-school suspension is removal of a student from school for a period of one to ten days. During suspension, students are not permitted to participate in extracurricular activities or be on any school property.

The principal, assistant principal or principal designee may suspend a student. Prior to suspending a student, the principal, assistant principal or principal designee must do both of the following:

1. Give written notice of the intention to suspend and the reasons for the intended suspension to the student. If the proposed suspension is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the School may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation; and

2. Provide the student an opportunity to appear at an informal hearing before the principal, assistant principal, Superintendent, or Superintendent designee and challenge the reasons for the intended suspension or otherwise explain. The hearing can happen immediately and can happen anywhere - the hall, office, classroom, etc.
Within one school day after the time of the student's suspension, the Superintendent or principal shall also provide written notice of suspension to the parent/guardian of the student. The notice shall contain:

1. The reasons for the suspension;
2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board of Directors or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board of Directors or the Board's designee to be heard against the suspension;
5. Notice of the right to request that the hearing be held in executive session;
6. Notice that the School may seek the student's permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation; and
7. The date and manner by which a student or parent/guardian/custodian may notify the Board of Directors of their intent to appeal the suspension. If the student or parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the principal within five (5) calendar days of the written notice of suspension. The principal shall immediately forward this written appeal to the Board of Directors and Board of Directors' appeal hearing designee.

If there are fewer than ten school days remaining, the out-of-school suspension may not be applied to the following school year, but the school Superintendent may require the student to participate in a community service program or other alternative consequences for a number of hours equal to the remaining period of the suspension.

**In-School Suspension**

If a student is issued an in-school suspension, the school shall permit the student to complete any classroom assignments and homework missed because of the suspension and receive at least partial credit for such completed assignments as determined from time to time by the Superintendent and teaching staff. Furthermore, the superintendent or principal shall ensure the student is serving the suspension in a supervised learning environment. In no event shall the student receives a failing grade on a completed assignment solely on the basis of the student's suspension.

**Out-of-School Suspension**

If a student is issued an out-of-school suspension, the student shall be permitted to complete any classroom assignments and homework missed because of the suspension for partial credit. A partial grade reduction of 30% may be applied on account of the student's suspension. However, the student will not receive a failing grade on a completed assignment solely on the basis of the student's suspension.

**EXPULSION**

Except as specifically provided for by statute, the Superintendent may expel a student for a period not to exceed the greater of 80 school days or the number of days remaining in the semester or term in which the offense leading to expulsion took place. Students expelled from the school are not permitted to participate in extracurricular activities or be on any school property. Expulsions may extend into the following school year.

Only the Superintendent may expel a student. No student shall be expelled unless prior to the expulsion, the Superintendent does both of the following:

(1) Deliver to the student and parent, guardian or custodian written notice of the intention to expel the student and the reasons for the intended expulsion. The notices shall include the reasons for the intended expulsion, notification of the right of the student, guardian, custodian or their representative to appear before the Superintendent or his/her designee to hear and to challenge the reasons for the intended expulsion or otherwise to explain the student’s actions, and the notification of the time and place to appear. The time to appear shall not be sooner than three (3) nor later than five (5) school days after the notice has been given unless the principal grants an extension of time at the request of the student, his/her guardian, custodian, or representative. If an extension of time is granted, the Superintendent shall deliver to the student and his/her parent, guardian, custodian, or representative of the new time and place to appear. If the proposed expulsion is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must
contain a statement that the principal may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

(2) Provide the student and parent, guardian, or custodian an opportunity to appear in person before the Superintendent or the Superintendent’s designee to challenge the reason for the intended expulsion or otherwise to explain the student’s actions.

Within one school day after the time of the student’s expulsion, the Superintendent or Principal shall also provide written notice of expulsion to the parent/guardian of the student and the treasurer of the Board of Directors. The notice shall contain:

1. The reasons for the expulsion;
2. Notice of the right of the student, or the student's parent/guardian/custodian to appeal to the Board of Directors or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board of Directors or the Board’s designee to be heard against the expulsion;
5. Notice of the right to request that the hearing be held in executive session;
6. Notice that the School may seek the student’s permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation and that the expulsion may be extended if a juvenile court or criminal proceeding regarding such violation is pending at the time the expulsion terminates; and
7. The date and manner by a student or parent/guardian/custodian may notify the Board of Directors of their intent to appeal the expulsion. If the student or parent/guardian wishes to appeal the expulsion, the request must be submitted, in writing, to the principal within fourteen (14) calendar days of the written notice of expulsion. The principal shall immediately forward this written appeal to the Board of Directors and Board of Directors’ appeal hearing designee.

If the superintendent expels a student for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year the notice shall provide the student and the student’s 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 behavior that contributed to the incident that gave rise to the student’s expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

An expelled student will be provided with a date for re-entry and the date for the re-entry conference. The expelled student, and parent or guardian of the student must be present in the re-entry conference. The student and parent or guardian of any student will be notified in the event that the student fails to attend the re-entry conference.

Expulsion proceedings will be pursued against a student who has committed an act warranting expulsion even if the student has withdrawn from school for any reason after the incident giving rise to the hearing, but before the hearing or decision to expel. If after the hearing, the student would have been expelled for a period of time had the student remained in school, the expulsion will be for the same length of time as on a student who has not withdrawn from school.

Weapons Expulsion

1. A student must be expelled for one year for Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for school, school extra-curricular activities or school-related events).
2. A student may be expelled for one year for:
   1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located at the School or on School Property.
   2. 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 the property by another person.
   3. Bringing a knife capable of causing a serious bodily injury to School, onto School Property, an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the school or which the school is a participant.
   4. Possession of a knife capable of causing a serious bodily injury at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the school is a participant which knife was initially brought onto the property by another person.
   5. Committing an act while at School, on School Property, at an interscholastic competition, an extracurricular event, or any other School program or activity that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.

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6. 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.

Firearm has the same meaning as provided pursuant to the “Gun Free Schools Act of 1994”. At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter’s gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; including the fram or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the “Gun Free Schools Act of 1994” changes, then the definition set forth in this policy shall automatically change to conform to it.

The specific circumstances under which the Superintendent may, in his/her discretion, reduce a one year expulsion may include: the student was unaware that he/she brought or was in possession of a firearm or knife; the student legitimately did not understand that the item he/she brought or possessed was a firearm or knife; a recommendation from qualified individuals concerning circumstances that justifiably mitigate the student’s culpability.

Emergency Removal

If a student in grades pre-kindergarten to three poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from school without first satisfying the prior notice and hearing requirements set forth above. The student may only be removed for the remainder of the school and will be permitted to return to school and participate in extracurricular activities the following day. In this case, the school may forego the written notice and one-day post-removal hearing requirements.

The school may not initiate suspension or expulsion proceedings against a student in grades pre-kindergarten to grade three who was removed as an emergency removal unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or as necessary to protect the immediate health and safety of the student, the student’s fellow classmates, the classroom staff and teachers, or other school employees.

If a student in grades four through twelve poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from school without prior notice of hearing. Written notice of the removal and hearing, which must be held within one (1) school day of the student’s removal, shall be provided as soon as practicable. Students are to remain home during school hours and not attend/participate in school sponsored function(s) pending the hearing. Should an out-of-school suspension be warranted, days of removal may be applied to the days of out-of-school suspension except as set forth below.

PERMANENT EXCLUSION

A student may be permanently excluded from school if the student is convicted of, or adjudicated a delinquent child for, committing, when the student was sixteen years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:
(1) A violation of section 2923.122 of the Revised Code;
(2) A violation of section 2923.12 of the Revised Code, of a substantially similar municipal ordinance, or of section 2925.03 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district;
(3) A violation of section 2925.11 of the Revised Code, other than a violation of that section that would be a minor drug possession offense, that was committed on property owned or controlled by, or at an activity held under the auspices of, the board of education of a city, local, exempted village, or joint vocational school district;
(4) A violation of section 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02, or 2907.05 or of former section 2907.12 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district, if the victim at the time of the commission of the act was an employee of that board of education;
(5) Complicity in any violation described in (1), (2), (3), or (4) above that was alleged to have been committed in the manner described in (1), (2), (3), or (4) above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district.
SUSPENSION/EXPULSION OF STUDENTS GRADES PRE-K THROUGH 3

The School shall be considered to be in compliance with division (B) of section 3313.668 of the Revised Code, as amended by this act, according to the implementation schedule and requirements described below:

Staring with the 2019-2020 school year, the School shall reduce the number of out-of-school suspensions and expulsions issued to students in grades pre-kindergarten through three by twenty-five percent (25%) using the numbers reported for that category for the 2018-2019 school year as baseline, unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or only as necessary to protect the immediate health and safety of the student, the student’s fellow classmates, the classroom staff and teachers, or other school employees.

Staring with the 2020-2021 school year, the School shall reduce the number of out-of-school suspensions and expulsions issued to students in grades pre-kindergarten through three by fifty percent (50%) using the numbers reported for that category for the 2018-2019 school year as baseline, unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or only as necessary to protect the immediate health and safety of the student, the student’s fellow classmates, the classroom staff and teachers, or other school employees.

Staring with the 2021-2022 school year, the School shall not issue an out-of-school suspension or expulsion to a student in grades pre-kindergarten through three, unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or only as necessary to protect the immediate health and safety of the student, the student’s fellow classmates, the classroom staff and teachers, or other school employees.

The General Assembly recognizes that out-of-school suspensions are a widely used classroom management tool and that it may take time to completely phase out out-of-school suspensions for students grades pre-kindergarten through three. While the School is gaining knowledge and experience related to how positive behavior intervention and supports (“PBIS”) improve social, emotional, and academic development for students in grades pre-kindergarten through three, it is imperative that these students remain in the classroom whenever possible. Accordingly, a gradual implementation is necessary and the School will be considered to be in compliance with respect to suspension and expulsion of students in grades pre-kindergarten through three so long as it follows the annual requirements below:

Consultation with a Mental Health Professional

Beginning with the 2019-2020 school year, the School Principal, whenever possible, shall consult with a mental health professional under contract with the School before issuing an out-of-school suspension or expulsion for a student in grades pre-kindergarten through three. If the events leading up to the suspension or expulsion indicate a need for additional mental health services, the Principal or mental health professional, without a financial burden to the School, must assist the student’s parent or guardian with locating providers or obtaining those services. That assistance might include referral to an independent mental health professional.

Reporting Requirements

The School shall report to the Department of Education, in the form and manner prescribed by the Department, the number of out-of-school suspensions and expulsions issued to students in grades pre-kindergarten through three, according to the following categories:

- **Category 1:** Any offense that could result in a one-year expulsion under the Weapons Expulsion rules, as described above.
- **Category 2:** An offense not listed in Category 1 but for which the School determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the classroom staff or teachers.
- **Category 3:** Any other offense not described in Category 1 or Category 2.

SUSPENSION/EXPULSION OF DISABLED STUDENTS

The School also has as its goal to ensure that all children with disabilities, including students with disabilities who have been suspended, expelled or otherwise removed, receive a free and appropriate education. The School shall abide by Federal and State laws regarding the discipline and removal of a child with a disability on a case-by-case basis.

Removals of Not More Than 10 Days

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The School may remove a student with a disability who violates the code of student conduct from the student’s current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days in a manner consistent with the removal of students without disabilities. This also applies to additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct or non-consecutive school days, so long as those removals do not constitute a change of placement as described below. The School will not provide services for removals of not more than 10 days.

Removals of More Than 10 Days

For removals of more than ten consecutive school days or non-consecutive school days that constitute a pattern of removals, both of which constitute a change of placement, the School will conduct a Manifestation Determination Review. The Manifestation Determination Review is to determine whether the behavior that gave rise to the violation of the code of student conduct was a manifestation of the student’s disability as set forth below. If the misbehavior is determined not to be a manifestation of the student’s disability, the School may apply discipline procedures in a manner consistent with that of students without disabilities.

The School will provide services for removals of more than 10 days so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the student’s educational goals as determined by the student’s IEP team. The School may also conduct a functional behavioral assessment and provide behavioral intervention services as appropriate. The School will notify the parents on the date the School makes a decision to remove a student with a disability, because of a violation of the code of student conduct which constitutes a change in placement. The student’s IEP team is responsible to determine the alternative setting for services.

Manifestation Determination Review

The purpose of a Manifestation Determination Review is to determine whether a student’s misbehavior is a manifestation of that student’s disability. Prior to any student’s change of placement to another setting for a violation of the student code of conduct, the School will conduct a meeting with the parent, and relevant members of the student’s IEP team and review all relevant information in the student’s records and information provided by the parent to determine:

i. If the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or
ii. If the conduct in question was the direct result of the School’s failure to implement the IEP.

The parent will be provided with notice of the Manifestation Determination Review meeting and a copy of the School’s procedural safeguards notice. In addition, the parent will be notified of the School’s decision on the date a decision is made.

Manifestation:

If the School determines that the student’s behavior was a manifestation of the student’s disability, the student’s IEP team will either:

i. Conduct a functional behavioral assessment, unless one was conducted before the behavior occurred, and implement the plan; or
ii. If a behavioral intervention plan already has been developed, review the plan and modify it, as necessary to address the behavior.

In either case, the School will return the student to his original placement unless the parent and the School agree to a change of placement and except in instances involving a weapon, illegal drugs or serious bodily injury described below.

Not a Manifestation:

If the School determines that the student’s behavior was not a manifestation of the student’s disability, the School may discipline the student in a manner consistent with students without disabilities and will continue to provide services.

Exception for Guns, Drugs and Serious Bodily Injury

Notwithstanding the above, the School may remove a student with a disability to an interim alternative setting for up to 45 school days, without conducting a manifestation determination review, when a student commits any of the following at the School, on School premises or at a School function:
i. Carries a weapon to or possesses a weapon;  
ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance; or  
ii. Has inflicted serious bodily injury upon another person;

Appeal

The student or parents have the right to appeal the School’s decisions as described above.

Expulsion Procedures

After a triggering event, anyone can report the event to the Superintendent. The Assistant Principal of School Culture may submit a recommendation to the Superintendent for expulsion. The Superintendent must then give written notice of the intention to expel to the Student/Parent as well as the Treasurer of the Board of Directors. The Superintendent may assign a designee for the initial hearing. This designation can be made informally in an email or memo to the file. The hearing must be conducted within 3 to 5 school days after notice is given. If the expulsion is following an emergency removal, the hearing must be conducted the following school day. After the hearing, the Superintendent or Principal should issue a notice of the decision. If the expulsion is for more than 20 days, the notice should include information about services or programs offered by agencies that work towards improving those aspects of the student’s attitudes and behavior that contributed to the incident that gave rise to the student’s expulsion.

S32- Release of Student Records

The educational interests of the Student require the collection, retention, and use of information about individual Students. At the same time, the Student's right of privacy and other rights mandate careful custodianship and limitations on access to Student records.

The School is responsible for the records of all Students who attend or have attended the School. Only records mandated by the State or Federal government and necessary and relevant to the function of the School or specifically permitted by this Board may be compiled by the School.

In all cases, permitted, narrative information in Student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to Students and their Parents, adult Students, and designated School and management company officials and personnel who have a “legitimate educational interest” in the information or as otherwise permitted by law.

Both Parents shall have equal access to Student records unless stipulated otherwise by court order or law. In the case of adult Students (eighteen (18) and older), Parents may be allowed access to the records without the Student's consent, providing the Student is considered a dependent under Section 152 of the Internal Revenue Code and has not graduated from the School.

An individual 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, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education.

The Board deems it necessary for the Administration to release educational records in the following circumstances:

- forward education records on request to a school in which a Student of the School seeks or intends to enroll;  
- provide "personally identifiable" information 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; and
The School shall maintain a record of those persons to whom information about a Student has been disclosed and shall request each person or party requesting access to a Student's record to abide by Federal regulations and State laws concerning the disclosure of information. Such disclosure records will indicate the Student, person viewing the record, information disclosed, and the date of disclosure.

Only "directory information" regarding a Student shall be released to any person or party, other than the Student or his/her Parent, without the written consent of the Parent; or, if the Student is eighteen (18) years of age or older, the written consent of the Student, except those persons or parties stipulated by the School's policy and administrative guidelines and/or those in the law.

The Principal shall ensure that Students and Parents are adequately informed each year regarding their rights to:
- inspect and review the Student's education records;
- request amendments if the Parent believes the record is inaccurate, misleading, or otherwise in violation of the Student's rights;
- consent to disclosures of personally identifiable information contained in the Student's education records, except to those disclosures allowed by the law;
- challenge the School's noncompliance with a Parent's request to amend the records through a hearing;
- file a complaint with the Department of Education; and
- obtain a copy of the School's policy on Student records.

The Principal shall inform School employees of the Federal and State laws concerning Student records.

The School is authorized to scan, use the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

The Family Education Rights and Privacy Act of 1974 ("FERPA") provides Parents/Guardians and Students with the opportunity to inspect student educational records within forty-five (45) calendar days of receipt of such request. FERPA also provides Parents/Guardians and Students with the opportunity to ask for amendments or for a hearing to challenge the content of the educational records if it is believed to contain inaccurate, misleading information. A written request identifying the records to be inspected must be provided to the School. The School official will arrange for access and will notify the requesting party of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs. Parents/Guardians and Students possess the right to request and receive from the School the following: (1) an explanation of the information in the student’s education records; (2) a copy of all or part of the student’s education record; and (3) a list of the types and locations of the student’s education records collected, maintained, or utilized by the School.

Parents/Guardians or Students requesting an amendment should submit such request in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading and submit this to the Principal. If the School decides not to amend the record, the Parent/Guardian or Student shall be notified in writing and may file a request for a formal hearing. At this time, additional information shall be provided to the Parents/Guardians or student regarding the hearing process procedures.

The FERPA notice/policy identified as included in parent/student handbooks or otherwise distributed to families identifies “student names” as “directory information”.

Parents/ Legal Guardians have 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
S33- Student Lead Clubs / Activities

The School acknowledges and supports diversity within our school environment. Furthermore, the School recognizes the desire of students to organize clubs, activities and events that promote, express and inform the student population and the public at large of the diverse opinions and beliefs that emanate from vigorous public and private dialogue. Such organizations serve to further instructional goals, provide students with an opportunity to exercise democratic processes, self-organization and enhance school spirit.

School-sponsored activities in which students participate may be established at the discretion of the Administration. In an effort to adequately support the diverse needs of our students, while respecting the beliefs and educational rights of others, the governing board of the School asserts the following policies:

1.1 Regarding After School Student Sponsored Clubs:

Students have the right to establish special interest clubs, functioning during non-instructional time. Prior to the formation of a club, the club membership shall submit the following information to School leadership:

- the name of the club
- the mission/goals of the club
- the name of an adult (FBI/BCI required), non-student club sponsor (that will be present at all meetings but not necessarily participating)
- an estimate of the space requirements needed by the club
- date(s) and time the club will be meeting

Students seeking to organize a club must understand that:

- While on school property they must respect the rules, regulations and directives associated with extracurricular activities.
- Comply with all directions given by staff.
- Provide advanced notice of at least 48 hours to school leaders regarding any changes in the space requirements and meeting times of the club, as well as the disbanding of the club.
- Students also must understand that despite the club existing in an after-school environment, they are still subject to the directives and discipline of school officials should they be found in violation of school policy.
- Students also can find themselves (or their parent/guardian) personally liable for any damage to school property or injury to individuals.
- Each individual seeking to join a club must provide a copy of a permission to participate, signed by a parent/guardian and the student to school leaders prior to the first meeting of the club.

The School acknowledges that should school facilities and other property be used by any student special interest club, equal access and time will be provided to other organizations, regardless of religious, political, philosophical or other speech content, provided that all of the preceding and following requirements are met in an effort to inform building leadership. Student organizations complying with all requirements set forth herein or by the administration will have equal access to school media, including public address systems, school newspapers/newsletters and any bulletin board designated for student use.

1.2 Regarding Student Clubs/Interest Groups and Organized Events During School Hours:

Student organizations wishing to organize and hold events during school hours to raise awareness of their organization/cause must submit, two school weeks prior to the event, a document that communicates the following information to school leadership:

- The name of the event
- The goals of the event
The number of students participating in the event
Any special requirements (variance to existing school policies/schedules, etc) that may occur.
Any equipment and technology needs

The School leadership will review the information presented and make a determination as to whether the planned event is permissible. Students should understand that while in the school environment, there are limits to the freedom of religion, speech and expression, privacy and personal property, etc. These limitations are not intended to infringe, discriminate, demean or minimize the opinions, beliefs and concerns of the student and student organization; rather these limitations are in place to ensure the safety of the student body as well as the fundamental right of each student to have a safe, disruption free learning environment.

Permission for a student organized event to occur should in no way or form be considered an endorsement of said event by the staff, administration or the governing board of the School. Refusal of permission, modification or withdrawal of permission for such an event can occur at any time at the discretion of school leadership. Refusal, modification or withdrawal of permission for an event should not be construed in any fashion as disapproval of the beliefs, opinions and concerns of any interested group. Student organizations will receive notification from school leadership as to the permission of any proposed event within 1 week (5 full school days) of the initial notification to school leadership. Student organizations shall receive written permission from the School leadership to hold a school event during school hours and shall not assume that a lack of response results in permission.

S34- Homeless Children and Youth

Rev: October 10, 2015 (Dayton-Cin Schools)
Rev: October 17, 2015 (Dayton-Cin Schools)
Rev: February, 2020

The School will admit and enroll homeless children in accordance with State laws. The Board of Directors adopts this policy to be in compliance with all applicable laws to ensure the enrollment of homeless children in school and to respond to appeals made by parent(s) or legal guardian(s) or other parties related to their enrollment.

Definitions

“Homeless children and youths” means individuals who lack a fixed, regular and adequate nighttime residence; and includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

- children and youths who have 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;

- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described above.
“Unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian.

School Requirements

1) The school will provide written notice, at the time any child or youth seeks enrollment in the school, and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that—

- shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
- sets forth the general rights provided under this subtitle; and
- specifically states—
  - the choice of schools homeless children and youths are eligible to attend;
  - no homeless child or youth is required to attend a separate school for homeless children or youths;
  - homeless children and youths shall be provided comparable services including transportation services, educational services, programs in career and technical education, programs for gifted and talented students, and meals through school meals programs;
  - homeless children and youths should not be stigmatized by school personnel; and
- provides contact information for the local liaison for homeless children and youths and the State Coordinator for Education of Homeless Children and Youths;

2) The school will provide assistance to the parent or guardian of each homeless child or youth (or, in the case of an unaccompanied youth, the youth) to exercise the right to attend the parent's or guardian's (or youth's) choice of schools; and

3) The school will coordinate with the local educational agency with jurisdiction for the school selected by the parent or guardian (or youth), to provide transportation and other necessary services; and

4) The school will ensure that the parent or guardian (or, in the case of an unaccompanied youth, the youth) shall receive the information in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

5) According to the child's or youth's best interest, the school will
- continue the child's or youth's education in the school of origin for the duration of homelessness, when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- enroll the child or youth in any public school that non homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The District of Residence is the district in which the parent(s) or legal guardian(s) last resided prior to becoming homeless.
The School of Origin is the school the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool and a designated receiving school at the next grade level for a feeder school.

School Stability

In determining the best interest of the child or youth, the school will

· presume that keeping the child or youth in the school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;

· consider student-centered factors related to the child's or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth’s parent or guardian or (in the case of an unaccompanied youth) the youth;

· if, after conducting the best interest determination based on consideration of the presumption above and the student-centered factors above, the school determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

· in the case of an unaccompanied youth, ensure that the local educational agency liaison designated assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

Privacy

Information about a Homeless child’s or youth’s living situation shall be treated as a student education record, and shall not be deemed to be directory information, under section 3319.321 of the Ohio Revised Code, however the school may require a parent or guardian of a Homeless child or youth to submit contact information.

Local Liaison

The School shall designate a Local Liaison for homeless children and youths. The School’s Local Liaison for the education of Homeless children is the Principal. The Local Liaison shall ensure:

· Homeless children and youth are identified through outreach and coordination activities with other entities and agencies;

· Homeless children and youth are enrolled in, and have a full and equal opportunity to succeed in school;

· families have access to and receive educational services for which they are eligible including services though Early Head Start, IDEA Part C, and other preschool programs;

· families receive referrals to health services, dental services, mental health services, substance abuse services, housing services and other appropriate services;

· parents and guardians of Homeless children and youth are informed of educational and related opportunities to participate in the education of their children;
enrollment disputes are mediated in accordance with law;

Homeless children and youth, and unaccompanied youth are fully informed of all transportation services;

Homeless children and youth receive credit for full or partial schoolwork; and

public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.

The Local Liaison may obtain authorization to affirm that students meet Housing and Urban Development (“HUD”) definition of homelessness for purposes of HUD homeless assistance programs.

In addition, the Local Liaison will ensure that unaccompanied youths are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of independent status for financial aid purposes.

Personnel providing services to Homeless children and youth shall receive professional development and other support.

**Placement**

According to the child's or youth's best interest, the school will:

- continue the child's or youth's education in the School of Origin for the duration of homelessness, when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

- enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

**Disputes**

If a dispute occurs regarding the determination of homelessness, or school selection or enrollment in a school:

- the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;

- the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, at a minimum, the written explanation of how the school reached its decision regarding eligibility, school selection or enrollment will include the following and be similar to the attached:

  - A description of the action that the school proposed or refused;
  - An explanation of why the school proposed or refused the action;
  - A description of any other options the school considered;
  - The reasons why the school rejected any other options;
A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination;

- Appropriate timelines to ensure any relevant deadlines are met;
- Contact information for the school local liaison and state homeless education coordinator and a brief description of their roles; and
- Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal.

- the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and

- in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

A dispute or appeal will not delay the homeless child’s immediate entrance into school. The homeless child will be enrolled in the school or district designated by the Local Liaison pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with educational disabilities will be made.

**Students with Disabilities**

For children and youths who are to be assisted both under the McKinney-Vento Homeless Assistance Act, and under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), the school shall coordinate the provision of services under this subtitle with the provision of programs for children with disabilities served by that school and other involved local educational agencies.

**Comparable Services**

Each homeless child or youth to be assisted shall be provided services comparable to services offered to other students in the school, including:

- Transportation services, if any.
- Educational services for which the child or youth meets the eligibility criteria.
- Programs in career and technical education.
- Programs for gifted and talented students, if any.
- School nutrition programs.
Coordination

Each school shall coordinate—

- the provision of services with local social services agencies and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

- transportation, transfer of school records, and other interdistrict activities, with other local educational agencies.

Coordination Purpose

The coordination required shall be designed to

- ensure that homeless children and youths are promptly identified;

- ensure that all homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and

- raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

Denial of Admission

In the case of a chicken pox epidemic in the school's population, the Superintendent may deny admission to a student who has been exempted from the chicken pox immunization requirement. The following methods are prescribed whereby the academic standing of a student who is denied admission during a chicken pox epidemic is preserved:

Principal’s determination, the parent(s) or legal guardian(s) or the involved Board(s) of Education may appeal to Department of Education for determination.

Written Notification of Eligibility, School Selection or Enrollment Decision

Date: ______________________

Name of person completing this form: ________________________________________________________________

Title of person completing this form: ________________________________________________________________
Name of local liaison: ________________________________________________________________

Phone number: _______________________ Email: _______________________________________

In compliance with 42 U.S.C. § 11432(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the School is providing its written decision to:

Name of Parent(s)/Guardian(s):

_______________________________________________________________________________

Name of Student(s): ________________________________________________________________

After reviewing your request regarding eligibility, school selection or enrollment in [insert school name], the following decision has been made concerning the student/s listed above:
Parents, guardians and youth have the following rights:

- You have the right to appeal this decision by completing the appeal form or by contacting your school district’s local homeless education liaison.
- The student listed above has the right to enroll immediately or remain enrolled in the requested school pending the resolution of this dispute.
- You may provide written or verbal communication(s) to support your position regarding the student’s enrollment in the requested school.
- You may seek the assistance of advocates or an attorney.
- You may contact the state coordinator for Homeless Education if further help is needed or desired. A copy of our state’s dispute resolution process for students in transition is attached. The state coordinator is:

  **Susannah Wayland**

  State Homeless Education Coordinator

  Phone: (614) 387-7725

  Fax: (614) 387-0963

  Email: HomelessEducation@education.ohio.gov

**Ohio Department of Education Dispute Resolution Process Checklist**

Before filing an appeal with the Ohio Department of Education have you:

1) Completed your district entire local dispute resolution procedures; and
2) Worked with your district or local homeless liaison in completing both the local and state dispute resolution process. Your local liaison should be able to provide you with relevant information to
guide you through the state-level dispute resolution process. Assistance may include a list of legal and advocacy service providers, providing the contact information for the state coordinator for Homeless Education, recording the family’s experience and preparing the appeal on your behalf. Find more information regarding the roles and responsibilities of the district’s local liaison in the Ohio Department of Education’s McKinney-Vento Guidance.

The following is a list of steps to follow when filing an appeal with the Ohio Department of Education:

1) The parent or unaccompanied youth who received the decision or the local liaison shall send the appeal to the state coordinator for Homeless Education at the Ohio Department of Education. After an appeal is sent, the local liaison should follow up with a phone call to the state homeless coordinator.

2) The state coordinator for Homeless Education will investigate the complaint, which may include contacting those involved for additional information. After gathering the necessary information, the state coordinator for Homeless Education will present the evidence to the Ohio Department of Education.

3) The Ohio Department of Education will make a decision within 15 school days. The Department will provide the final decision to the district superintendent, building principal, local liaison, and parent, guardian or unaccompanied youth. The letter communicating the decision will be easy to understand and, translated to the family’s dominant language. The Department’s determination is final and all parties shall adhere to it.

S35- Use of Medication Policy

Rev: February 2018

The Governing Authority shall not be responsible for the diagnosis and treatment of Student illness. The administration of prescription medication and/or medically-prescribed treatments to a Student during school hours will be permitted only when failure to do so would jeopardize the health of the Student, the Student would not be able to attend School if the medication or treatment were not made available during school hours, or if the Student is disabled and requires medication to benefit from his/her educational program.

For purposes of this Policy, “medication” shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies. “Treatment” refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

All medication shall be administered by the School Nurse or a designated trained school staff.

Asthma Inhaler and EPI-PEN medication

Students are permitted to possess and use a metered dose or dry powder Asthma Inhaler to alleviate or prevent asthmatic symptoms. A student is permitted a student to carry and use an epinephrine injector to treat anaphylaxis (an intense allergic
reaction) aka epi-pen. Written approval must be obtained from the student's physician, and, if the student is a minor, from the student's parent.

The physician's written approval must include the following information:

- The name and address of the student;
- Name of the student's teacher;
- The name and dose of the medication contained in the inhaler or auto injector;
- The name of the drug and the dosage to be administered;
- The times or intervals at which each dosage of the drug is to be administered;
- The date the administration of the drug is to begin;
- The date the administration of the drug is to cease (if applicable);
- Acknowledgement that the prescriber has determined that the student is capable of possessing and using the auto injector or inhaler appropriately and has provided the student with training in the proper use of the auto injector or inhaler;
- Any severe adverse reactions that should be reported to the prescriber;
- One or more phone numbers at which the prescriber can be reached in an emergency;
- Special instructions for administration of the drug by the student;
- Written instructions outlining procedures to follow if the medication does not provide adequate relief;
- A list of adverse reactions that may occur to a child for whom the medication was not intended who uses the medication;
- At least one emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency; and
- Any other special instructions.

The School must have the above stated documentation provided by the physician and parent or guardian if the student is a minor in order to allow a student to use an Asthma Inhaler or epinephrine auto injector or any other necessary self-administered medication. It is the student's responsibility to come to the office to receive medication. Medication will be received at school in the container in which prescribing physician dispensed it or other licensed professional. Medication and dosage listed on the label must be identical to the authorization form. Parents are responsible for keeping a record of the amount of medication at school and for sending more when needed. All medication remaining in the building after the last day of school will be discarded.

The student may self-administer the medication or, in an emergency situation a school employee may administer it to the student. The school employee will request assistance from an emergency medical service provider whenever a student is administered epinephrine at a public or chartered nonpublic school or at an activity, event, or program sponsored by the school or in which the school is a participant.

The School nurse and/or health aide will administer all medication when possible.

If these conditions are satisfied, the Student may possess and use the auto injector or inhaler at School or at any activity, event, or program sponsored by or in which the Student’s School is a participant.

A community school, a member of a community school governing authority, or a community school employee or contractor is not liable in damages in a civil action for injury, death, or loss to person or property that allegedly arises from an act or omission associated with procuring, maintaining, accessing, or using an inhaler under this section, unless the act or omission constitutes willful or wanton misconduct.
This Policy does not eliminate, limit, or reduce any other immunity or defense that a School, member of a School Board (Governing Board, Governing Authority or Board of Trustees), or staff or employee may be entitled to under the common law of this state.

S36- Preservation of Academic Standing

In the case of a chicken pox epidemic in the school's population, the Superintendent may deny admission to a student who has been exempted from the chicken pox immunization requirement. The following methods are prescribed whereby the academic standing of a student who is denied admission during a chicken pox epidemic is preserved:

1) The Principal will arrange for the plans, textbooks, and supplies to be provided to the parent(s) for use during the term of the student's denial of admission. S/He will also serve as a liaison between the parent(s) and the student's regular classroom teacher(s). As such, s/he will also coordinate with the student's teacher(s) and parent(s) the necessary documentation of work assigned and completed and the successful return of the student to the school setting.

2) When a student is denied admission during an epidemic, the teacher should prepare activity assignments in the general subject area which the student can work at on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill.

3) The teacher should keep a record of the activity assignments and work completed for communication with the parent(s) and for grading purposes.

4) With the approval of the principal, the teacher may implement Independent Study for a student who has been denied admission during an epidemic.

5) Whenever a principal is notified that an identified student with disabilities will be denied admission, s/he should contact the Director of Student Services to arrange for that student's I.E.P. Team to be convened and the IEP revised accordingly. Homebound Instruction should be followed if so designated by the I.E.P. Team.

6) The principal shall make sure that the academic standing of a student who is denied admission during a chicken pox epidemic is preserved. The denial of admission will cease to exist when the Director of the State Department of Health notifies the Principal that the epidemic no longer exists.

S37- Visitor and Guests

Revised on August 2020

Visitors for educational reasons are welcome at the School. Visitors, including parents, must register with the office when they arrive and are required to wear visitor identification. Do not bring guests to the school without prior arrangements. PLEASE NOTE: that the School has the right to prohibit visitors at any time that it deems necessary, in the Administrator's sole discretion, to protect the health, safety and well-being of the students and staff.

The Board of Directors believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or cause anxiety concerning his/her physical well-being is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

As part of the policy of the school to maintain a safe environment for students, faculty, administrators and the general public, the following criteria are hereby established:

1) All persons must report to the school office to make their presence known and obtain a pass to be in the school.
2) All persons entering the school property, building or offices must act in a nonthreatening manner. Disruptive or threatening behavior will be considered a threat to the safety of school students and staff as set forth in point 4 below.

3) Any meetings with school staff, teachers or students must be scheduled within a reasonable time, but not less than one school day and approved by the school director or designee except in the case of emergency, in which case the school office must be contacted in order to make arrangements to handle the emergency.

4) Anyone with unsupervised contact with children will need a background check done.

5) Actions such as shouting or confrontation of students, administrators, employees or other persons on or in the school property are not allowed, since they represent a possible threat to safety.

   a) Actions of this type will result in a request for that person to leave the school property.
   b) In the case of repeated incidents of this nature, such persons may not return to the school property.
   c) In the case of extreme and/or continued disturbances, the local legal authorities may be called and such person may be charged with disorderly conduct.

S38- Volunteer Requirements

It is the policy of the School to conduct criminal background checks of all individuals who would like to provide services in our school or to serve as volunteers who work with students in our school or who accompany students on school sponsored activities.

In an effort to raise the awareness of visitors/volunteers/vendors about the importance of every student’s privacy, the School requires all volunteers/visitors to keep in mind that observations or information about students obtained as a result of visitors/volunteers/vendors efforts should be treated as confidential. Observations should not be shared with others. Under no circumstances should information including the names of students and/or photos of students be posted on non-district approved websites, including social networks such as Facebook, Instagram, and Twitter. By volunteering/visiting, you agree to respect the privacy of the students you observe.

S39- Peanut/ Food Allergy

House Bill 1 directed Ohio school districts to put in place a policy safeguarding students from peanut or other food allergies. Ohio Revised Code Sec. 3313.719: The board of education of each city, local, exempted village, and joint vocational school district and the governing authority of each chartered nonpublic school shall establish a written policy with respect to protecting students with peanut or other food allergies. The policy shall be developed in consultation with parents, school nurses and other school employees, school volunteers, students, and community members.

Upon admission to the School, the school nurse will do the following in approach to food allergies:

1. Review the medical emergency release form, completed by the student’s parent / guardian, for documentation about food allergies.
2. Talk to the newly enrolled student and inquire about food allergies.
3. Contact the parent / guardian if further details about food allergies are needed.

If the student has a known food allergy and the school nurse is aware, the school nurse will:

1. Place a symbol as a medical alert symbol in the computer, on the main Concept Student Information System (CSIS), page of that student, with explanation available when the user clicks on the symbol.
2. Inform the cafeteria staff and/or dietary supervisor. This information will include the name of the student and the type(s) of food allergy.
3. Update in writing the current list of students with food allergies and provide a copy of this to the cafeteria.

The cafeteria staff will mark the food allergy on the computer screen of that student, which is visible at the cashier at the time of the student’s check-out in the food service line. If the student has a food item on their tray that contains the known allergen, the student shall be refused to be served that item and will be offered other alternatives.
S40- Student Restraint

Rev. June 10, 2017

Every effort should be made to prevent the use of restraint and for the use of seclusion. A non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

The School believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. In the event that an individual’s behavior presents a threat of imminent harm to self or others, the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort.

Definitions:

Positive Behavior Interventions and Support
A school-wide systematic approach to embed evidence-based practices and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish re-occurrences of challenging behaviors and teach appropriate behavior to students.

Physical Restraint
The use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint.

1) Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate.

2) Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
   a) To break up a fight;
   b) To knock a weapon away from a student’s possession;
   c) To calm or comfort;
   d) To assist a student in completing a task/response if the student does not resist the contact;
   e) To prevent an impulsive behavior that threatens the student’s immediate safety (i.e. running in front of a car).

Seclusion
The involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout.

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

Requirements for the use of Restraint:

Given an immediate risk of physical harm to the student or others and no other safe and effective intervention are possible, if physical restraint is applied the staff must;

- Implement in a manner that is age and developmentally appropriate;
Ensure safety of other students and protect the dignity and respect of the student involved. Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;
- The least amount of force necessary should be used, for the least amount of time necessary;
- be appropriately-trained;
- continually observe the student in restraint for indications of physical or mental distress;
- If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, appropriate emergency contacts shall be made according to district crisis policy;
- Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;

Following the use of physical restraint, the individual should be assessed for injury or psychological distress and monitored as needed following the incident.

Complete all district required reports and document staff’s observations of the student.
- The district Incident Report shall be completed upon occurrences of physical restraint or seclusion.
- Completion of the form must occur during the same day of incident.
- A copy must be made available to parent/guardian within 24 hours.
- Additionally, staff should attempt to contact parent/guardian during the same day of incident.
- De-brief, include all involved staff, student and parents; evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs;
- Debrief utilizing the district's Incident Report.
- A copy of the form must be sent to building administration.
- During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and/or a Behavior Intervention Plan must be completed.

Prohibited Practices for Use of Restraints:

Staff members are not to use any physical restraints for which they have not been trained by the district. Staff members are not to use any unauthorized physical restraints.
This includes but is not limited to:
- Prone restraint;
- Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and or neck of the student;
- Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
- Uses pressure point, pain compliance, or joint manipulation techniques;
- Corporal punishment;
- Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
- Child endangerment, as defined in section 2919.22 of the Revised Code;
- Deprivation of basic needs;
- Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301-37-10 of the Revised Code;
- Chemical restraint;
- Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
- Using other students or untrained staff to assist with the hold or restraint;
- Securing a student to another student or fixed object;
- Aversive behavioral interventions; or
- Seclusion in a locked room or area.

Requirements for Use of Seclusion:

Given a threat of immediate risk of physical harm to the student or others, as outlined in Board Policy, the following principles must always be applied:
1) A room or area used for seclusion must:
   a) Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
   b) Not be locked.

2) Staff must implement in a manner that is age and developmentally appropriate;
   a) Ensure safety of other students and protect the dignity and respect of the student involved;
   b) The least amount of time necessary;
   c) Be appropriately-trained;
   d) Staff must continually observe the student for the duration of the seclusion.

3) If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted.

4) Seclusion ceases when the immediate risk of physical harm to self or others has dissipated;
   a) Upon each use of seclusion, the student shall be assessed for injury or psychological distress and monitored as needed following the incident.
   b) Complete all required reports and document staff’s observations of the student;
   c) Conduct a de-briefing, utilizing the School’s Incident Report, include all involved staff, to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs. (This may also include a debriefing with the student and parent.)
   d) During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and Behavior Intervention Plan must be completed.

5) The Incident Report is to be completed upon occurrences of physical restraint or seclusion.
   a) Completion of the form must occur during the same day of incident.
   b) A copy must be made available to parent/guardian within 24 hours.
   c) Additionally, staff should attempt to contact parent/guardian during the same day of incident.

Prohibited Practices for Use of Seclusion:

1) Use of seclusion in any environment that does not meet the above criteria.

2) Child endangerment, as defined in section 2919.22 of the Revised Code;

3) Deprivation of basic needs;

4) Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301-37-10 of the Revised Code;

5) Seclusion shall not be used:
   a) As a form of discipline/punishment;
   b) As a means to coerce, retaliate or in a manner that endangers a student;
   c) For the convenience for staff;
   d) As a substitute for an educational program;
   e) As a substitute for less restrictive alternatives;
   f) As a substitute for inadequate staff; and/or
   g) As a substitute for positive behavior supports or other crisis prevention.

Reporting and Notification:

1) Any incident of seclusion or restraint shall be immediately reported to building administration and the parent.

2) Any incident of seclusion or restraint shall be documented in a written report that is made available to the parent within twenty-four hours and that is maintained by the school, in the student file.
3) The School shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the department.

**Training and Professional Development**

1) The School will ensure that an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques.

2) The School will maintain written or electronic documentation on training provided and lists of participants in each training.

3) All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and the School's policies and procedures regarding restraint and seclusion.

4) The School will have a plan regarding training student personnel as necessary to implement positive behavior intervention and supports on a system-wide basis.

**Monitoring:**

1) The School shall monitor the implementation of this policy and the School procedures.

2) These policies and subsequent procedures shall be accessible on the School’s website.

3) The School shall be responsible for notifying all parents annually of its policies and procedures concerning seclusion and restraint.

**Complaint:**

1) The School will create a complaint procedure.

2) Parents will present written complaints to the Principal to initiate a complaint investigation by the School regarding an incident of restraint or seclusion; and

3) The School will respond to the parent’s complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.

4) The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

5) In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K) (4)-(6).

6) Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including: A pattern of challenging behaviors that are related to the student’s disability;

   - Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);
   - Whether the FBA and PBSP are appropriate;
   - Whether the student’s behavior and interventions are addressed or should have been addressed in the IEP; and
   - Whether staff has been sufficiently trained in de-escalation and restraint techniques.
S41- Third Grade Reading Guarantee

State law requires that each school district in Ohio annually assess reading skills for students in kindergarten, first, second and third grades by September 30. The student's classroom teacher will be involved in the assessment, and s/he will identify students reading below grade level.

For purposes of this policy, the following definitions shall apply:

- **On-track** shall mean that students are reading at grade level for the previous academic year by September 30. On-track in September means students are at grade level in reading for the previous academic year because students have not received sufficient instruction and exposure to current grade-level content by September.

- **Not on-track** shall mean any student who is not reading at grade level by September 30 based on the previous end of year standards and expectations.

**TESTING:**

The English Language Arts (“ELA”) assessment used by the School shall be the ODE Screening Measure or an alternative assessment chosen from a list of approved diagnostic assessments issued by the Ohio Department of Education (“ODE”). The School shall designate the assessment to be used.

The previous year’s screening measure addresses the end of year expectations of the previous year’s standards; the current grade-level short screener addresses end-of-year expectations of the current grade level and determines whether students are already performing at current grade level. If the School chooses to administer both the previous year’s screening measure and current grade-level short screener measure, the School should take the higher of the two to determine On-track status.

**NOTIFICATIONS AND RESPONSIBILITIES:**

- The School shall do the following for each student identified as being Not on-track, and therefore having reading skills below grade level:
  1. Provide the parent or guardian notice, in writing, which shall include all of the following:
     a. Notification that student has been identified with substantial deficiency in reading;
     b. A description of current services being provided to the student;
     c. A description of proposed supplemental instructional services and supports that will be provided to student;
     d. Notification that if student attains a passing score on the required state mandated test including the Ohio Achievement Assessment (or replacement) the student will be retained in third grade (unless exempt from requirements as identified herein); and
     e. Notification that the OAA (or its replacement) is not the sole determinant of promotion and additional evaluations and assessments are available.
  2. Following the identification of a student’s reading deficiency, the School shall, pending development of the student's reading improvement and monitoring plan, immediately provide appropriate reading interventions to every student identified as being Not on-track, targeted at the student's identified reading deficiency. Intervention services shall use research-based strategies shown to be successful in improving low-performing readers. If a student has already been retained by the Third-Grade Reading Guarantee, the interventions must include at least 90 minutes of reading instruction per day.

Students entering the third grade after July 1, 2013 and identified as not on-track shall be assigned to a teacher who has at least one year of teaching experience and who meets other applicable criteria established by law, which includes, but is not limited to, either passed a reading instruction test or has a reading endorsement on their teacher’s license.
READING IMPROVEMENT AND MONITORING PLAN

The School shall develop a Reading Improvement and Monitoring Plan (“RIMP”) within 60 days of receiving the results of the diagnostic assessment for each student required to be provided intervention services. The parent or guardian and classroom teacher shall be involved in developing the RIMP. The RIMP shall include the following:

1. Identification of the student's specific reading deficiency.
2. A description of proposed additional instructional services and support that will be provided to target the student's identified reading deficiency.
3. Opportunities for a student's parent/guardian to be involved in instructional services.
4. Process for monitoring the implementation of the student's instructional services.
5. Reading curriculum during school hours that:
   a. Assists students to read at grade level;
   b. Provides scientifically based and reliable assessment;
   c. Provides initial and ongoing analysis of reading progress.
6. Statement indicating that the student may be retained unless the student attains an appropriate level of reading competency by the end of Grade 3.

The remediation services selected for students that have a RIMP shall be based on the judgment of the student’s teacher and parents. The remediation services identified in the RIMP may cease once a student is determined to be on-track.

RETENTION:

Beginning with students entering the third grade in 2013-2014 school year, the School shall not promote to fourth grade any student who scores below the designated level on the required state mandated test including the Ohio Achievement Assessment (or replacement). The following students are exempt from these requirements:

1. Limited English Proficient students who have been enrolled in U.S. schools for less than 3 full school years and have less than 3 years of instruction in English as a second language program;
2. Special education students with an IEP that exempts the student from retention under the Third Grade Reading Guarantee;
3. Students who demonstrate an acceptable level of performance on an ODE approved alternative standardized reading assessment; or
4. A student with a disability entitled to special education services who received intensive remediation for two years and has been previously retained in any of grades kindergarten to three.
5. A student who received intensive remediation for two years and has been previously retained in any of grades kindergarten to three provided such student shall continue to receive intensive reading instruction in the fourth grade. The continued intensive reading instruction shall include an altered instructional day to accommodate reading interventions.

REMEDIATION SERVICES FOR RETAINED STUDENTS:

For each student retained, the School shall provide:

1. Intense Remediation Services (“IRS”) until the student is able to read at grade level.
   a. The IRS may include any of the following:
i. small group instruction,
ii. a reduced teacher/student ratio,
iii. more frequent progress monitoring,
iv. tutoring or mentoring,
v. transition classes containing 3rd and 4th grade students,
vi. an extended school day, week or year; or
vii. summer reading camps.

b. The IRS must include not less than 90 minutes of reading instruction daily.

2. Parents and/or guardians the option to receive applicable services from one or more outside providers which have been screened and approved by the School or ODE.

3. 4th grade instruction in a specific academic ability filed in which the student has demonstrated proficiency.

4. The opportunity for mid-year promotion of a student retained that demonstrates he/she is reading at or above grade level.

TEACHER QUALIFICATIONS:

Students entering the third grade after July 1, 2013 who have been retained or are on a RIMP shall be assigned to a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. The teacher holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;

2. Completed a master’s degree with a major in reading;

3. Rated “most effective” for reading instruction consecutively for the most recent two years based on State approved assessments of student growth

4. Has “above expected value added” rating in reading instruction for the most recent, consecutive two school years;

5. Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction;

6. Holds an educator license for teaching grades preK-3 or 4-9 issued on or after July 1, 2017.

A teacher that does not have at least one year of teaching experience may serve as the teacher of record as long as the teacher holds one of the qualifications and is being mentored by a staff member who meets the teacher qualifications and requirements.

DATA REPORTING

The Board has hired an Educational Management Organization (“EMO”) to operate the School and delegates to the EMO and/or its authorized employee/designee (“EMO”) the responsibility for complying with all information gathering requirements related to the Third Grade Reading Guarantee. The EMO shall report to ODE and the Board on the implementation and compliance with this Policy annually. In addition, the EMO shall keep necessary records to identify which students are On-track and Not on-track and the types of interventions provided.

SUMMER AND MID-YEAR PROMOTION

Summer Promotion:

A student will be eligible to advance to the fourth grade during the summer if:
1. The student earns the promotion score on the Ohio Achievement Assessment (or other state designated diagnostic assessment); or

2. The student earns a promotion score on an alternative assessment chosen by the School from a list of approved assessments issued by the State.

**Mid-Year Promotion**

Any student retained by the Third Grade Reading Guarantee Policy shall be eligible to be promoted during the school year in accordance with the School’s Promotion and Retention Policy.

**S42- School Safety Plan**

The safety of employees and Students includes preparedness and planning for possible natural and man-made disasters.

The Board authorizes a system of emergency preparedness which shall insure that the health and safety of Students and staff are safeguarded.

All threats to the safety of the School shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness.

The School shall develop procedures for the handling of school emergencies which include:

- a plan for the prompt and safe evacuation of any School building which shall be practiced monthly in fire drills conducted in accordance with law;
- the designation of appropriate locations to shelter students in case of tornado
- procedures for the safe dispersal of students from school property and, if necessary, a plan for the sequestration of students in a safe place other than the School
- procedures for the events of building lock downs
- design of a communications system
- instructions in safety precautions to be taken in case of tornado alert or warning
- procedures to follow whenever any employee becomes aware of an emergency or impending emergency
- cooperation with such local officials and agencies such as the fire marshal and law enforcement

**S43- Anti-Bullying, Anti-Harassment and Anti-Intimidation Policy**

I. Introduction

It is the policy of the School that any form of harassment, intimidation or bullying of any student on school property, on a school bus, or at school-sponsored events is expressly forbidden. Moreover, any student responsible for harassment, intimidation or bullying by an Electronic Act faces the possibility of suspension.

II. Definition of Terms

A. “Harassment, Intimidation or Bullying” means either of the following:

1. Any intentional written, verbal, graphic, physical or Electronic Act that a student or group of students exhibits toward another particular student more than once and the behavior both:
   
   a. Causes mental or physical harm to the other student; and
b. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

2. Violence within a dating relationship.

B. "Electronic Act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device or other electronic communication device.

III. Complaints

A. Written Complaints

1. Students, parents or guardians may file written reports regarding suspected Harassment, Intimidation or Bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected Harassment, Intimidation or Bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and shall be promptly forwarded to the Principal for review and action in accordance with Section IV.

B. Verbal Complaints

1. Students, parents or guardians may make verbal reports regarding suspected Harassment, Intimidation or Bullying. Such verbal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the alleged Harassment, Intimidation or Bullying, and the names of any potential student or staff witness. Such reports may be filed with any school staff member or administrator and the school staff member or administrator who receives a verbal complaint shall promptly document the complaint in writing, including the above information. Once documented, the school staff member or administrator shall promptly forward the report to the Principal for review and action in accordance with Section IV.

C. Protection of Person Filing Complaint

1. Individuals who make complaints as set forth above may request that their name be maintained in confidence by the School. The complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken without disclosing the source of the complaint.

D. False Complaint

1. It is a violation of this policy and procedure to knowingly report false allegations of Harassment, Intimidation, or Bullying. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

2. Making or corroborating false complaints will generally warrant disciplinary action against the perpetrator, however, whether and to what extent to impose disciplinary action (including, but not limited to detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the Principal.

IV. School Personnel Responsibilities

A. Teachers and Other School Staff

1. Teachers and other school staff who witness acts of Harassment, Intimidation or Bullying shall promptly notify the Principal or his/her designee of the event observed and shall promptly file a written
incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected Harassment, Intimidation, or Bullying shall promptly notify the Principal and/or his/her designee of such report(s). If the report is a written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Principal or his/her designee. If the report is a verbal complaint the teacher or other school staff shall prepare a written report of the verbal complaint which shall be promptly forwarded (no later than the next school day) to the Principal or his/her designee.

B. Principal Responsibilities

1. Investigation

   (a) The Principal or his/her designee shall be promptly notified of any written or verbal complaint of suspected Harassment, Intimidation or Bullying. Under the direction of the Principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of Harassment, Intimidation or Bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

   (b) Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

   (a) Verified acts of Harassment, Intimidation, or Bullying shall result in an intervention by the Principal or his/her designee that is intended to ensure that the prohibition against Harassment, Intimidation or Bullying is enforced, with the goal that any such prohibited behavior will cease.

   (b) Harassment, Intimidation or 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 or Bullying. While conduct that rises to the level of Harassment, Intimidation or Bullying, as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (including, but not limited to detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the Principal.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

   1. If after investigation, acts of Harassment, Intimidation or Bullying by a specific student are verified, the Principal or his/her designee shall notify the parent or guardian of any student involved in the prohibited incident. To the extent permitted by this policy, the Revised Code and the Family Educational Rights and Privacy Act of 1974, as amended, the parent or guardian shall have access to any written reports pertaining to the prohibited incident.

B. List of verified acts of Harassment, Intimidation or Bullying

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1. The Principal shall semi annually provide the President of the School Board a written summary of all reported incidents and post the summary on the School’s Web site, if one exists. The list shall be limited to the number of verified acts of Harassment, Intimidation or Bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

S44- Financial Literacy, College and Career Readiness Policy

School Board of Education believes in and supports the importance of teaching financial literacy and college and career readiness. The Board of Education believes that preparing students for post-secondary education, equipping them with the prerequisite skills needed for a successful career, and teaching students to become financially literate, including the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being, will position them for success in later life; therefore, The School Board of Education supports and believes strongly in the importance of teaching financial literacy and college and career readiness in both the middle grades (7 and/or 8).

S45- Career Advising Policy

Approved: October 10, 2015 (Dayton-Cin Schools)
Approved: October 17, 2015 (Columbus Schools)

The Board of Directors adopts this Career Advising Policy as of the date indicated above. This Career Advising Policy was adopted on the date indicated above and must be reviewed every two (2) years. It must be made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy must be posted in a prominent location on the School’s website.

The School shall:

1. Provide students with grade-level examples that link students’ schoolwork to one or more career fields by using curricula that may include, but is not limited to, the Career Connections Learning Strategies offered by the Ohio Department of Education.

2. Provide and document career advising to students in grades 6-12, which may include conversations with students regarding academic, career and social/emotional goals; student events; classroom instruction regarding possible career options or meetings with students and their parents/guardian

3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school. These activities include:

   a. Identifying students who are at risk of dropping out of school using a locally-based and research-based method developed with input from classroom teachers, guidance counselors and other appropriate school staff.

   b. Developing a Student Success Plan for each at-risk student that addresses the student’s academic pathway to successful graduation and the role of career technical education, competency-based education and experiential learning, when appropriate, in that pathway.

   i. Before the School develops a pupil’s Student Success Plan, School staff will invite the student’s parent, guardian or custodian to assist in developing the Plan. If that adult does not participate in the plan development, the School will provide to the adult a copy of the Student Success Plan, a statement of the importance of a high school diploma and a listing of the academic pathways to graduation available to the student. This Plan shall be documented and included in the student’s file.
ii. Following the development of a Student Success Plan, the School will provide career advising to the student that is aligned with his or her Student Success Plan, and the School’s plan to advise students.

4. Provide training for employees on how to advise students on career pathways, which may include, but is not limited to, training on the use of the tools available in Ohio Means Jobs K-12.

5. Develop, if applicable, multiple clear academic pathways through high school that students may choose to earn a high school diploma.

6. Identify and publicize information on courses that can award students both traditional academic and career-technical credit via a career technical center.

7. Make each student’s career advising documentation available to that student, the student’s parent, guardian or custodian, and any other school or college authorized by the student. The School will not otherwise release the documentation without the written consent of the student’s parent, guardian, or custodian, if the student is less than eighteen years old, or the written consent of the student, if he or she is at least eighteen years old.

8. Provide interventions for students who need remediation in mathematics and English language arts in order to prepare students for their transition from high school to their post secondary destination.

S46- Bed Bug Protocol

Bed bugs are a growing health, safety and welfare issue throughout Ohio, leading some Ohio school districts to implement bed bug policies. Infestation can result in a significant nuisance and disruption to the school learning environment and treatment can be difficult and costly for the school to implement. In order to prevent or manage an infestation and to avoid unnecessary over-reaction by students and parents, the school has developed the following bed bug protocol:

Suspected Bed Bug Infestation

When bed bugs are suspected or reported to be within the school building, busses or other school property, staff will immediately notify the school Principal who will take appropriate steps to investigate and treat the affected areas, including hiring professional exterminators when necessary in the Principal’s discretion.

If a student is suspected or reported to be one to the sources of bed bug infestation, staff will immediately notify the school Principal. Staff are directed to make such notification in a discrete and confidential manner so as to preserve the student’s confidentiality.

Under the Principal’s guidance the school staff will conduct an investigation to confirm any suspected bed bug infestation including an inspection of the student’s locker, personal belongings and person pursuant to the school’s search policy.

Under the Principal’s guidance, the school staff may conduct searches of students as they enter the school premises, pursuant to the school’s search policy.

Confirmed Bed Bug Infestation

If bed bug infestation is confirmed by the Principal, the school staff will implement the following stepped protocol:

First Incident

1. The parent of the student will be provided a copy of the school’s Bed Bug Protocol and reference materials that recommend methods to treat and remedy any infestation at home.
2. If bed bugs are found to be on the student’s clothing or personal belongings, the parent will be asked to bring in a spare outfit and other belongings. The student will be allowed to change in private and asked to place the affected clothing and belongings in a tied plastic bag to be taken home by the parent.

3. The student will be subsequently inspected for 1 week and, if infestation continues to occur, the above steps will continue to be followed.

Subsequent Incidents

1. In the event that beg bugs persist with a particular student, the school will report the problem to the local health department, children’s services department or other governmental agency as appropriate and necessary.

2. In the Principal’s discretion, the student may be excluded from school for a reasonable and appropriate period of time in order to prevent infestation of the school premises and avoid disruption to the school learning environment. Under such circumstances, classwork will be sent home and the student will be provided a reasonable opportunity to make-up such work after returning to school with the assistance of teachers and staff.

S47- Search Policy

The School hereby establishes a zero-tolerance policy concerning school violence, crime, and the possession or use of firearms and weapons on school grounds or at school functions.

In conjunction with the School policies, a “Search Policy” is hereby established. This Policy permits a search of any student and/or visitor who enters the school facility or grounds, or any student who attends any School activity, function, or event, regardless of whether the activity, function, or event is at the School. The administrative search authorized pursuant to this policy provides for the search and seizure of any firearm(s), weapon(s) and/or contraband found in possession or controlled by the individual searched, and/or in his or her possession which may include a person’s automobile if parked on School property and the appropriate search parameters are met. Illegal firearm(s), weapon(s) and contraband include any item(s) that are in violation of local, state or federal law, and/or in violation of any School Code of Conduct rule, policy, or guideline.

Nothing outlined in this policy restricts or limits School officials, School police officers, School security officers, or law enforcement (hereinafter known as the “Search Team”) from searching students or visitors where reasonable suspicion or probable cause, independent of an administrative search, exists to protect the health, welfare or safety of students. If a metal detecting device alerts to the presence of metal during the course of an administrative search, it gives rise to reasonable suspicion. This policy also outlines searches performed when reasonable suspicion exists where an administrative search has not been conducted.

I. ADMINISTRATIVE SEARCHES

A. GENERAL CONSIDERATIONS

1. The primary purpose of the metal detector searches is to locate any firearm(s), weapon(s) and/or contraband in order to provide a safe school environment for students, teachers, staff, and administrators. The primary purpose of the searches is not to collect evidence for criminal prosecution or to penalize students. However, law enforcement authorities will be summoned and may arrest the individual and seek criminal prosecution against an individual if a search reveals that the individual is in possession of any firearms(s), weapon(s) or contraband.

2. Administrative searches using a metal detector may be conducted randomly or may be at a set location, at locations at the school facility, on the school grounds, or at locations where a School activity, function, or event is held.
3. The searches will be conducted in the least intrusive manner so that individuals’ rights are balanced with the requirements of this policy. Administrative searches using a metal detector may be conducted by any member of the Search Team, regardless of gender, if the Search Team member has been trained to properly conduct searches using an approved metal detector. Pat-down searches will be conducted by an individual of the same gender as the individual being searched. Under no circumstances will a “strip search” be conducted by school officials pursuant to this policy. (School security personnel and law enforcement officials shall not be limited by this paragraph and shall follow appropriate training).

4. The Search Team will oversee any and all metal detector searches. The Search Team will be required to follow the policy with regard to administrative searches and will be required to address the discovery of firearm(s), weapon(s) or contraband as set forth within the search policy procedures.

5. The Search Team will be trained to conduct administrative and reasonable suspicion searches.

6. Nothing in this Policy shall limit the authority of a member of the Search Team or law enforcement official to search an individual or an individual’s possessions when reasonable suspicion or probable cause exists that the individual is in possession of an illegal firearm(s), weapon(s), or contraband.

7. All students and legal guardians are required to sign a written acknowledgement, prior to attending school, concerning this policy in addition to the School Student/Parent Contract. The acknowledgement will provide written notice to the student(s), parent(s) and legal guardian(s) of these terms.

8. Signs will be posted at the school facility notifying students and visitors that any student or visitor is subject to random administrative searches.

B. SEARCH PROCEDURE

1. All students and visitors entering the School facility or grounds or any student in attendance at any School activity, function, or event regardless of whether the activity, function, or event is at the School facility or grounds are subject to a walk-through and/or hand-held metal detector search for firearms, weapons, and/or contraband. The determination as to the random searches of students and visitors will be made pursuant to the procedures for conducting metal detector searches. The search will be random and will use neutral and even-handed criteria for determining individuals subject to the search.

2. No student or visitor shall be selected to be searched based solely upon his/her gender, race, ethnicity, physical appearance, manner of dress, or association with any particular groups of persons.

3. Pursuant to this Policy, members of the Search Team are prohibited from selecting a specific individual(s) to be searched without reasonable suspicion that the individual is in possession of a firearm, weapon, and/or contraband. This policy may not be used as a pretext to “single out” a particular individual or group of individuals.

4. Searches will be performed on random days, times, and locations. Advance notice of a search will not be provided.

5. Students and visitors to be searched will be advised that an administrative search is being conducted; will be advised of the procedures; and will have the opportunity to ask questions prior to the search.

6. Students and visitors may refuse to submit to the search.

7. No student/visitor selected to be searched will be allowed to enter or remain in the facility or on the grounds if the individual does not submit to the search. Search Team members shall immediately advise a school security officer and contact law enforcement when an individual objects to an administrative search.

8. The individual to be searched will be asked to remove any firearm(s), weapon(s), and/or contraband from his/her possessions before the search. These items will be placed in a designated container or space, in public view, until the search is completed. Any firearm(s), weapon(s), and/or contraband removed for the search will be confiscated and seized by a Search Team member.
9. Subsequent to the removal of items referenced above, students and visitors will be searched with a hand-held metal detecting device. For each individual searched, there will be a body scan for any firearms, weapons, and/or contraband. Any personal possessions (i.e., backpacks, briefcases, bags and containers) of the individual will also be scanned for firearms, weapons, and/or contraband.

10. Reasonable efforts will be made to avoid bodily contact with the individual being searched and the device.

11. If the hand-held metal detector alerts during the body scan, a Search Team member conducting the scan will direct the individual being searched to remove any remaining metal objects from his or her person or possessions and place the item(s) in the designated container. Any firearm(s), weapon(s), and/or contraband removed will be confiscated by the school police officer or security officer. A Search Team member will then conduct a second scan.

12. If the metal detector alerts to the presence of metal during the second scan, the individual will be subject to a pat-down search. This expanded search will be based on reasonable suspicion and include a limited pat-down of the area for which the device was activated. The search will be further expanded should the pat-down, or some other grounds for reasonable suspicion, indicate a concealed firearm(s), weapon(s), and/or contraband may be in the possession of the individual. Expanded or more intrusive searches will be conducted as outlined pursuant to the Reasonable Suspicion Searches section of this policy.

13. Any weapon(s) and/or contraband will be confiscated and seized by a Search Team member. Any item(s) confiscated during the search will subject the individual possessing the item(s) to discipline pursuant to school policy. Additionally, the student and/or visitor may be subject to criminal prosecution, including arrest, detention, and incarceration, where appropriate.

14. Any item(s) that is removed prior to the search that is not a prohibited item will be returned to the individual at the conclusion of the search.

15. If a student or visitor is subject to a medical condition, or pregnancy, that prevents or inhibits the use of a metal detector, the individual will be required to present proper documentation to the school Administrator or designee(s) when enrolling at the School or prior to an administrative search. If a student who is subject to an administrative search fails to provide proper documentation, the student will not be excused from an administrative search. This documentation will be verified and kept on file by the school Administration. Documentation will be valid for the current academic year, for the duration of the medical condition or pregnancy, or if the student or visitor has a terminal or permanent condition, until the end of the current academic year. For individuals providing proper documentation for a valid medical reason, administrative searches will be conducted pursuant to a pat-down search.

II. REASONABLE SUSPICION SEARCHES

A. GENERAL CONSIDERATIONS

1. Reasonable suspicion depends on the information and observations available to the school official in determining whether there is reasonable suspicion to conduct a search. Reasonable suspicion depends on both the content of information possessed by a school official and its degree of reliability. Both factors, the quantity and quality of the information and the degree of reliability, are considered with regard to the totality of the circumstances. All available information must be considered when evaluating whether there is reasonable suspicion to conduct a search. Thus, if the information available has a relatively low degree of reliability, more information will be required than if such information was more reliable.

2. Reasonable suspicion may exist independent of an administrative search. School officials may conduct searches of any student, at any time, if reasonable suspicion exists that would require a search to protect the health, welfare or safety of students or if the individual is in possession of a firearm(s), weapon(s), and/or contraband. Where reasonable suspicion is developed concerning the possession of a firearm(s), weapon(s) and/or contraband, an expanded or more intrusive search may be performed via a pat-down search.
3. Prior to conducting the search, the school administrator or designee(s), overseeing the search, will request the student sign a form consenting to the search. If the student refuses to consent, school officials retain the authority to conduct a search even though the student does not execute a consent form. The search will be limited to the basis of reasonable suspicion, i.e., information and/or observations obtained with regard to the individual’s possession of a firearm(s), weapon(s), and/or contraband or otherwise necessary to protect the health, welfare or safety of students.

4. When there is reasonable suspicion that an individual is in possession of a firearm(s), weapon(s), and/or contraband, school officials will contact the school police officer or security officer to conduct the search.

5. During the search, if other illegal contraband is found, the item(s) will be confiscated and seized by the school police officer or security officer. The individual possessing a firearm(s), weapon(s), and/or contraband will be subject to the discipline pursuant to school policy.

B. REASONABLE SUSPICION SEARCH PROCEDURE

1. A search based on reasonable suspicion involves a pat-down of an individual and/or a physical inspection of the individual’s possessions.

2. The pat-down search will be conducted at the school facility or on school grounds in an area that is a safe distance away from other students. If the search is to be conducted at a school activity, event, or function, the search will be conducted in an area that is a safe distance away from other individuals. The search will be conducted by a Search Team member of the same gender as the individual being searched, whenever possible. All searches will be witnessed by at least one other school official, in addition to the Search Team member conducting the search.

3. Where a reasonable suspicion search is conducted as the result of a metal detector activating, the search shall be conducted only in the area of the body for which the device is alerted. The search will include patting-down the exterior of the individual’s clothing for the limited purpose of discovering the item(s) which may have caused the metal detector to alert to the presence of metal. If the device alerts to the individual’s personal possessions, the possessions will be inspected and opened to determine the presence of a firearm(s), weapon(s), and or contraband.

4. If the Search Team member conducting the search observes or feels an object which may have caused the metal detector to alert, and there is a reasonable belief that the object may be a firearm(s), weapon(s), and/or contraband, the Search Team member conducting the search will ask the individual being searched to remove the item(s). If the individual refuses, the Search Team member has the authority to remove the item from the individual’s person or possessions without consent.

5. If the item(s) removed is determined to be what caused the metal detector to alert the search will cease, unless reasonable suspicion still exists. If reasonable suspicion exists sufficient to continue the search, the search will continue.

6. If the item(s) removed is determined to be what caused the metal detector to alert to the presence of metal, and no reasonable suspicion still exists, the search will cease. The individual and/or his/her possessions will then be re-scanned with the metal detector. If the device alerts again, the individual or his/her possessions will be subject to an additional search. If the device does not alert again, the search is complete.

7. If the removed item is a firearm(s), weapon(s), and/or contraband, it will be confiscated and seized by a Search Team member. Any item(s) confiscated during the search will subject the individual possessing the item(s) to discipline pursuant to school policy. Additionally, the student and/or visitor may be subject to criminal prosecution, including arrest, detention, and/or incarceration, where appropriate.

8. Any item(s) that is not prohibited as an illegal firearm(s), weapon(s), and/or contraband will be returned to the individual at the conclusion of the search. A Search Team member shall have the sole discretion with regard to the determination that the item(s) do not pose any threat to the health or safety of individuals within the facility and/or grounds.
**S48- Student Email Policy**

1. Students will be assigned an e-mail address in firstname.lastname@schooldomain, i.e. johndoe@horizondayton.org, if there is a duplicate firstname.lastname combination then numbers will be added, i.e. johndoe1@horizondayton.org.
2. All special characters will be removed from the students’ names.
3. This e-mail account will be used in all applications that require a login name to a system including but not limited to the SIS, local computer domain login, chromebook login, Measuring Up, etc.
4. These email accounts are meant for official school business, such as, emailing teachers or other students about school-related materials. These are not meant for students to use for unofficial non-school-related materials.
5. Any use of email will be consistent with other school policies, and local, state, and federal law.
6. All student Electronic Mail (email) accounts are property of the school. The user accepts all responsibility to understand the policy.
7. The primary purpose of the student electronic mail system is for students to communicate with school staff, outside resources, related school assignments, and fellow students to collaborate on school activities.
8. Use of the email system will be subject to the School's code of conduct and the code will be used for discipline purposes. Communication through the School's email system will exhibit common sense and civility. It will abide by the community's mode of acceptable behavior. Students are responsible for messages sent from their accounts. Students should not share their passwords.
9. Messages posted on the school's email system cannot cause disruption to the school environment or school operations.
10. The email system cannot be used to operate a personal business. The account may not be sold or otherwise reassigned.
11. Students will report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action. Students should not forward chain letters, jokes, or graphics files.
12. Students will not identify their home telephone numbers, or home addresses in any email correspondence.
13. Electronic mail sent or received is not confidential. Although the e-mail communication is not monitored constantly, the administration reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.
14. System administrators may create filters to scan for and eliminate viruses and large graphic files that are unrelated to the school school's operation.
15. Improper use of the system will result in discipline and possible revocation of the student email account. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
16. The Instructional Technology Department is responsible to ensure the efficient use of the electronic mail system. The interpretation of appropriate use and future revisions of this guideline are the responsibility of the Director of Instructional Technology.
17. If necessary, the school administration, at its discretion, may close the accounts at any time.

**S49- Bring Your Own Technology Policy**

**Purpose:**

Concept Schools use instructional technology as one way of enhancing skills, knowledge and behaviors of students. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to increase access to those 21st Century skills, the School will allow personal devices on our guest network and school grounds for students who follow the responsibilities stated in the Acceptable Use Policy and the Bring Your Own Technology (B.Y.O.T.) guidelines included in this Policy.
Personal devices may only be used in the classroom or on campus when specifically permitted by each teacher and in each teacher’s discretion. When permitted by a teacher, the use of personal devices by students is optional, and students who do not participate in B.Y.O.T. will not be penalized. The School may also offer alternate modes of participation.

An important component of B.Y.O.T will be education about appropriate online behaviors. The School will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe online behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices, including the Student Code of Conduct, Student Handbook policies, and Acceptable Use Policy. The use of technology is not a necessity but a privilege. When abused, privileges will be taken away. The Board does not sanction or authorize any use of technology that is not conducted strictly in compliance with this policy and accompanying guidelines. Users have no right or expectation of privacy when using technology (including, but not limited to, privacy in the content of their personal files, e-mails and records of their online activity while on the network and internet.

Device Types:
For the purpose of this program, the word “devices” will include: laptops, netbooks, cell phones, smart phones, iPods, iPads, tablets, and eReaders, regardless of whether the it is a personal device or School-owned device. Please note that Nintendo DS (and/or other gaming devices with internet access) is not permissible at this time.

Guidelines:
- Students and parents/guardians participating in B.Y.O.T. must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and all school Policies, particularly the Internet Acceptable Use.
- Each teacher has the discretion regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode, unless otherwise allowed by a teacher. Headphones may be used with teacher permission.
- Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Devices that have camera, video or recording capability are restricted from using those functions anywhere in the building or on School property at any time unless authorized in advance by the teacher.
- Devices may only be used to access Internet sites as permitted by a teacher and which are relevant to the classroom curriculum.
- Students shall not access social media for personal use from the School’s network, but shall be permitted to access social media for educational use in accordance with their teacher’s approved plan for such use.
- Devices may not be used at any time to:
  - Store or transmit illicit materials;
  - Store or transmit personal information regarding any student, including themselves.
  - Store or transmit proprietary information belonging to someone else; or
  - Harass or cyberbully others;

Students and Parents/Guardians acknowledge that:
- The school’s network filters will be applied to a device’s connection to the Internet and any attempt to bypass the network filters is prohibited and subject to discipline.
- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct, this policy, the Acceptable Use Policy or any other School policy. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Printing from personal devices will not be possible at school.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted.
- The School reserves the right to disconnect devices or disable services without notification.

Lost, Stolen, or Damaged Devices:
Each user is responsible for and assumes all risk of his/her own device and should use it responsibly and appropriately. The School takes no responsibility for stolen, lost, or damaged devices, misuse of the device, unauthorized use, or lost or corrupted data on the device. While school employees will help students identify how to keep personal devices secure,
students will have the final responsibility for securing their personal devices. Please check with your homeowner’s policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

**Usage Charges:**
School is not responsible for any possible device charges to your account that might be incurred during approved school-related use.

**Network Considerations:**
Users should strive to maintain appropriate bandwidth for school-related work and communications. All users will use the “Guest” wireless network to access the Internet. School does not guarantee connectivity or the quality of the connection with personal devices. The School’s Technology department is not responsible for maintaining or troubleshooting student tech devices.

To the extent practicable, technology protection measures (or “Internet filters”) are used to block or filter Internet access to, or other forms of electronic communications containing, inappropriate information. Filtering, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors. The filter serves to block minors from accessing inappropriate matter on the Internet and the World Wide Web. Parents are advised that regardless of the protections put in place, a determined user may be able to gain access to resources that have not been authorized for educational purposes. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action. During the course of the school year, additional rules regarding the use of personal devices may be added.

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**S50- Section 504 Policy**

*Added November 15*

I. Policy Statement

It is the policy of the Board of Education to provide a free and appropriate public education to each qualified disabled student within its jurisdiction, regardless of the nature or severity of the disability. Consequently, it is the intent of Academy to ensure that students who are disabled within the definition of Section 504 are identified, evaluated, and provided with appropriate educational services. The due process rights of disabled students and their parents under Section 504 will be enforced.

II. Overview of Section 504

Section 504 of the Rehabilitation Act of 1973 is major federal legislation that impacts entities that receive federal funding. It is civil rights legislation for persons with disabilities, which is designed to prevent any form of discrimination based on a disability. Individuals with disabilities, who are otherwise qualified, are protected.

Section 504 states:

"No otherwise qualified person with a disability in the United States . . . shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal assistance"

Under Section 504, a person is considered "disabled" if that person

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities,
2. has a record of such an impairment, or
3. is regarded as having such an impairment. The first part of the definition relates to the nature of the disability itself.

A "physical or mental impairment" is defined as:
(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The second part of the definition relates to the impact of the disability or condition on a "major life activity." The act defines a "major life activity" as: "... functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working."

III. Eligibility for Services

Section 504 applies to persons considered to have a disability as defined in the Act. As a result, the question of eligibility is a critical issue. When determining the eligibility of individuals for Section 504 protections and services, the following questions must be addressed:

1. Is there a physical or mental disability?
2. If so, does it impair a major life activity?
3. If so, is the degree of impairment substantial?

IV. Student Identification and Referral Procedures

A. Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, or other certified school employee.

B. Academy will consider the referral, and based upon a review of the student's records, including academic, social, testing, and behavioral records, determine whether an evaluation under this procedure is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, Academy will inform the parents or guardian of this decision and of their procedural rights.

V. Student Evaluation

A. The purpose of a student evaluation shall be to determine eligibility for accommodations as a disabled person under Section 504.

B. Academy Section 504 evaluation procedures must ensure that:

1. Tests and other evaluation material have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer.

2. Tests and the evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

3. Tests are selected and administered so as to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills (except where those skills are the factors that the test purport to measure).

C. No final determination of whether the student is a disabled individual within the meaning of Section 504 will be made by Academy without informing the parent or guardian of the student concerning such proposed determination. Procedural safeguards as defined under Section VIII will be given to the parents/guardians.

D. With regard to a student who is determined to be disabled under Section 504 of the rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, Academy shall periodically conduct a re-evaluation of the student:

1. Prior to any significant level change in placement, e.g., Elementary to Secondary School;

2. If the student's parent or teacher reasonably request a re-evaluation; or

3. More frequently if conditions warrant.

VI. Placement
For students who have been identified as disabled within the meaning of Section 504, Academy shall determine what special general education accommodations are needed to ensure that the student receives a free, appropriate education.

A. In interpreting evaluation data and in making educational decisions, Academy shall:
   1. Draw upon information from a variety of sources including aptitude and achievement test, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.
   2. Ensure that all evaluation data is documented and carefully considered.
   3. Ensure that decisions are made by a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
   4. Ensure that the student is educated with non-disabled students to the maximum extent appropriate to meet the student's individual needs.

B. If Academy determines that the student is eligible for special education and related services under both the IDEA and Section 504 of the Rehabilitation Act of 1973, those services shall be delivered pursuant to an Individualized Education Program developed in accordance with IEP procedures of the IDEA.

C. If Academy determined that the student is disabled under Section 504 of the Rehabilitation Act of 1973, but does not also meet the definition of disabled under IDEA, Academy will determine, through a Section 504 committee meeting, whether the student requires services or modifications to his/her regular education program to allow the student's educational needs to be met as adequately as the educational needs of non-disabled students. The services or modifications recommended should be listed in writing in a Section 504 Accommodation Plan but not in an IEP.

D. Academy may also determine that no special education or Section 504 accommodations are appropriate. If so, the record of Academy proceedings will state the basis for the decision.

VII. Procedural Safeguards

With respect to actions regarding the identification, evaluation, or educational placement of a person who, because of a disability, needs or is believed to need special instruction or related services, the following procedural safeguards shall be provided:

A. Notice (written or oral) of any decision regarding the identification, evaluation, or educational placement of the student.

B. An opportunity for the parents or guardian of the student to examine relevant educational records.

C. A formal grievance procedure. (See Grievance Procedure)

*S51- Family Education Rights and Privacy Act of 1974 (FERPA) Policy

*Added November 15

Rev on 12/7/19

Notice of Rights Under the Family Educational Rights and Privacy Act ("FERPA") and Authorization to Release Student Directory Information

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible
student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs. Parents/Guardians and Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; and (2) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed, contracted, or volunteering at the School in an administrative, supervisory, academic or support staff position; including but not limited to, School employees (whether employed directly by the Board or by a third party on behalf of the Board); 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); a Board Member. 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, assisting with the college application procedure; 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 School has determined that the following have a legitimate educational interest in access to personally identifiable information contained in student's educational records: specified persons in Concept Schools (subject to the terms of contracts, or permissions granted to those entities).

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

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

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

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

The School must choose one of the following options and mark appropriate lines with an "X". 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

OR

____ X ______ HAS designated the following marked information as directory information ("X" applicable information below):

____ X____ Student's name
_______ Student's address
_______ Student's telephone number
_______ Student's date and place of birth
_______ Student's major field of study
_______ Student's participation in officially recognized activities or sports
_______ the weight and height of members of athletic teams
_______ dates of attendance
_______ awards received
_______ date of graduation

The School will use the designated directory information (if any) in the following manner [school check appropriate lines]

_______ all school related publications
_______ yearbook
_______ honor roll
_______ other recognition lists
_______ activity programs
_______ awards or awards ceremonies
_______ graduation programs
_______ sports
_______ student directory
_______ other
_______ all of the above

Officially designated directory information can also be disclosed to outside organizations unless parent(s)/guardian(s) have advised the School that they do not want their student’s information disclosed without their prior approval.

If you do NOT want the School to disclose directory information from your child’s education records without your consent, you must notify us in writing within ten days of your receipt of this notice.

The form below may be utilized for that purpose.

If the School has not designated directory information, no directory information will be released (see above).

Please do not make available my student’s directory information without my prior written permission.

Name of Student

____________________________________

____________________________________
Access by Military Recruiters/Institutions of Higher Education

Two federal laws require the School to provide military recruiters, upon request, with student names, addresses and telephone listings, unless parents have advised the School that they do not want their student’s information disclosed without their prior written consent. Similarly, state law requires the School to provide military recruiters, upon request, with the names and addresses of students in grades ten through twelve, unless parents have advised the School that they do not want such information disclosed.

Video Surveillance Notice

In order to protect School property, promote security and protect the health, welfare and safety of students, staff and visitors, the Board of Directors authorizes the use of video surveillance and electronic monitoring equipment on School property, and in School buildings and School buses. Video surveillance use will be limited to situations that do not violate the reasonable expectation of privacy as defined by law.

*S52- Gang Activity Policy

*Added December 15

The Board of Directors recognizes that a school must create a safe environment in which learning can take place. The presence of gangs within a school disrupts that environment by threatening the safety of the students in that building and causing disruption to the academic process. Gang activities also create an atmosphere of intimidation in the entire school community. In order to ensure safe and violence free schools, the Board of Directors hereby establishes the policy that gangs and gang activities are prohibited at the School, on School property or at School sponsored activities.

A. Definitions

"Gang" is defined as a group of two or more individuals who may share a unique name, identifiable marks or symbols, claim territory or "turf", associate on a regular basis, violate the school rules, or whose purposes include the commission of illegal acts or acts in violation of the School’s disciplinary rules.

A "school sponsored activity" includes any activity including, but not limited to athletic events, school social events, theater productions, vocal or instrumental competitions, interscholastic competitions, club meetings, club activities, field trips, and any other events sponsored, approved, recognized, associated with, or paid for in whole or in part, by the School. School sponsored activities include students arriving or departing from school property during school-sponsored activities.

B. Prohibited Activity

1. No student on or about school property or at any school sponsored activity shall wear, possess, use, distribute, display, or sell any clothing, medallions, or other jewelry, insignia, emblem, badge,
patch, symbol, sign, tattoo (whether permanent or temporary), scar or mark, hair style, or other
elements which identify a gang or which are evidence of membership or affiliation in any gang or
which otherwise disrupts the academic process.

2. No student on or about school property or at any school sponsored activity shall engage in
class, in the event that such conduct or speech is intended to cause

3. No student, on or about school property or at any school sponsored activity, shall use any speech
or commit any act or omission which is disruptive, intimidating, or threatening, including, but not
limited to, the following gang-related activities:
   a. Soliciting membership in, or affiliation with, any gang.
   b. Soliciting any person to pay for “protection” or threatening any person, explicitly or implicitly,
      with any other illegal or prohibited act.
   c. Painting, writing, tattooing or otherwise inscribing gang-related graffiti, messages, symbols,
      or signs, on school property or on the property of others during school sponsored activities.
   d. Engaging in violence, extortion, or any illegal act or other violation of school policy.
   e. Soliciting any person to engage in physical violence against any student or school
      employee or visitor (whether during a school sponsored activity or on the way to or from a school
      sponsored activity) or inciting others to act with physical violence.
   f. Copying or distributing any gang-related material on school property or at school sponsored
      activities.
   g. Marching, congregating, massing together with the intent to disrupt or intimidate, or when
      one has reason to believe that such conduct will arouse fear, alarm, resentment, anger, hostility, or
      violence. Such meetings or congregations are contrary to the purpose of the educational institution
      and will be considered trespassing. Such offense will be prosecuted.

4. Any student, while on school property, or at a school sponsored activity, who is found to be
recruiting another student for gang membership, or who is found to be threatening, insulting, or
intimidating another student into joining a gang or preventing another student from getting out of a
school, shall be suspended and/or recommended for expulsion from school.

5. Any person who is involved in a gang-related attack, or who threatens a gang-related attack, on a
student or school employee on school property, or at a school sponsored activity, shall be
immediately suspended and recommended for expulsion from school. The parents and students will
be held liable for damages and repair costs to buildings and school property which result from the
actions of the student who was involved in gang activity.

6. Students who violate this policy will be subject to the appropriate disciplinary action up to and
including suspension and/or expulsion. Students will be prosecuted to the fullest extent of the law for
any criminal conduct, including, but not limited to, trespassing, vandalism, or assault.

*S53- Student Diabetes Care Policy and Procedures

*Added June 16

The Board of Directors is committed to ensuring that each student enrolled in the School who has diabetes receives
appropriate and needed diabetes care in accordance with an order signed by the student's treating physician.

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The diabetes care to be provided may include any of the following:

A. checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
B. responding to blood glucose levels that are outside the student's target range;
C. in the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
D. administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
E. providing oral diabetes medications;
F. understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order;
G. following the physician's instructions regarding meals, snacks, and physical activity; and
H. administering diabetes medication, as long as the conditions described below are satisfied.

Within fourteen (14) days after the School receives an order signed by the student's treating physician, the School's principal or his/her designee shall deliver on behalf of the Board a standard letter informing the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes.

With regard to the administration of diabetes medication:

A. The diabetes medication may be administered by a school nurse, or in the absence of a school nurse, such medication can be administered by a school employee who has received training that complies with the Ohio Department of Education's training guidelines, and complies with the following additional requirements:

1. The training must be coordinated by a school nurse, or if the school does not employ a school nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes.
2. Any such training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the School receives a physician's order related to a student with diabetes.
3. Upon completion of training which meets the ODE training guidelines and the requirements described herein, the school employee shall be considered competent to provide diabetes care.
4. The school nurse, medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training.

B. If a student with diabetes enrolls in the School, the principal will distribute a written notice to each employee containing the following information:

1. A statement that the school is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care.
2. A description of the tasks to be performed.
3. A statement that participation is voluntary and that the school will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care.
4. A statement that training will be provided by a school nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care.
5. A statement that a trained employee will not be subject to disciplinary action by for providing care or performing duties to students with diabetes.
6. A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from providing
The school nurse and/or the school employee can only administer diabetes medication as described above if the requirements of the School’s Medication Administration Policy have been met. A student’s diabetes medication will be kept in an easily accessible location.

A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student’s physician’s order, during regular school hours and school sponsored activities only if:

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

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

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

By December 31 of each year, the principal or his/her designee will report to the Board and the Ohio Department of Education the following information regarding students with diabetes:

A. the number of students with diabetes enrolled in the School during the previous school year, and
B. the number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year.

*S54- Bloodborne Pathogen Control Policy

*Added June 16

The School is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 CFR 1910.1030, “Occupational Exposure to Bloodborne Pathogens.”

The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees. This ECP includes:

- Determination of employee exposure
- Implementation of various methods of exposure control, including:
  - Universal precautions
  - Engineering and work practice controls
  - Personal protective equipment
  - Housekeeping
- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

The purpose of this plan is to reduce the School employees’ risk of exposure to bloodborne pathogens such as human immunodeficiency virus (HIV) and Hepatitis B virus (HBV) through appropriate prevention and control measures.
Anyone can be exposed to infectious blood or bodily fluids. The greatest risk, however, is to employees who come into contact with sick or injured persons. These can include any school staff working directly with students. Also, any person providing first aid for cuts and scrapes. Bloodborne pathogens include the human immunodeficiency virus (HIV), which causes AIDS and the hepatitis B virus (HBV).

HIV attacks the body’s immune system and impairs its ability to resist diseases. The early symptoms of AIDS include fever, loss of appetite, weight loss, chronic fatigue, and skin rashes. In later stages of the disease a patient may develop certain types of cancer, pneumonia and other infections.

The hepatitis B virus is more infectious and wide spread than HIV. As with HIV, some people who are infected never become symptomatic. For those who do, however, the infection can lead to cirrhosis, and other chronic liver diseases and liver cancer.

The Building Administrator is responsible for assisting staff in implementation of the plan and for reviewing and updating the plan annually. A copy of this plan is available for employee use.

This Policy is in accordance with Chapter 4167 of the Ohio Revised Code 22.2.6 and analogous to OSHA Bloodborne Pathogens Standard, 29 CFR 1910.1030.

*S55- Mid-Year Promotion Policy for the Third Grade Guarantee

*Added on 10/15/2016 (Columbus Schools)
*Added on 10/29/2016 (Dayton Cin Schools)

If a student is retained in the third grade pursuant to the Third Grade Reading Guarantee, the student must meet the requirements set forth below in order to be promoted to the Fourth Grade mid-year.

Requirements for mid-year promotion:

1. The student must meet the NWEA promotion cut off score for the fourth grade based on the fall NWEA administration (if the student does not meet the fall NWEA promotion cut off score required to be promoted the student will remain in the third grade for the remainder of the school year). AND

2. The student must meet two (2) of the following three (3) criteria:
   a. A GPA of 3.0 or above in the current school year;
   b. A Star Reading level of a 3.2 or higher based on the fall administration;
   c. The student has less than 5 unexcused absences for the current school year.

Students being promoted will be placed in the Fourth Grade after the fall NWEA test session. No mid-year promotions will occur after the end of the first quarter.

*S56- Eye Protective Devices

*Added February 18, 2017

Students and staff of the school shall, when necessary, wear industrial quality protective eye devices when participating in potentially hazardous activities. These protective eye devices shall be worn in all situations outlined in ORC 3313.643, listed below:
Every student and teacher of a school, college, or other educational institution shall wear industrial quality eye protective devices at all times while participating in or observing any of the following courses: (A) Vocational, technical, industrial arts, fine arts, chemical, physical, or combined chemical physical educational activities, involving exposure to:

(1) Hot molten metals or other molten materials;

(2) Milling, sawing, drilling, turning, shaping, cutting, grinding, buffing, or stamping of any solid materials;

(3) Heat treatment, tempering, or kiln firing of any metal or other materials;

(4) Gas or electric arc welding or other forms of welding processes;

(5) Repair or servicing of any vehicle;

(6) Caustic or explosive materials;

(B) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards. Such devices may be furnished for all students and teachers, purchased and sold at cost to students and teachers, or made available for a moderate rental fee, and shall be furnished for all visitors to such shops and laboratories. Principal shall prepare and circulate to each public and private educational institution in this state instructions and recommendations for implementing the eye safety provisions of this section. The bureau of workers' compensation shall ensure compliance with this section. "Industrial quality eye protective devices" as used in this section, means devices meeting the standards of the American national standard practice for occupational and educational eye and face protection, Z87.1-1968, approved by the American national standards institute, inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the industrial commission.

*S57- Sealed Records Policy

*Added February 18, 2017

In the event that a court orders an individual’s juvenile court records sealed, the School shall deliver all original records pertaining to the order to the court and shall expunge any remaining records of the case that are maintained by the School and that are the subject of the sealing order. However, the Board acknowledges that it is permitted to continue to maintain records regarding an adjudication that an individual is a delinquent child that was used as the basis for the individual’s permanent exclusion from school, regardless of a court order to seal the record. In the event that the Board contracts with an individual or organization to manage the daily operations of the School (the "Operator"), the Board directs the Operator to implement administrative procedures for inspection, dissemination, maintenance, and destruction of said records that are consistent with law.

S58-Promotion and Retention policy

Rev on April 15, 2017
Rev on August 2020

HSA PRIMARY

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in
Based upon high expectations at HSA Primary, promotion from one grade to another in HSA Primary shall be based on the following criteria:

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

HSA COLUMBUS ELEMENTARY

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

In Kindergarten, 1st grade and 2nd grades, the principal recommends promotion or retention based upon input from teachers, a school psychologist, and appropriate others. Retention is viewed as another opportunity for growth at a particular grade level. While parents are consulted and involved before retention or acceleration is recommended, the decision is the responsibility of the principal with the right of appeal to the Superintendent. Student promotion is based on their letter grades in grades 3rd, 4th and 5th, as well as the teachers' overall yearly assessments. Students must have passing grades in at least three of the core subjects (English, Math, Social Studies, and Science).

The 3rd Grade Guarantee law states, "Schools cannot promote to fourth grade students who score below proficient on the state standardized assessment. Students scoring below the proficiency level, determined by the Ohio Department of Education, will be retained in grade 3 for the following school year." Students will also be assessed, via NWEA, in the Spring, as a secondary assessment, to aid in promotion. If a student in Grade 3 meets a score of 196 on this assessment, they will be promoted to Grade 4 for the following school year.

SUMMER AND MID-YEAR PROMOTION
Students not meeting the passing score on, either assessment, as determined by the Ohio Department of Education, will be required to attend 3rd grade summer camp, in order to be reassessed and considered for promotion to Grade 4.

Summer Promotion:

A student will be eligible to advance to the fourth grade during the summer if:

1. The student earns the promotion score on the Ohio Achievement Assessment (or other state designated diagnostic assessment); or
2. The student earns a promotion score on an alternative assessment chosen by the School from a list of approved assessments issued by the State.

Mid-Year Promotion

If a student is retained in the third grade pursuant to the Third Grade Reading Guarantee, the student must meet the requirements set forth below in order to be promoted to the Fourth Grade mid-year.

Requirements for mid-year promotion:

1. The student must meet the NWEA promotion cut off score for the fourth grade based on the fall NWEA administration (if the student does not meet the fall NWEA promotion cut off score required to be promoted the student will remain in the third grade for the remainder of the school year). AND

2. The student must meet two (2) of the following three (3) criteria:
   a. A GPA of 3.0 or above in the current school year;
   b. A Star Reading level of a 3.2 or higher based on the fall administration;
   c. The student has less than 5 unexcused absences for the current school year.

Students being promoted will be placed in the Fourth Grade after the fall NWEA test session. No mid-year promotions will occur after the end of the first quarter.

HSA DAYTON ELEMENTARY

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.
In Kindergarten and 1st grades, the principal recommends promotion or retention based upon input from teachers, a school psychologist, and appropriate others. Retention is viewed as another opportunity for growth at a particular grade level. While parents are consulted and involved before retention or acceleration is recommended, the decision is the responsibility of the principal with the right of appeal to the Superintendent.

Student promotion is based on their letter grades in grades 2nd, 3rd, 4th and 5th, as well as the teachers' overall yearly assessments. Students must have passing grades in all of the core subjects (English, Math, Social Studies, and Science).

The 3rd Grade Guarantee law states, "Schools cannot promote to fourth grade students who score below proficient on the state standardized assessment. Students scoring below the proficiency level, determined by the Ohio Department of Education, will be retained in grade 3 for the following school year." Students will also be assessed, via NWEA, in the Spring, as a secondary assessment, to aid in promotion. If a student in Grade 3 meets a score of 196 on this assessment, they will be promoted to Grade 4 for the following school year.

SUMMER AND MID-YEAR PROMOTION

Students not meeting the passing score on, either assessment, as determined by the Ohio Department of Education, will be required to attend 3rd grade summer camp, in order to be reassessed and considered for promotion to Grade 4.

Summer Promotion:

A student will be eligible to advance to the fourth grade during the summer if:
1. The student earns the promotion score on the Ohio Achievement Assessment (or other state designated diagnostic assessment); or
2. The student earns a promotion score on an alternative assessment chosen by the School from a list of approved assessments issued by the State.

Mid-Year Promotion

If a student is retained in the third grade pursuant to the Third Grade Reading Guarantee, the student must meet the requirements set forth below in order to be promoted to the Fourth Grade mid-year.

Requirements for mid-year promotion:

1. The student must meet the NWEA promotion cut off score for the fourth grade based on the fall NWEA administration (if the student does not meet the fall NWEA promotion cut off score required to be promoted the student will remain in the third grade for the remainder of the school year). AND

2. The student must meet two (2) of the following three (3) criteria:
   a. A GPA of 3.0 or above in the current school year;
   b. A Star Reading level of a 3.2 or higher based on the fall administration;
   c. The student has less than 5 unexcused absences for the current school year.
Students being promoted will be placed in the Fourth Grade after the fall NWEA test session. No mid-year promotions will occur after the end of the first quarter.

**HSA DAYTON DOWNTOWN**

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

In Kindergarten and 1st grades, the principal recommends promotion or retention based upon input from teachers, a school psychologist, and appropriate others. Retention is viewed as another opportunity for growth at a particular grade level. While parents are consulted and involved before retention or acceleration is recommended, the decision is the responsibility of the principal with the right of appeal to the Superintendent.

Student promotion is based on their letter grades in grades 2nd through 8th, as well as the teachers’ overall yearly assessments. Students must have passing grades in all of the core subjects (English, Math, Social Studies, and Science). If a student fails two elective/special courses (Computer, Art, Music, Health, Physical Education, Character Education, Foreign Language, etc.), that student will not be promoted to the next grade level.

Note: Special cases will be considered by school administration

The 3rd Grade Guarantee law states, "Schools cannot promote to fourth grade students who score below proficient on the state standardized assessment. Students scoring below the proficiency level, determined by the Ohio Department of Education, will be retained in grade 3 for the following school year." Students will also be assessed, via NWEA, in the Spring, as a secondary assessment, to aid in promotion. If a student in Grade 3 meets a score of 196 on this assessment, they will be promoted to Grade 4 for the following school year.

**SUMMER AND MID-YEAR PROMOTION**

Students not meeting the passing score on, either assessment, as determined by the Ohio Department of Education, will be required to attend 3rd grade summer camp, in order to be reassessed and considered for promotion to Grade 4.

**Summer Promotion:**

A student will be eligible to advance to the fourth grade during the summer if:

1. The student earns the promotion score on the Ohio Achievement Assessment (or other state designated diagnostic assessment); or

2. The student earns a promotion score on an alternative assessment chosen by the School from a list of approved assessments issued by the State.

**Mid-Year Promotion**
If a student is retained in the third grade pursuant to the Third Grade Reading Guarantee, the student must meet the requirements set forth below in order to be promoted to the Fourth Grade mid-year.

Requirements for mid-year promotion:

1. The student must meet the NWEA promotion cut off score for the fourth grade based on the fall NWEA administration (if the student does not meet the fall NWEA promotion cut off score required to be promoted the student will remain in the third grade for the remainder of the school year). AND

2. The student must meet two (2) of the following three (3) criteria:

   a. A GPA of 3.0 or above in the current school year;
   b. A Star Reading level of a 3.2 or higher based on the fall administration;
   c. The student has less than 5 unexcused absences for the current school year.

Students being promoted will be placed in the Fourth Grade after the fall NWEA test session. No mid-year promotions will occur after the end of the first quarter.

**HSA CINCINNATI**

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

In Kindergarten, 1st and 2nd grades, the principal recommends promotion or retention based upon input from teachers, a school psychologist, and appropriate others. Retention is viewed as another opportunity for growth at a particular grade level. While parents are consulted and involved before retention or acceleration is recommended, the decision is the responsibility of the principal with the right of appeal to the Superintendent.

Student promotion is based on their letter grades in grades 3rd through 8th, as well as the teachers' overall yearly assessments. Students must have passing grades in all of the core subjects (English, Math, Social Studies, and Science).

If a student fails two elective/special courses (Computer, Art, Music, Health, Physical Education, Character Education, Foreign Language, etc.), that student will not be promoted to the next grade level.

Note: Special cases will be considered by school administration.

The 3rd Grade Guarantee law states, "Schools cannot promote to fourth grade students who score below proficient on the state standardized assessment. Students scoring below the proficiency level, determined by the Ohio Department of Education, will be retained in grade 3 for the following school year." Students will also be assessed,
via NWEA, in the Spring, as a secondary assessment, to aid in promotion. If a student in Grade 3 meets a score of 196 on this assessment, they will be promoted to Grade 4 for the following school year.

SUMMER AND MID-YEAR PROMOTION

Students not meeting the passing score on, either assessment, as determined by the Ohio Department of Education, will be required to attend 3rd grade summer camp, in order to be reassessed and considered for promotion to Grade 4.

Summer Promotion:
A student will be eligible to advance to the fourth grade during the summer if:
1. The student earns the promotion score on the Ohio Achievement Assessment (or other state designated diagnostic assessment); or
2. The student earns a promotion score on an alternative assessment chosen by the School from a list of approved assessments issued by the State.

Mid-Year Promotion

If a student is retained in the third grade pursuant to the Third Grade Reading Guarantee, the student must meet the requirements set forth below in order to be promoted to the Fourth Grade mid-year.

Requirements for mid-year promotion:

1. The student must meet the NWEA promotion cut off score for the fourth grade based on the fall NWEA administration (if the student does not meet the fall NWEA promotion cut off score required to be promoted the student will remain in the third grade for the remainder of the school year). AND
2. The student must meet two (2) of the following three (3) criteria:
   a. A GPA of 3.0 or above in the current school year;
   b. A Star Reading level of a 3.2 or higher based on the fall administration;
   c. The student has less than 5 unexcused absences for the current school year.

Students being promoted will be placed in the Fourth Grade after the fall NWEA test session. No mid-year promotions will occur after the end of the first quarter.

HSA DAYTON HIGH

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in
A student’s promotion status is determined by the following measures in grades 6th -8th: 1. Students must have the passing grades (D- or above at the end of the year) in all four core subjects (Language Arts, Mathematics, Social Studies, and Science) 2. If a student fails two elective/special courses (Computer, Art, Music, Health, Physical Education, Character Education, Foreign Language, etc.), that student will not be promoted to the next grade level.

Note: Special cases will be considered by school administration.

Receiving Credit Policy: In order to receive credit for a course, a student must: Semester Long Course: Earn a passing grade of at least a D- or above as a final grade. Year Long Course: Earn a passing grade of at least a D- or above as a final grade. Midterm and final exams are each worth 10% of the student’s final grade. The student’s total GPA must equal 1.0 for the school year on a 4.0 scale.

A) Ninth Grade Promotion To be promoted from 9th to 10th grade, students must pass at least two of their core subject courses (Math, Science, English, and Social Studies) and must have successfully completed a minimum of 5 units of credit.

B) Tenth Grade Promotion

To be promoted from 10th to 11th grade, students must accumulate a total of six core subject credits (Math, Science, English, and Social Studies) and must have successfully completed a minimum of 10 units of credit.

C) Eleventh Grade Promotion To be promoted from 11th to 12th grade, students must accumulate a total of nine core subject credits (Math, Science, English, and Social Studies) and must successfully have completed a minimum of 15 units of credit.

**HSA COLUMBUS HIGH**

**HSA COLUMBUS MIDDLE**

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

Middle School students are required to pass all four-core courses in order to be promoted to the next grade level. The four core courses are English, Mathematics, Science and Social Studies. In order to pass a specific course the student’s average of four quarters must be at least “D-”. While all students are expected to pass all core classes (English, Math, Science and Social Studies), any student who receives one “F” in a core class may be promoted to the next grade level. This promotion will be based on student effort, improvement, teacher recommendation and Administration approval.
Any student who receives more than one “F” in a core class will be retained. Students may seek summer school options and must follow the summer school guidelines set by HSA.

All 8th grades students who successfully pass all of their classes will be promoted to High School and will be invited to the 8th grade commencement ceremony. Students who receive an “F” in one of their core classes will be promoted to High School, but will not be invited to the commencement ceremony. Any 8th grade student who receives more than one “F” in a core class will be retained and not be promoted to High School. Students may seek summer school options and must follow the summer school guidelines set by HSA.

HSA does not provide summer school. Students who are retained may seek summer school options or 28 HSA Columbus Middle School |ms.horizoncolumbus.org a tutor in an effort to be promoted. The student must provide proof of the completed 40 hours of summer courses which to be with an accredited program or tutor by the ODE to be promoted to next grade.

Elective and Foreign Language Classes may only be added or dropped within the first 2 weeks from the initial start date. All schedule change requests are subject to availability and the discretion of administration.

**Noble Academy Columbus**

*As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.*

In Kindergarten, 1st and 2nd grades, the principal recommends promotion or retention based upon input from teachers, a school psychologist, and appropriate others. Retention is viewed as another opportunity for growth at a particular grade level. While parents are consulted and involved before retention or acceleration is recommended, the decision is the responsibility of the principal with the right of appeal to the Superintendent.

Student promotion is based on their letter grades in grades 3rd through 8th, as well as the teachers' overall yearly assessments. Students must have passing grades in all of the core subjects (English, Math, Social Studies, and Science).

Note: Special cases will be considered by school administration.

The 3rd Grade Guarantee law states, "Schools cannot promote to fourth grade students who score below proficient on the state standardized assessment. Students scoring below the proficiency level, determined by the Ohio Department of Education, will be retained in grade 3 for the following school year." Students will also be assessed, via NWEA, in the Spring, as a secondary assessment, to aid in promotion. If a student in Grade 3 meets a score of 196 on this assessment, they will be promoted to Grade 4 for the following school year.

**Summer and Mid-Year Promotion**

Students not meeting the passing score on, either assessment, as determined by the Ohio Department of Education, will be required to attend 3rd grade summer camp, in order to be reassessed and considered for promotion to Grade 4.
Summer Promotion:
A student will be eligible to advance to the fourth grade during the summer if:
1. The student earns the promotion score on the Ohio Achievement Assessment (or other state designated diagnostic assessment); or
2. The student earns a promotion score on an alternative assessment chosen by the School from a list of approved assessments issued by the State.

Mid-Year Promotion

If a student is retained in the third grade pursuant to the Third Grade Reading Guarantee, the student must meet the requirements set forth below in order to be promoted to the Fourth Grade mid-year.

Requirements for mid-year promotion:

1. The student must meet the NWEA promotion cut off score for the fourth grade based on the fall NWEA administration (if the student does not meet the fall NWEA promotion cut off score required to be promoted the student will remain in the third grade for the remainder of the school year). AND

2. The student must meet two (2) of the following three (3) criteria:
   a. A GPA of 3.0 or above in the current school year;
   b. A Star Reading level of a 3.2 or higher based on the fall administration;
   c. The student has less than 5 unexcused absences for the current school year.

Students being promoted will be placed in the Fourth Grade after the fall NWEA test session. No mid-year promotions will occur after the end of the first quarter.

HSA SPRINGFIELD

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

Elementary (K-1) Promotion

The promotion of elementary students graded on a standards-based report card will be at the discretion of the classroom teacher in conjunction with building administrators.

All parents of elementary students at risk of being retained will be notified in writing no later than one week after the start of fourth quarter.
Middle Grades (2-8) Promotion

Based upon high expectations at Horizon Science Academy Springfield, promotion from one grade to another at Horizon Science Academy Springfield shall be based on the following criteria:

1. Students must earn an average grade of D (1.00) or above for the year in all four core subjects. The core subjects include: language arts, mathematics, social studies and science
2. Grading is based on a 4-point scale with point values as indicated in the student handbooks:

3. Exceptions may be considered in instances where a student fails no more than one (1) core subject if the student has earned a proficient or above score on all tested subjects of the state standardized tests and/or made sufficient progress on other measures of aptitude.

Retention policy

Students who are retained in alignment with the school’s promotion policy may take summer school and advance to the next grade in certain instances. Any student who fails more than two core courses, however, will not be considered for promotion or placement regardless of summer school credit.

Grading Scale

All classes at HSA will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98-100 = A+ 87 - 89 = B+ 77 - 79 = C+ 67– 69 = D+ 0 – 59 = F

93 - 97 = A 83 - 86 = B 73 - 76 = C 63 – 66 = D

90 - 92 = A- 80 - 82 = B- 70 – 72 = C- 60 – 62 = D-

HSA DENISON MIDDLE

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

Based upon high expectations at Horizon Science Academy Denison, promotion from one grade to another in Horizon Science Academy Denison shall be based on the following criteria:
1. Students must have the passing grades in all four of the following core subjects- this means that a student receiving an F in a core subject area for the year will be retained.
   1. Language Arts
   2. Mathematics
   3. Social Studies
   4. Science

AND half of the following courses when taken: Computer, Art, Music, Physical Education, and Foreign Language.

2. Students must have at least a cumulative grade point of 1.00 in a school year to pass a class.

Grading scale is based on a 4-point scale.

**Grade Pass/ Fail/Grade Point Value:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pass/ Fail</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A-</td>
<td>PASS</td>
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<tr>
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<td>PASS</td>
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</tr>
<tr>
<td>D</td>
<td>PASS</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
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</tr>
</tbody>
</table>

**HSA CLEVELAND MIDDLE**

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

Based upon high expectations at Horizon Science Academy Cleveland Middle School, promotion from one grade to another in Horizon Science Academy Cleveland Middle School shall be based on the following criteria:

1. Students must have the passing grades in all four of the following core subjects- this means that a student receiving an F in a core subject area for the year will be retained.

   1. Language Arts
2. Mathematics

3. Social Studies

4. Science

AND half of the following courses when taken: Computer, Art, Music, Physical Education, and Foreign Language.

2. Students must have at least a cumulative grade point of 1.00 in a school year to pass a class. Grading scale is based on a 4-point scale.

**Grade Pass/ Fail/Grade Point Value:**

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<thead>
<tr>
<th>Grade</th>
<th>Pass/ Fail</th>
<th>Grade Point</th>
</tr>
</thead>
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<tr>
<td>A-</td>
<td>PASS</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>PASS</td>
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<td>B</td>
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<td>C+</td>
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<td>1.00</td>
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<tr>
<td>F</td>
<td>FAIL</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Withdrawal Policy**

Withdrawing students must officially withdraw from school in order to receive the final grades. Until students are withdrawn officially students are recognized as regular students. Until the day of official withdrawal, a students’ attendance, assignments, quizzes, and exams will affect the students’ grades. The released grades will be the current grade when the official withdrawal form is submitted to HSACMS by the parent. If withdrawing students stay less than a semester in HSACMS no credit is given. Grades at the time of withdraw will be forwarded to the student’s enrolling district.

**Athletic Eligibility**

To be eligible to participate in sports offered by the School, the student must meet all eligibility requirements set out at the time of registration. Eligibility for each grading period is determined by grades received the preceding grading period. For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.
Athletic Eligibility is a privilege that may be revoked on the grounds of failure to comply with academic, behavior and/or attendance policies.

**Retention Policy**

Any student who fails a core course or two or more specials courses will repeat their present grade. HSACMS does not provide summer school and will not accept summer school from any other districts.

**Grading Scale**

All classes at HSA Cleveland Middle School will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

\[
98 - 100 = A+\quad 87 - 89 = B+\quad 77 - 79 = C+\quad 67 - 69 = D+\quad 0 - 59 = F
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93 - 97 = A\quad 83 - 86 = B\quad 73 - 76 = C\quad 63 - 66 = D
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\]

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

Grade promotion is independent of course passing. If students cannot get a passing grade in any of their courses, they need to retake the course.

Students’ grade level promotion will be determined by an academic evaluation by the Guidance Office at the end of each school year. Student attendance records, teachers’ recommendations and overall disciplinary records will also be part of the evaluation.

The evaluation will include, but not be limited to be the following criteria:

**Ninth Grade Promotion**
To be promoted from ninth to tenth grade, students must pass at least two of their core subject courses (Math, Science, English and Social Studies) and must have successfully completed a minimum of 5.0 units of credit.

**Tenth Grade Promotion**
To be promoted from tenth to eleventh grade, students must pass at least two of their core subject courses (Math, Science, English, Reading, and Social Studies) and must have successfully completed a minimum of 11 units of credit.

**Eleventh Grade Promotion**
To be promoted from eleventh to twelfth grade, students must have successfully completed a minimum of 19 units of credit and must be eligible to graduate according to graduation requirements.

**Graduation**
To be able to graduate from High School, students must complete required credits, 40 hours of community service learning, and a senior thesis.

Those who do fail to fulfill the requirements will not be able to walk on the stage at the graduation or receive their diplomas. Additionally, students must fulfill state mandated testing requirements for graduation.

The minimum requirements for graduation are as follows:

<table>
<thead>
<tr>
<th>Total of 27 Credits</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Social St</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>English I</td>
<td>English II</td>
<td>Earth &amp; ys. Science</td>
<td>World History</td>
<td>Technology (1) Fine Arts (1) PE / Health (1) Foreign Language from same language</td>
</tr>
<tr>
<td>Geometry</td>
<td>English III</td>
<td>Biology Chemistry</td>
<td>American History</td>
<td>Government Economics</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>English IV</td>
<td>Physics</td>
<td>History</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>re-Calculus</td>
<td>C</td>
<td>Other Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**
All classes will follow this standard scale for assigning letter grades for semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98 - 100 = A+  87 - 89 = B+  77 - 79 = C+  67 - 69 = D+  0 - 59 = F
93 - 97 = A 83 - 86 = B 73 - 76 = C 63 – 66 = D

90 - 92 = A- 80 - 82 = B- 70 – 72 = C- 60 – 62 = D-

Weighted Grading Scale:
AP courses, honors courses, dual enrollment courses use a modified, or weighted, grading scale. In order for weighted grading to take effect, students should get a C- or above.

“Weighting” a grade adds to the grade point value. Grades of A, B, and C earned in weighted classes will earn an extra grade point. Therefore, an “A” in a weighted class will yield 5 grade points, a “B” will yield 4 grade points, a “C” will yield 3 grade points.

HSA TOLEDO

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

A student’s promotion status is determined by the following measures in grades K-8:

Students must show sufficient mastery of reading, language arts, and math skills to be promoted. Promoting students to the next grade level will be based on a committee decision. The committee members include school administrators, classroom teachers and special education teachers if needed.

Third Grade Reading Guarantee- Except for those with special circumstances, all third grade students must pass a state designated reading test. Failure to achieve a passing score may result in retention in third grade for reading. Students who have passed all other requirements for promotion will be considered for fourth grade but will remain in third grade for reading.

A student’s promotion status is determined by the following measures in grades 9-12:

Incoming 9th graders: Successful completion of 8th grade
Freshman to Sophomore: Completion of 5 credits including 2 core courses
Sophomore to Junior: Completion of 11 credits including 6 core courses
Junior to Senior: Completion of 19 credits including 10 core courses
Senior to Graduation: Completion of 27 credits including all required courses

Change of Course:
Students may request a schedule change in the first two weeks of the school year. School administration will make a decision to honor these requests. No student-initiated request to drop a course will be honored after the second week. The administration may change, and reserves the right to change schedules when an error was made in arranging the schedule, a student lacks a prerequisite, there is a need to balance class size or the teacher or counselor suggests a change.

**Grading Scale:**
All classes at HSAT will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98 - 100 = A+ 87 - 89 = B+ 77 - 79 = C+ 67 – 69 = D+ 0 – 59 = F
93 - 97 = A 83 - 86 = B 73 - 76 = C 63 – 66 = D
90 - 92 = A- 80 - 82 = B- 70 – 72 = C- 60 – 62 = D-

**Weighted Grading Scale:**
Honors, AP, and College Credit Plus (Dual Credit Courses) classes use a modified, or weighted, grading scale. “Weighting” a grade adds to the grade point value. In the HSAT system, grades of A, B, C and D earned in weighted classes will earn an extra grade point. Therefore, an “A” in a weighted class will yield 5 grade points, a “B” will yield 4 grade points, a “C” will yield 3 grade points, and a “D” will yield 2 grade points.

**Academic Honors:**
Academic honors for all students will be calculated after each grading period. Students will receive the following distinctions with respect to G.P.A.
- Merit Roll 3.0-3.49
- Honor Roll 3.5-3.99
- High Honors 4.00 and above

**Semester Exams:**
All students in grades 6-12 must take the required exams to pass / receive credit for the course. All students are expected to be in attendance on the scheduled dates and times of their exams.

Semester Exams count as 20% of the final grade.

Exams will be given at the end of each semester and will adhere to the following guidelines:
1. Students will not be permitted in the testing room if they are more than 5 minutes late.
2. Students will not be permitted to make up exams unless a doctor’s note is submitted.
3. Students who are not in attendance for an exam will receive zero credit.

Requests for early exam administration must be submitted in writing at least three weeks prior to the exam date and approved by the administration.
**Graduation:**
To be considered a candidate for graduation from HSAT, students must complete the required 27 credits and 40 hours of community service. Students must have also met the minimum credit requirement for all areas indicated below. Those who fail to fulfill the requirements will not be able to receive their diplomas.

The minimum requirements for graduation are as follows. Additionally, students must meet all state testing requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options (Bold indicates required course)</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td><strong>English I-II-III-IV</strong>, Journalism, Speech &amp; Debate, Creative Writing, AP English, Reading &amp; Writing Workshop, College Readiness English, College &amp; Career Composition</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td><strong>Algebra I, Geometry, Algebra II</strong>, Pre-Calculus, Calculus, Consumer Math, Introduction to Statistics, College Readiness Mat h</td>
<td>4 credits</td>
</tr>
<tr>
<td>SCIENCE</td>
<td><strong>Physical Science, Biology, Chemistry, Physics, Astronomy, Anatomy and Physiology, Genetics</strong>, Scientific Research &amp; Design, College Readiness Science</td>
<td>4 credits*</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td><strong>Turkish or Spanish I, II, or III</strong></td>
<td>2 credits</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>Band, Drama, Foundations of Art</td>
<td>1 credit</td>
</tr>
<tr>
<td>COMPUTER TECHNOLOGY</td>
<td>Webpage Design, Digital Imaging, Media Literacy, Microsoft Office, PLTW Introduction to Engineering Design, PLTW Principles of Engineering, PLTW Computer Science Principles</td>
<td>1 credit</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Physical Education**</td>
<td>½ credit</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>HEALTH</td>
<td>Health</td>
<td>½ credit</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>Math Lab- Algebra or Geometry, Psychology, Sociology, AP Psychology, Introduction to Teaching, or any other course listed above not taken for core credit.</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>27 credits</td>
</tr>
</tbody>
</table>

### NOBLE CLEVELAND

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

Based upon high expectations at Noble Academy Cleveland, promotion from one grade to another in Noble Academy Cleveland shall be based on the following criteria:

#### Grades K to 1
A student’s promotion status is determined by the following measures:

**Academic Performance:**
Report card grades in reading and math shall reflect a student’s unit test scores (where applicable) and completion of homework assignments during the school year. The final report card grade reflects the skills that have been presented and mastered throughout the school year. Students must show sufficient mastery of reading and math skills to be promoted. Promoting students to the next grade level will be based on a team decision. The team members are formed of school administrators, classroom teachers and special education teachers, if applicable.

Attendance Record: See the attendance policy in this Handbook.
GRADES 2 TO 8
A student’s promotion status is determined by the following measures:

Academic Performance:
Students must have the passing grades in all four of the following core subjects: Language Arts, Mathematics, Social Studies and Science AND half of the following courses when taken: Computer, Art, Physical Education/Health, Music, Foreign Language, Writing, and Character Education.
Students must have at least a cumulative grade point of 1.00 in a school year to pass a class. Grading scale is based on a 4- point scale.

Grade Pass/ Fail/Grade Point Value:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pass/Fail</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>PASS</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>PASS</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>PASS</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>PASS</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>PASS</td>
<td>2.33</td>
</tr>
<tr>
<td>C-</td>
<td>PASS</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>PASS</td>
<td>1.33</td>
</tr>
<tr>
<td>D-</td>
<td>PASS</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
<td>0.00</td>
</tr>
</tbody>
</table>

For 3rd grade only:  A 3rd grade student must pass the Reading subtest of the Ohio AIR Assessment during either the Fall or the Spring administration of the test to be promoted to the next grade level.

Attendance Record: See the attendance policy in this Handbook.

All classes at NOBLE Cleveland will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98 - 100 = A+  87 - 89 = B+  77 - 79 = C+  67 - 69 = D+  0 - 59 = F
93 - 97 = A  83 - 86 = B  73 - 76 = C  63 - 66 = D
90 - 92 = A-  80 - 82 = B-  70 – 72 = C-  60 – 62 = D-

Academic Rolls
Academic rolls for 2nd thru 8th grades will be calculated after each quarter. Students will receive the following rolls with respect to Grade Point Average (GPA)
  Honor Roll 3.50-4.00
  Merit Roll 3.00-3.49
As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

**Academic Performance**

Report card grades in reading, language arts, and math shall reflect a student’s unit test scores (where applicable) and completion of homework assignments during the school year. The final report card grade reflects the skills that have been presented and mastered throughout the school year. GradesK-8 will have yearly average also provided. Students must show sufficient mastery of reading, language arts, and math skills to be promoted. Promoting students to the next grade level will be based on a committee decision. The committee members are formed of school administrators, classroom teachers and special education teachers if needed.

Based upon high expectations at Horizon Science Academy - Youngstown, promotion from one grade to another in Horizon Science Academy - Youngstown shall be based on the following criteria:

**Grades K to 8:** A student’s promotion status is determined by the following measures:

1. Students must have the passing grades in **all four** of the following core subjects:
   1. Language Arts
   2. Mathematics
   3. Social Studies
   4. Science
   AND half of the following courses when taken: Computer, Art, Health, Physical Education, and Foreign Language.

2. Students must have at least a cumulative grade point of 1.00 in a school year to pass a class.
   Grading scale is based on a 4-point scale.

**Grade Pass/ Fail/Grade Point Value:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pass/Fail</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>PASS</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>PASS</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>PASS</td>
<td>3.00</td>
</tr>
<tr>
<td>B+</td>
<td>PASS</td>
<td>3.33</td>
</tr>
<tr>
<td>C+</td>
<td>PASS</td>
<td>2.33</td>
</tr>
<tr>
<td>C-</td>
<td>PASS</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>PASS</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>PASS</td>
<td>1.00</td>
</tr>
</tbody>
</table>
3. This is for only 3rd graders. A student must pass the Reading subtests of the Ohio State Tests during spring administration of the test to be promoted to the next grade level- per Third Grade Reading Guarantee.

**HSA LORAIN**

As required by Ohio Revised Code Section 3313.609, no student shall be promoted to the next grade level if the student has been absent without excuse for more than ten percent (10%) of the required attendance days of the current school year and has failed two (2) or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student satisfies educational standards set forth below to be promoted to the next grade level, and in the circumstance described in this paragraph any references below to the student's principal's making such a determination shall be deemed modified so as to require that such a determination be agreed upon by that principal and the applicable teachers.

**Grades K to 2:** A student’s promotion status is determined by the following measures:

**Academic Performance**
Report card grades in reading, language arts, and math shall reflect a student’s unit test scores (where applicable) and completion of homework assignments during the school year. The final report card grade reflects the skills that have been presented and mastered throughout the school year. In the 2nd grade, yearly averages are also provided. Students must show sufficient mastery of reading, language arts, and math skills to be promoted. Letter grades that students receive may not truly reflect the student’s readiness to be promoted to the next grade level; therefore the student may be retained and the decision will be based on the discretion of the grade chair committee. The committee members are formed of school administrators, classroom teachers and special education teachers if needed.

Based upon high expectations at Horizon Science Academy - Lorain, promotion from one grade to another in Horizon Science Academy - Lorain shall be based on the following criteria:

**Grades 3 to 8:** A student’s promotion status is determined by the following measures:

1. Students must have the passing grades in all four of the following core subjects- this means that a student receiving an F in a core subject area for the year will be retained.
   1. Language Arts
   2. Mathematics
   3. Social Studies
   4. Science
   
   AND half of the following courses when taken: Computer, Art, Health, Physical Education, and Foreign Language.

2. Students must have at least a cumulative grade point of 1.00 in a school year to pass a class.
   Grading scale is based on a 4-point scale.

**Grade Pass/ Fail/Grade Point Value:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pass Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>PASS</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>PASS</td>
<td>4.00</td>
</tr>
</tbody>
</table>
A- PASS 3.67  B+ PASS 3.33
B PASS 3.00  B- PASS 2.67
C+ PASS 2.33  C PASS 2.00
C- PASS 1.67  D+ PASS 1.33
D PASS 1.00  D- PASS 1.00
F FAIL 0.00

3. This is for only 3rd graders. A student must pass Ohio’s state test in grade 3 English language arts test to be promoted to the next grade level- per the Third Grade Reading Guarantee.

**Mid-Year Promotion Policy for the Third Grade Guarantee:** Horizon Science Academy’s mid-year promotion policy for the Third Grade Guarantee Law states that if a student is retained in the Third Grade in order to be promoted to the Fourth Grade mid-year they must pass the fall NWEA with the promotion cut off score. If the student does not meet the fall promotion score needed to be promoted they will remain in the Third Grade for the remainder of that school year. If they get the promotion score to pass they must additionally meet 2 out of the 3 benchmarks to be promoted. Below are the following benchmarks needed to be promoted mid-year:

- NWEA promotion score met based on the fall test.
- GPA of 3.0 or above in the current school year.
- Star Reading level of a 3.2 or higher.
- Has less than 5 unexcused absences for the current school year.

Students being promoted will be placed in the Fourth Grade after the fall NWEA test session.

4. Student Academic/Behavior Challenges: There are many possible reasons why students struggle with the demands of school and begin to fall behind their peers in academics or show behavior problems. In an effort to accommodate the learning needs of those students who experience school difficulties our school uses an approach called Response to Intervention or RTI. RTI is a flexible problem-solving model in which schools provide assistance to match the learner’s needs. Students with emerging difficulties in school are first given Tier 1, universal support. If that help is not sufficient, they are next provided with Tier 2, more targeted interventions. If sufficient progress is not evident the student may move on to Tier 3 for more intensive interventions. Students with significant school delays who do not respond to Tier 3 may be eligible for Tier 4, special education.

5. Advanced Placement Policy: There are set guidelines by the state that will have to take place before a child would be permitted to skip a grade level. At first a teacher, administrator or parent must request the advancement of a grade. This must be put in writing and given to our school psychologist. At that point the psychologist will do a brief diagnostic to see where the student places. If the student performs high enough they will conduct the IOWA Diagnostic Assessment to assess the student’s IQ score. Based on those results a committee decision will be made on which grade would be the best fit for the student. The committee is made up of the school psychologist, administration, classroom teacher, and the parent.
Promotion Policies for High School

Grade promotion is dependent on passing the course. If students cannot obtain a passing grade in any of their courses, they need to retake the course.

Students’ grade level promotion will be determined by an academic evaluation by the Guidance Office at the end of each school year. Student attendance records, teachers’ recommendations and overall disciplinary records will also be part of the evaluation.

The evaluation will include, but not be limited to be the following criteria:

**Ninth Grade Promotion**
To be promoted from ninth to tenth grade, students must pass at least two of their core subject courses (Math, Science, English and Social Studies) and must have successfully completed a minimum of 5.0 units of credit.

**Tenth Grade Promotion**
To be promoted from tenth to eleventh grade, students must accumulate at least six core subject credits (Math, Science, English, Reading, and Social Studies) and must have successfully completed a minimum of 11 units of credit.

**Eleventh Grade Promotion**
To be promoted from eleventh to twelfth grade, students must have successfully completed a minimum of 19 units of credit and must be eligible to graduate according to graduation requirements.

**Graduation**
To be able to graduate from HSA, students must complete 27 required credits, 40 hours of community service learning, and a senior thesis.

* Student **must** have also met the minimum credit requirement for all areas indicated on the Graduation Determination Form.

No student may repeat the same grade level more than twice.

The **maximum** age for entering freshmen students is 18 years. All students **must** graduate prior to their 21st birthday.

**Graduation Requirements**
In order to graduate, seniors have to earn a full credit in their required and core classes, earn a minimum number of 18 points on state tests (Alegbra I, Geometry, Eng I, Eng II, Biology, US History, US Government) and complete 40 hours of community service. Those who fail to fulfill the requirements will not be able to walk on the stage at the graduation or receive their diplomas.

The minimum requirements for graduation beginning with class of 2018 are as follows, though more is recommended for college preparation.

**S59-Foster Care Support Policy**

*Added October 14, 2017*
PART I. GENERAL EXPECTATIONS

The School strives to provide educational stability for children in foster care by emphasizing collaboration and joint decision making among the School and custodial agencies to ensure that foster youth have equitable opportunities for academic achievement and social development. Accordingly, the School will also emphasize the importance of keeping foster children in their schools of origin when their living arrangements change, unless it is determined to be in the individual student’s best interest to change schools. Furthermore, should a school transfer be necessary, the School will work to ensure that students in foster care will be enrolled in their new schools without delay, regardless of whether relevant records are available, in order to limit educational disruption.

PART II. FOSTER CARE SUPPORT POLICY COMPONENTS

“Foster Care” means 24-hour substitute care away from parents or guardians and for whom a public agency has care and placement responsibility. This includes, but is not limited to: placements in foster family homes, kinship care (when a court is involved), group homes, emergency shelters, residential facilities, and pre-adoptive homes. Foster care placements may be short- or long-term.

“School of Origin” means the school (including preschool) in which a child is enrolled at the time of placement in foster care or at the time of a change in foster placement. If a child’s foster care placement changes, the school of origin is considered to be the school the child was enrolled in at the time of the placement change.

Foster Care Point of Contact means the Principal or his/her designee. The designated foster care point of contact will coordinate with the local custodial agency, lead the development of a process for making the Best Interest Determination for the student, facilitate the transfer of education records between schools where necessary, and develop and coordinate local transportation procedures to ensure the child is regularly attending school.

Best Interest Determination means that both the School and custodial agencies together have the flexibility to determine the appropriateness of the current educational setting for each student who is in foster care.

The School’s Best Interest Determination must include, but is not limited to, the following considerations:

1. The child’s participation in specialized instruction;
2. The availability of required special education and/or related services in a school other than the school of origin when the student has an identified disability under IDEA or Section 504;
3. The availability of language services in a school other than the school of origin when the student has been identified as an English learner pursuant to Title VI and the Equal Educational Opportunities Act; and
4. The student’s ability to earn full academic credit, the ability to proceed to the next grade, or the ability to graduate on time;
5. School climate, peer support, supportive adults, and involvement in extracurricular activities.
6. The impact the commute to and from school would have on the student, based on developmental functioning;
7. Availability and quality of the services in the school to meet the child’s educational and socio-emotional needs; and
8. Next steps to maintain educational stability.

Method of transportation and related costs will not be considered when determining best interest of the student.

Transportation

The School recognizes that transportation to the school of origin is essential to the educational stability of children in foster care. Therefore, the School will collaborate with the appropriate custodial agencies to ensure the provision of transportation for children in foster care in a timely and cost-effective manner. Further, the School will arrange for the provision of transportation for the child to remain in his or her school of origin when necessary.
The School will arrange interim transportation until permanent transportation is put in place. Interim transportation arrangements will last no more than 10 school days (5 school days while the Best Interest Determination is finalized and 5 school days while the permanent transportation arrangements are finalized).

The Foster Care Point of Contact will work with custodial agencies to develop written transportation procedures that will do the following:

- Document the process used to identify which students in foster care require transportation to maintain school stability.
- Document how transportation will be provided, arranged and funded.
- Clarify the School’s obligation to provide transportation when minimal or no additional costs will be incurred.
- Document how the School and custodial agency will address any “additional costs” (i.e., the difference between the amount School would otherwise spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin).
- Develop a dispute resolution process to address transportation issues.

**PART III. IMPLEMENTATION OF FOSTER CARE SUPPORT POLICY PROCEDURE**

To ensure compliance with federal and state laws and regulations, the School’s Foster Care Point of Contact will work with custodial agencies each time a child is placed into foster care or when a child changes foster care placement. The School will immediately update the student’s foster care status in the ODE student database once notified by the custodial agency.

If the location of the foster care placement could result in a change to the student’s school:

- The student will remain in the School until a Best Interest Determination decision is made.
- Except in emergency removal situations, the Foster Care Point of Contact will assemble a team of supportive adults from both the School and the custodial agency who are familiar with the student’s background and educational needs to make a Best Interest Determination decision within 5 school days of the student’s foster care placement. The Best Interest Determination triggers the inquiry about transportation needs for the child.
- The team will document the Best Interest Determination decision and next steps.

If the School and custodial agency determine the child should change schools:

- The student will be immediately enrolled in the new school and placed in class the same day that the child arrives at the school, even if records are not available. The new school will request the student’s records from the School on the same day.
- The School will send the student’s records within one school day.
- Permanent transportation arrangements will be made within 5 school days after the Best Interest Determination is finalized.

**S60-College Credit Plus Policy**

*Added on December 9, 2017 (Columbus Schools)*

The following College Credit Plus ("CCP") policy has been adopted by the School’s Board of Directors (the “School”) to permit students enrolled in a secondary school, as well as students in seventh and eighth grade, to earn college and high school credit through the successful completion of college courses. CCP is intended to provide expanded opportunities for appropriately qualified high school students to experience coursework at the college or university level.
Annual Notice
Each year, prior to February 1st, the School shall provide information regarding CCP to the students currently enrolled in the School in grades 6-11 and to their parents through multiple and easily accessible resources such as the School’s website, written communication distributed to students, and information nights. The annual notice, in substantially the same form as Attachment 1 hereto, shall include information regarding the options relative to CCP costs, criteria for student participation, the various participation options, and the School’s designated CCP contact person. A record should be kept of the communication to confirm compliance with State rules.

Information Session
The School shall schedule at least one informational session per school year between October 1 and February 15 to allow partnering colleges within thirty miles to meet with interested students and to provide an opportunity to students and parents to understand their CCP opportunities.

Eligibility:

The following criteria must be met for a student to enroll in CCP.

1. By April 1st of each year, a student or his/her parent must complete and submit the Intent to Participate Form to the School administration which signifies the student's intent to participate in the Program for the following school year. If a student fails to provide the notice of intent, the student must obtain written consent from the Principal. The Principal shall notify the department of education of the student’s intent to participate within ten days of the date on which the student sought consent. If the Principal does not give written consent, the student may appeal the decision to the School’s Board of Directors. The Board of Directors, or its designee, shall hear the appeal and make a decision whether to grant or deny the student’s participation within 30 days of the notification of appeal.

2. The student shall apply to a public or a participating private college in accordance with the college’s established admissions criteria and meet the established standards of admission.

3. Beginning with the 2018-2019 school year, the student must be remediation-free in accordance with the Uniform Statewide Remediation-Free Standards document approved by college and university presidents. Students that score within one standard error of measurement below the remediation-free threshold are eligible to participate if they either have a grade point average of 3.0 or they receive a recommendation from a school counselor, principal, or career-technical program advisor.

Expulsion

A student who has been expelled by the School is ineligible to enroll in CCP during the period of expulsion. The School does not award high school credit for post-secondary courses any portion of which were taken during a period of expulsion imposed by the School. If the student has elected to receive credit for course(s) toward fulfilling graduation requirements as well as postsecondary credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.

The School shall send a written notice of the expulsion to any college in which the student is enrolled at the time the expulsion is imposed. The notice shall indicate the date the expulsion is scheduled to expire and whether the
School will be denying high school credit for courses taken during an expulsion. If the expulsion is extended, the School shall notify the college of the extension.

**Counseling Session**

Prior to participating in the program, the School shall provide counseling services which include the following:

- Program eligibility
- Process for granting credits
- Any necessary financial arrangements for tuition, textbooks, and fees
- Criteria for transportation aid
- Available support services
- Scheduling
- Possible consequences and benefits of participating, including
  - Consequences of failing or not completing a course, including the effect on the completion of graduation requirements
  - Effect of the grade on the student’s grade point average
  - Benefits of successful completion, including the ability to reduce the overall costs of, and the amount of time required for, a college education
- Academic and social responsibilities of the student and parents
- Information on and encouragement to use counseling services provided by the college
- Standard packet of information developed by the State.

The counseling session may take place during the annual information session but alternative counseling opportunities will be made available for those parents and students that are unable to attend the annual information session. Students and parents are required to sign a form stating that they have received counseling and understand their responsibilities under the CCP.

**Additional Requirements**

The School shall promote the CCP on its website, including the details of the School's agreements with partnering colleges.

The School shall implement a policy for awarding grades and the calculation of class standing for courses taken under CCP which shall be equivalent to the School’s policy for courses taken under the advanced standing program or other courses designated as honors courses.

The School shall develop model course pathways which include 15 hour and 30 hour options and shall publish the pathways among the School’s official list of course offerings for the program.

Annually collect, report, and track data relative to the CCP in accordance with State guidelines.

**Reimbursement Due to Course Failure**
If a student participating in the program does not attain a passing grade, the school may seek reimbursement from the student or student’s parents for the amount of state aid paid to the college on behalf of the participant. The school may withhold grades and credits for high school courses taken until the reimbursement is provided.

Unless a student is expelled, the school shall not seek reimbursement from a student or a student’s parents if the participant is identified as economically disadvantaged pursuant to rules adopted by the Ohio Department of Education.
Letter of Intent to Participate in College Credit Plus

PLEASE PRINT

Date .........................................................................................................................

AFTER APRIL 1, YOU WILL NEED PERMISSION FROM THE SCHOOL DISTRICT SUPERINTENDENT TO PARTICIPATE.

Student Name ...........................................................................................................

Parent/Guardian Name .............................................................................................

Home Address .........................................................................................................

PLEASE INDICATE PREFERRED METHOD OF CONTACT:

☐ Parent Phone Number (Day)...........................................................(Evening) .................

☐ Parent Email Address .............................................................................................

☐ Student Contact Info .............................................................................................

School ................................................................. Grade ................

I would like to declare my intent to participate in the College Credit Plus program. I understand that signing this form does not require that I participate during the coming school year and I may decide not to participate without consequence.

I also understand that it is my responsibility to notify my school if I do not gain admission to my selected institution of higher education or choose not to participate for some other reason.

In addition, I certify that I have received counseling about the College Credit Plus program concerning the rules and regulations for both my school and the college, and that I understand my responsibilities, the benefits and possible risks of participating in the College Credit Plus program.

Student Signature ..............................................................

Parent Signature ..............................................................
S61-Immunization Policy

Added on December 9, 2017 (Columbus Schools)

No student, at the time of initial entry or at the beginning of each school year, to an elementary or high school, shall be permitted to remain in school for more than fourteen days unless the student presents written evidence satisfactory to the School, that the student has been immunized by a method of immunization approved by the department of health against mumps, poliomyelitis, diphtheria, pertussis, tetanus, rubeola, and rubella or is in the process of being immunized.

No student who begins kindergarten shall be permitted to remain in school for more than fourteen days unless the student presents written evidence satisfactory to the School that the student has been immunized by a department of health-approved method of immunization or is in the process of being immunized against both of the following:

(a) During or after the school year beginning in 1999, hepatitis B;

(b) During or after the school year beginning in 2006, chicken pox.

After the school year beginning in 2016, no student who is the age or older than the age at which immunization against meningococcal disease is recommended by the state department of health shall be permitted to remain in school for more than fourteen days unless the student presents written evidence satisfactory to the School that the student has been immunized by a department of health-approved method of immunization, or is in the process of being immunized, against meningococcal disease.

"In the process of being immunized" means the student has been immunized against mumps, rubeola, rubella, and chicken pox, and if the student has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, and meningococcal disease, the student has received at least the first dose of the immunization sequence, and presents written evidence to the student's school leader of each subsequent dose required to obtain immunization at the intervals prescribed by the director of health. Any student previously admitted under the "in process of being immunized" provision and who has not complied with the immunization intervals prescribed by the director of health shall be excluded from school on the fifteenth day of the following school year. Any student so excluded shall be readmitted upon showing evidence to the School of health's interval schedule.

Exception to Immunization Requirements:

Students may be exempted from required immunizations, subject to any requirements of law under the following circumstances:

1. A student who has had natural measles (rubeola), mumps or chicken pox, and presents a signed statement from the student's parent, guardian, or physician to that effect, is not required to be immunized for which the history so exists.
2. A student who presents a written statement of the student's parent or guardian in which the parent or guardian declines to have the student immunized for reasons of conscience, including religious convictions, is not required to be immunized.

3. A child whose physician certifies in writing that such immunization against any disease is medically contraindicated is not required to be immunized against that disease.

4. Any other circumstances required by law.

Chicken Pox Epidemic

A chicken pox epidemic is defined as the occurrence of cases of chicken pox in numbers greater than expected in the school's population or for a particular period of time. Upon the declaration and notification of a chicken pox epidemic by the director of the state department of health, Ohio law permits the School to deny admission to a pupil who is exempted from the chicken pox immunization requirement. Any denial of admission ceases when the director of the state department of health notifies the principal or school that the epidemic no longer exists.

To ensure academic status of students denied admission during a chicken pox epidemic, the School will ensure students denied admission are provided with all course work during such absence to be turned in upon return to school. Access to instructors will be available via the telephone or email. If the parent or guardian of the student is unable to pick up such course work, the student will have time equal to the time off school to complete such course work. The student will be permitted to make-up all missed tests and quizzes. The measures implemented to preserve academic standing will take into consideration the number of students removed from school and the length of the epidemic.

Immunization Records

The school shall keep an immunization record for each student, available in writing to the student’s parent or guardian upon request which shall include:

(1) Immunizations against the diseases mentioned herein;
(2) Any tuberculin tests given pursuant to school policy;
(3) Any other immunization required by the school.

Annually, by October 15th, the school shall report a summary of the immunization records of all initial entry students to the director of health on the forms prescribed by the director.
The school may contract with a third party to provide transportation for its students. The contracted provider shall comply with all state laws, regulations, and policies. The provider shall provide all required training to its drivers. No school bus driver shall transport students unless the driver has received all training required by law.

**Student Transportation Management Policies**

The school administrators and transportation personnel shall work cooperatively to develop guidelines designed to ensure the safety and welfare of all school bus passengers which shall include:

(A) The school bus driver's authority and/or responsibility to maintain control of the students.

(B) The student's right to "due process" as provided for by the school’s policies and procedures.

(C) Student management and safety instruction policies shall include the following:

1. Students shall arrive at the bus stop before the bus is scheduled to arrive.
2. Students must wait in a location clear of traffic and away from the bus stops.
3. Behavior at the school bus stop must not threaten life, limb or property of any individual.
4. Students must go directly to an available or assigned seat so the bus may safely resume motion.
5. Students must remain seated keeping aisles and exits clear.
6. Students must observe classroom conduct and obey the driver promptly and respectfully.
7. Students must not use profane language.
8. Students must refrain from eating and drinking on the bus except as required for medical reasons.
9. Students must not use tobacco on the bus.
10. Students must not have alcohol or drugs in their possession on the bus except for prescription medication required for a student.
(11) Students must not throw or pass objects on, from or into the bus.

(12) Students may carry on the bus only objects that can be held in their laps (see paragraph (J) of Administrative Code rule 3301-83-20).

(13) Students must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise.

(14) Students must not put head or arms out of the bus windows.

(15) Guidelines will be formulated for the use and storage of equipment and other means of assistance required by preschool and special needs children.

(16) Drivers and bus aides must have access to appropriate information about the child to the degree that such information might affect safe transportation and medical well-being. This information must be readily accessible in the transportation office. All such information is strictly confidential.

(D) Suspension, expulsion or immediate removal from bus

(1) The school leader or designee is authorized to suspend or remove pupils from school bus riding privileges. If a student is suspended from the bus that suspension includes bus suspension for field trips and extra curricular activities.

(2) Immediate removal of a pupil from transportation is authorized. A pupil immediately removed from transportation must be given notice as soon as practicable of a hearing which must be held within seventy-two hours of the removal. The notice shall also include the reason for removal. Immediate removal is authorized when the pupil's presence poses a danger to persons or property or a threat to the safe operation of the school bus. Length of time removed from ridership shall be in accordance with policies of the school bus owner.

(3) School bus drivers shall report in writing to the appropriate administrator all rule violations or conduct that justify immediate removal, suspension or expulsion.

(4) Suspension or immediate removal of preschool and special needs children may require a modification of the above procedures and shall be accomplished in accordance with the law.
Emergency and Evacuation Procedures

The school bus owner shall adopt a policy for handling emergencies on school buses while pupils are being transported in accordance with O.A.C. 3301-83-15 and shall provide instruction to the school leader, school administrators, teachers, drivers, maintenance and service personnel, and students with respect to policies to be followed in the event of:

(1) Accident: The policy shall describe how to protect the accident scene; evacuate and control students; evaluate the need for medical assistance; notify the responsible law enforcement agency, school officials and emergency services; collect and record data essential to the preparation of required reports; and communicate with parents and/or guardians.

(2) Disability of driver: Procedures for handling situations in the event of illness, injury, or disability of the bus driver shall be included in the policy.

(3) School bus failure: The policy shall describe procedures for securing the bus, disposing of and controlling passengers, notifying school officials, securing alternate equipment, and repairing and recovering the disabled school bus.

(4) Inclement weather conditions: The pre-emergency policy shall provide instruction as to school closings, delayed take-ups and/or early dismissals.

(5) Tornado: The policy shall provide procedures for drivers and students in the event of tornado sightings and/or warnings.

(6) Policies shall also be developed to address other dangerous and/or threatening situations (weapons, assaults, unauthorized attempted boardings, and impeding the movement of the bus).

Safety Drills

The school leader or designee shall organize and conduct three emergency exit drills for all students who ride school buses to and from school.

(1) Each of the following three emergency procedures shall be conducted at least once annually:

(a) Everyone exits through the front entrance door;

(b) Everyone exits through the rear emergency door;

(c) Front half exits through the front door and rear half exits through the rear door.

(2) The drills shall be supervised by at least one staff person other than the driver assigned to the route.
(3) Drills shall be held on school property when possible and not on the bus route.

(4) The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and transmission in gear or park.

(5) Students shall not take lunch boxes, books, etc., when they leave the bus during an evacuation drill.

(6) Students shall assemble at a distance of at least one hundred feet from the bus in an "emergency drill" and remain there until given further directions.

(7) Emergency evacuation drills of preschool and special needs children may require modification of the procedures listed in paragraph (B) of this rule.

**Pupil Instruction**

A) Safety instruction shall be given to all regularly transported pupils in grades kindergarten through three within two weeks after the commencement of classes each school year. The program shall include, but not be limited to:

(1) Safe walking practices to and from the bus stop.

(2) Wearing of light-colored or reflective clothing when going to and from the bus stop in darkness.

(3) How and where to wait safely for the bus including how to avoid personal risks involving strangers.

(4) What to do if the bus is late or does not arrive.

(5) How to enter and leave the bus safely. This instruction shall include the potential hazards regarding the snagging of clothing, backpacks, or other items, as well as items which may be dropped around or under the bus.

(6) Safe riding practices (including instruction on rule 3301-83-08 of the Administrative Code, pupil transportation management policies).

(7) Safely crossing the highway before boarding and after leaving the bus.

(8) Respect for the rights and privileges of others.

(9) The dangers of trespassing in a railroad right-of-way and other dangerous areas.

B) Students enrolled in grades four through twelve and regularly transported shall be properly instructed in safety procedures on and around the school bus.

C) Passengers participating in nonroutine use of school buses shall receive safety instructions at the beginning of the bus trip. Instruction shall include identification of safety exits, the
requirement to keep aisles clear, the requirement to remain seated while the bus is in
motion, and other rules as may be necessary.

(D) The procedure in paragraphs (A), (B), and (C) of this rule may be modified for pre-school
and special needs children.

**Authorized Passengers**

Ohio Administrative Code 3301.83.17 addresses eligible riders on a school bus. Authorized
passengers are identified as pupils enrolled in approved programs that are eligible for
transportation services authorized or required by state and federal law and school bus owner
policy. Adults are not permitted to ride with the driver unless appointed as chaperones or
otherwise authorized by the proper school officials.

**School Bus Routes and Stops**

It is the responsibility of the superintendent or designee to determine the location of all school
bus stops which shall be approved annually by the governing authority. Authority to designate
or relocate subsequent school bus stops may be delegated by the governing authority to the
superintendent or designee. The superintendent or designee will consult with the
transportation vendor in the setting of the bus route and stops.

Bus stops and a time schedule shall be adopted and put in force by the board not earlier than
**thirty days prior** to and **not later than ten days after** the beginning of the school term.

**Bus Stop Locations:**

1. Pupils in grades kindergarten through eight may be required to walk up to one-half mile
to a designated bus stop.
2. School bus stop locations shall provide for the maximum safety of pupils giving
consideration to distance from residence, traffic volume, physical characteristics,
visibility and weather conditions.
3. School bus stops shall be established on the residence side of all 33 Pupil
Transportation Operation and Safety Rules – July 2013 four-lane highways and on the
residence side of other roadways posing potential hazards to students as determined by
school bus owners.
4. School bus stops shall be located at a distance from the crest of a hill or curve to allow
motorists traveling at the posted speed to stop within the sight distance. If the line of
sight is less than five hundred feet in either direction, an approved “school bus stop
ahead” sign shall be installed at least five hundred feet in advance of the school bus
stop.
5. Each pupil shall be assigned and required to use a specific school bus stop except in
unusual circumstances as approved by the school bus owner or designee.
6. Each pupil shall be assigned a designated place of safety on the residence side of the
roadway on which the vehicle is scheduled to stop. Driver must account for each pupil
at designated place of safety before leaving. Pupils are not to proceed to their residence until the school bus has departed.

**Non-routine Use of School Buses**

School buses may be used for non-routine trips (field trips etc.) only when such trips will not interfere with routine transportation services.

**A) Trip Permit** - School bus owners, superintendents or their designees shall issue a trip permit which shall accompany the driver on any non-routine student transportation trip. The superintendent, principal or designee shall maintain a copy of the permit. The permit shall provide the following information:

1. Date of trip;
2. Destination;
3. Purpose of trip;
4. Name of school district;
5. Drivers name;
6. Bus registration number or vehicle license number;
7. Total miles of trip;
8. Designated stops;
9. Route map and/or written directions for destination;
10. School bus owners, superintendent or designee signature.

**B) Chaperones** - One or more adult chaperones, as approved by the school superintendent or designee, may accompany each school bus or van required for any non-routine trip involving school-age passengers. The chaperone's responsibility shall be to assist the school transportation vehicle driver in maintaining passenger control and in enforcing procedures for the safety of all passengers. A certificated person licensed as a school bus driver may serve as a chaperone and driver concurrently.

**Passenger Capacity.**

The transportation supervisor and the transportation vendor ensure that the number of passengers in a school bus shall not exceed the school bus manufacturers rated capacity. Seating shall be adjusted according to the passengers’ individual physical size.

**Engine Idling**

Buses with diesel engines shall not be permitted to idle in excess of five minutes in school loading zones unless the operation of a wheelchair lift is required.

**S63-Special Education Written Policies and Procedures**

Those are the ODE Model Policies and Procedures.
S64-DRUG TESTING POLICY

Adopted on April, 2020 for HSA Col High

DRUG TESTING POLICY
HORIZON SCIENCE ACADEMY- COLUMBUS HIGH SCHOOL

The Governing Authority of Horizon Science Academy- Columbus (the “School”) adopts this policy out of concern that alcohol and illicit drugs may be used by the School’s students. The School desires to implement a policy which will attempt to provide the School with a safe and healthful student program. This policy reflects the School’s and the community’s strong commitment to establish a truly drug and alcohol-free school program. Because of the pervasive nature of drug use in our local schools, the School has selected student athletes, students who participate in competitive extra-curricular activities, and students who, along with consent from their parents, volunteer to be tested, for inclusion in the testing pool. This policy applies to all athletes, those who volunteer to be subject to the policy and students participating in extracurricular activities from grades 9-12.

PURPOSE OF THIS POLICY SHALL BE:

1. To provide a healthy and safe environment to all students participating in the athletic and extracurricular program.
2. To discourage all students from using drugs and alcohol.
   a. Students will assume all responsibility for regulating their personal lives in ways that will result in their becoming healthful members of a team and worthy representatives of the School and community.
3. To provide students with the opportunity to become leaders in the student body for a drug-free School.
4. To provide solutions for the student who does use drugs and alcohol.
5. To provide the School with positive guidelines and disciplinary policies for violations of the drug free policy.
6. To encourage those students who participate in athletic and extracurricular programs to remain drug free and alcohol free.

The program does not affect the current policies, practices, or rights of the School regarding student drug and/or alcohol possession or use, where reasonable suspicion is established by means other than drug testing through this policy. This policy is non-punitive.

Students involved in athletics and extra-curricular activities need to be exemplary in the eyes of the community and other students. This policy is designed to create a safe, drug free environment for students and assist them in getting help when needed. Although students risk the loss of continued participation in extra-curricular activities, no student shall be suspended or expelled from school as a
result of any certified "positive" test conducted by the School under this program.

No student will be penalized academically for testing positive for banned substances. The results of drug tests will not be documented in any student's academic record.

Any student is grades six (9) through twelve (12) and his/her parent(s) or legal guardian(s) must first sign the Informed Consent Form in order to be eligible to participate in any one (1) or combination of the following:

A. drive a motorized vehicle to school
B. driver education
C. athletics
D. extra-curricular activities, other than athletics
E. curriculum related after school activities

DEFINITIONS

1. **STUDENT ATHLETE**
   Any person participating in the School’s athletic program and/or contests under the control and jurisdiction of the School and/or the Ohio High School Athletic Association (OHSAA). This policy also includes cheerleaders.

2. **EXTRACURRICULAR**
   Any activity of a competitive nature that does not involve a grade.

3. **ATHLETIC SEASON**
   In-season start dates will begin as published by the OHSAA or sanctioning organization and continue until the completion of awards program for that sport for the School. There are three athletic seasons: Fall, Winter, Spring. Once entered, the student will participate in the drug testing program for 1 year from date of signing consent.

4. **RANDOM SELECTION**
   A system of selecting athletes for drug and alcohol testing in which each student shall have a fair and equitable chance of being selected each time selections are required.

5. **ILLEGAL/ILLICIT DRUGS**
   Any substance included in 21 U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute, or purchase under State or Federal Law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer. The School may also test for nicotine and steroids.
6. ALCOHOL
Any intoxicating liquor, beer, wine, mixed beverage, or malt liquor beverage as defined in the Ohio Revised Code Section 4301.01. The term “alcoholic beverage” includes any liquid or substance, such as “near beer” which contains alcohol in any proportion or percentage. The term “alcoholic beverage” does not include a substance used for medical purposes in accordance with directions for use provided in a prescription or by the manufacturer and in accordance with school policy and rules related to the use of prescription and non-prescription drugs, provided the substance is a) authorized by a medical prescription from a licensed physician and kept in the original container, which shall state the student's name and directions for use or b) an over-the-counter medicine.

TYPES OF TESTING

1. TEAM TESTING
At the beginning of each season, all eligible students will submit to urine drug and alcohol testing. This testing will be completed within the first two weeks of the season on a specified date and time. The collection process will take place on school property or at an approved testing facility. The Head Coach is responsible for ensuring that all student athletes and their parent/guardian/custodian properly sign the Informed Consent Agreement prior to testing. Any student enrolling in the School must be tested prior to the time he/she joins the team.

2. RANDOM TESTING
In-session random testing shall be done throughout the semester. A student may be tested more than once per semester. In the event of a positive result, the specimen will be sent to a laboratory for confirmation of results and a certified medical review officer will determine the results.

   a. Random selection of student athletes:
   The Athletic Director, under the Principal’s supervision, will use a system to ensure that students are selected in a random fashion. This system may include computer generated random numbers or names or by pulling numbers from a pool of numbers equal to the number of eligible student athletes.

   b. Scheduling of random testing:
   Random testing will be unannounced. The day and date will be selected by the Athletic Director and confirmed with the Principal. Random testing may be done weekly.

3. DRUGS FOR WHICH STUDENTS MAY BE TESTED:
LSD, Alcohol, Marijuana, Amphetamines, Methadone, Anabolic Steroids, Methaqualone, Barbiturates, Nicotine (Tobacco), Benzodiazepines, Opiates, Cocaine, Propoxyphene (Darvon), or Any substance included in U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute, or purchase under State or Federal Law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer.

4. COLLECTION PROCESS (Urine Screens) Other testing types may apply.
The student will be notified to report to the collection site. A specimen from the student will be collected as follows and all students must follow this process:
All students must have a picture ID or be identified by the Athletic Director or Principal. No exceptions will be allowed.

Drug testing area must be secured during the testing.

Only lab technicians, designated school administrator, student and/or parent/guardian will be permitted in the collection site.

Privacy must be maintained for all students.

The Athletic Director/school administrator is responsible for ensuring that all of the forms are completed and signed by both parent/guardian/custodian and student. No student is to enter the collection site until forms, money and proper ID are completed.

Testing will be conducted in a manner prescribed by the School, as permitted by law. The collection procedure is subject to change because of procedural requirements by the testing agency. The School reserves the right to change the collection procedure to coincide with the testing guidelines set forth by the testing agency.

When using rapid screens, all non-negative screens will be sent out with a chain of custody to a certified laboratory for confirmation. A certified medical review officer will verify the positive test.

Any student that tests positive will have to be tested weekly for the term of a 5 week program with drug counseling at the expense of the School.

5. RESULTS OF A POSITIVE TEST

Any positive urine drug test results will be made known to the Principal, who in turn will notify the parents/guardians/custodians and student.

6. IF A POSITIVE TEST OCCURS:

The first violation

For the first positive result, the student will be given the option of:

A) The student will have to make an appointment with a certified chemical dependency counselor (or at an agency certified by the Ohio Department of Health or the Ohio Department of Alcohol and Drug Addiction Services) for chemical dependency assessment and then follow the recommendations of the counselor. The parent/guardian/custodian is responsible for all expenses and for providing the athletic department with documentation that the student completed all recommendations of the counselor. The student will be denied participation for a minimum of 20% of the season. The parent/guardian/custodian and student will meet with the Athletic Director, the coach, and a building administrator to determine reinstatement. The student may be
required, at parent/guardian/custodian expense, to submit to weekly or random testing for the remainder of the current athletic season.

OR

B) Denial of participation for the remainder of the current season and for that year.

The 2nd violation

The student is denied participation for one calendar year from the date of notification of the violation.

The 3rd violation

The student is permanently denied participation in athletics/ extra-curricular activities in School.

Violations are cumulative throughout the student’s secondary school career.

7. SELF REFERRALS

A student may give an annual self-referral, which may be done only twice in 4 years. Self-referrals can only happen before a test is done. Counseling and additional testing are required and no punitive action is taken.

HORIZON SCIENCE ACADEMY- COLUMBUS INFORMED CONSENT AGREEMENT

STUDENT NAME ______________________________ GRADE _________

AS A STUDENT:

I understand and agree that participation in athletic and extracurricular activities is a privilege that may be withdrawn for violations of the HORIZON SCIENCE ACADEMY-COLUMBUS Drug Testing Policy.

I have read the Drug Testing Policy and thoroughly understand the consequences that I will face if I do not honor my commitment to the Drug Testing Policy.
I understand that when I participate in any covered program I will be subject to initial and random drug & alcohol testing, and if I refuse, I will not be allowed to practice or participate in any covered program activities. I have read the informed consent agreement and agree to its terms.

I understand this agreement is binding while I am a student at HORIZON SCIENCE ACADEMY- COLUMBUS.

____________________________________  ______________________
STUDENT SIGNATURE  DATE

AS A PARENT/GUARDIAN/CUSTODIAN:

I have read the HORIZON SCIENCE ACADEMY- COLUMBUS Drug Testing Policy and understand the responsibilities of my son/daughter/ward as a participant in athletic and/or extracurricular activities in the HORIZON SCIENCE ACADEMY- COLUMBUS.

I pledge to promote healthy lifestyles for all students in the HORIZON SCIENCE ACADEMY- COLUMBUS.

I understand that my son/daughter/ward, when participating in any covered program, will be subject to initial and random urine drug and alcohol testing, and if he/she refuses, will not be allowed to practice or participate in any covered activities. I have read the informed Consent Agreement and agree to its terms.

I understand this agreement is binding while my son/daughter/ward is a participant in athletics and/or extracurricular activities at HORIZON SCIENCE ACADEMY- COLUMBUS.

____________________________________  ______________________
PARENT/GUARDIAN/CUSTODIAN SIGNATURE  DATE

____________________________________  ______________________
PARENT GUARDIAN/CUSTODIAN PRINTED NAME  DAYTIME PHONE
The Board of Directors adopts this policy for students at risk of not qualifying for a high school diploma ("at-risk students") as of the date indicated above and delegates the responsibility for its implementation to the School's operator.

The School shall:

1. Develop criteria for identifying at-risk students, which shall include at a minimum, a student's lack of adequate progress in meeting the terms of a graduation plan developed or updated in accordance with this policy. The criteria may also include other factors such as student issues regarding excessive absences or misconduct.

2. Develop procedures for identifying at-risk students. These procedures shall include a method for determining if a student is not making adequate progress in meeting the terms of the student's graduation plan. Procedures shall allow for identification of students as at risk in any of grades nine (9) through twelve (12) and may include identification of students in other grades.

3. Develop a notification process with which to notify an at-risk student's parent, guardian or custodian in each year in which the student has been identified as at-risk. The process shall include providing written notification to the student's parent, guardian, or custodian including the following:

   a. A statement that the student is at risk of not qualifying for a high school diploma;

   b. A description of the School's curriculum requirements, or the student's IEP, and any applicable graduation conditions of Ohio law; and

   c. A description of any additional instructional or support services available to the at-risk student through the School.
4. Assist at-risk students with additional instructional or support services to help the student qualify for a high school diploma. These services may include any of the following:

   a. Mentoring programs;
   
   b. Tutoring programs;
   
   c. High school credit through demonstrations of subject area competency;
   
   d. Adjusted curriculum options;
   
   e. Career-technical programs;
   
   f. Mental health services;
   
   g. Physical health care services;
   
   h. Family engagement and support services.

5. Develop a graduation plan for each student enrolled in grades nine (9) through twelve (12).* The graduation plan shall:

   a. Be developed jointly by the student and a representative of the School. The School shall invite the student’s parent, guardian or custodian to assist in developing the plan;
   
   b. Be updated each year the in which the student is enrolled in the School until the student qualifies for a high school diploma. The School shall invite the student’s parent, guardian or custodian to assist in updating the plan;
   
   c. Address the student’s academic pathway to meet the School’s curriculum requirements and satisfy applicable graduation conditions of Ohio law; and
   
   d. Supplement the School’s Career Advising Policy.

*The School may use the student’s Individualized Education Program (“IEP”) in lieu of developing a graduation plan if the IEP contains academic goals substantively similar to a graduation plan.