Parent-Student Handbook

2026/2027

www.fpacad.org

It is the mission of Fairfield Academy to provide all students with an academically challenging education that has an emphasis on the promotion of teamwork, sportsmanship, and athletic competition to create student-athletes that are confident and capable contributing members of our community.

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NOTICE

The school is a community school established under Chapter 3314 of the Ohio 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 and Workforce.

I. Introduction

This Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Become familiar with the following information and keep the Handbook available for reference by you and your parents. The term "parent" when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the principal. The principal has similar authority and responsibilities as the superintendent of schools for a local district. This Handbook does not constitute a contract between the school and the student/parent, and the School reserves the right at its discretion to change or amend the handbook at any time in the future.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, the following regulations and guidelines have been outlined in this manual to assist in maintaining a positive learning environment.

Disclaimer: Parent-Student Handbook is based in significant part on policies adopted by the Board of Directors. Those Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated in July 2024. If anything in this Parent-Student Handbook conflicts with a Board Policy, the Board Policy shall supersede the Parent -Student Handbook. If you have questions or would like more information about a specific policy or document, contact the Principal.

School Hours

Breakfast: 8:30-8:45 a.m.
Instruction Begins: 8:45 a.m.
School Ends: 4:00 p.m.

Definitions

Parent: Refers to any parent, guardian, foster caregiver, or caretaker.

II. Admission Information

A. Preference of Admission

Preference for admission shall be given to students attending the school the previous year, to students who reside in the district in which the school is located, and to siblings of students attending the school the previous year.

If enrollment exceeds capacity, the school will perform a blind, random lottery to determine what students are enrolled and what students are placed on a waiting list (in order of their selection). Any students who inquire about enrollment after the lottery is held will be placed on the waiting list on a first come, first served basis.

B. Kindergarten Entrance and Screening

Children entering the Kindergarten program must be five (5) years of age on or before the first day of school or qualify for early entrance under the School's policy as approved by the School's Governing Authority, if applicable.

By November 1st, of the school year, in which a kindergartener or first grader is enrolled for the first time, the child must be screened for vision, hearing, speech and communication, health and medical problems and any developmental disorders. If the screening reveals the possibility of potential learning needs, the District must provide a further assessment. A child's screening and assessment data cannot be used to determine eligibility to enter kindergarten. Furthermore, the screenings are not intended to diagnose an educational disability or to be used for placement procedures. Screening results help identify areas of individual development that require further assessment for educational programming, particularly for students who might benefit from early intervention, prevention, acceleration, and enrichment programs. A parent may sign a statement that they do not wish to have the child screened.

C. Registration and Enrollment

Registration and enrollment are two different steps in the process of becoming a student at the school. Registration initiates the first step in the two-step process. By registering, the parent expresses a desire to have their child attend the school. It does not mean the child will be enrolled in the school.

Parents/express the desire to have their child attend by:

- Completing and submitting the Registration Form;
- Providing the child's:
  - Birth Certificate or other certification permitted by state law;
  - Proof of Residency
  - Current Immunization Record; and
  - Last Report Card, when appropriate

Annual Verification Information:

- Parent/guardians/students 18 years of age and older are required to provide the school with proof of residency/address aerification annually and at any time a change of address, residency, or custody changes.

The second step is enrollment. After the registration period, as described above is completed and the lottery process is completed, enrollment can begin. The child is not officially a student at the school until the second step, enrollment, is completed.

The child is enrolled when:

- All the registration steps are complete;
- The enrollment packet including all required documents is completed and submitted; and
- Grade placement is assigned.

Enrollment of students shall comply with the admissions procedures specified in the Ohio Revised Code and the school's Admission and Enrollment Policy.

D. Re-Enrollment

For those students presently attending the school, re-enrollment starts at the end of March or during the first week of April. Students are not automatically re-enrolled from school year to school year. All parents must state their intention to have their child/student be re-enrolled each school year. It is the responsibility of the parent to inform the school of any changes to their residency or contact information.

E. Non-Discrimination Policy

Enrollment will not be denied to any eligible applicant on the basis of race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, religion, creed, national origin, ancestry, sex (including pregnancy), gender (including sexual orientation, gender identity and status as a transgender or transsexual individual), age, physical or mental disability, citizenship, genetic information, or any other characteristic protected under applicable federal, state, or local law.

F. Health Certification and Immunization Requirements

State of Ohio Immunization Requirements for School Attendance

All new students are required to submit a copy of their Immunization Records within the first fourteen (14) days that they are enrolled. No student shall be permitted to remain in school for more than fourteen (14) days if the student has not met the minimum immunization requirements established by the Ohio department of health which may be accessed at https://www.odh.ohio.gov. Authorized waivers are issued consistent with state law and may include parent or guardian objection to an immunization for good cause, including religious conviction, or upon certification by a physician that immunization against any disease is medically contra indicated.

On the 15th day after school entrance, it will be necessary to exclude all students from the school who do not meet the above requirements.

Medical authorities and school educators urge that every child have a complete medical examination before entering school so that the child may be physically ready to accept all the advantages which education has to offer.

G. Change of Address / Phone Number / Custody/Emergency Contact

It is the parent's/responsibility to inform the school office of any change of address, phone number or custody. For changes of address, a new proof of residence will be required. For a change of custody, parents will be required to provide a copy of the custody order to the school.

Parents are required to provide the school with accurate and up-to-date emergency contact information. If the school contacts home to pick up your child, have a plan to pick your child up

within one (1) hour. (Example: Student is sick, Student violated the student code of conduct and needs picked up).

Students must be picked up per school request. If a student is not picked up and all emergency contacts have been contacted without reaching someone, school staff will contact the local school resource officer and may contact the appropriate County Children Services.

III. Student and Parent Responsibilities

A. Behavior Guidelines

Effective learning cannot occur without an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas basic to the school's system of discipline. Students will be successful by:

- Knowing and obeying the rules; and
- Accepting responsibility for their behavior.

Corporal punishment is not permitted. No employee shall threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student.

The rules of the Student Code of Conduct apply to any conduct:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function, or event;
- Traveling to and from school, including actions on any school bus, van, or public conveyance; and
- On the Internet including but not limited to any social media platforms, whether on school grounds or off school grounds if the conduct affects the school's teachers and staff or the education of the school's students.

See Appendix 5 for Communication Guidelines and Expectations for Parents/Caregivers/Families.

B. Code of Conduct, Suspension & Expulsion

The Governing Authority has adopted a Student Code of Conduct, Suspension, Expulsion, and Permanent Exclusion Policy. The information below is an outline of the school's code of conduct; the Code of Conduct adopted by the Board is attached hereto in Appendix 1. Any difference in the specifics of the outline below and the Board adopted Code of Conduct, the Board adopted Code of Conduct will prevail.

Violation of the Code of Conduct may subject the student to discipline including but not limited to detentions and in-school suspensions and up to and including suspension, expulsion, or permanent exclusion. The following behavior is a violation of the Student Code of Conduct:

- Tardiness – Arriving later than scheduled*
- Truancy – Absent without permission*
- Dress Code Violation – Not adhering to school dress code regulation
- Disobedient/Disruptive Behavior – Unwillingness to submit to authority, refusal to respond to a reasonable request or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violation, inappropriate language, cursing, inappropriate gestures)
- Cheating – To act dishonestly; copying of someone else's work; to deceive, take credit for work not done by the student himself/herself
    - Cheating includes using AI-generated content to misrepresent a student's knowledge, skills, or abilities (e.g., submitting AI-written assignments as their own). Using AI to generate work that is presented as the student's own work is considered a violation of academic integrity and will be handled under the Code of Conduct.
- Profane/Obscene Language or Gestures Between/Toward Students or Staff – Use of unacceptable words, terms, or gestures to embarrass or insult another student or staff member
- Theft – To take the property of an individual or the school without right or permission
- Fighting/Violence – To participate in physical contact with one or more students with the intent to hurt or injure
- Use, Possession, Sale or Distribution of Tobacco Products
- Use, Possession, Sale or Distribution of Alcoholic Beverages
- Vandalism/Damage to School or Personal Property – Purposeful destruction, misuse or defacing of school or other's personal property
- Intimidation/Interference/Hazing of Student or Staff – Threatening to physically or verbally harm, interfere, or degrade another student or staff
- False Alarms/Bomb Threat – Purposefully engaging in a false alarm
- Use/Possession/Sale/Transmission/Concealment of any Drug or look-alike drug or other illegal or Controlled Substance
- Use, Possession, Sale or Distribution of a Firearm – Firearm has the same meaning as provided pursuant to the "Gun Free Schools Act of 1994."
- Use, Possession, Sale or Distribution of any Explosive, Incendiary or Poison Gas – Any destructive device, including a bomb, a grenade, or a rocket
- Unwelcome Sexual Conduct – Unwelcomed sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment, i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity
- Harassment, Intimidation, or Bullying behavior (including by an electronic act) as defined in the school's Policy on Harassment, Intimidation, and Bullying (**Appendix 2**)
- Gang involvement – Participation in gang-related actions, dress, or activities
- Weapons – No student at any time, for any reason, shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on the property of the school, or any school-sponsored activity held away from the school property. For purposes of

illustration, but without limitation, this rule shall include firearms, explosives, fireworks, and knives, including penknives, chemicals, and other dangerous objects, which are of no reasonable value to a student other than as a weapon. Possession of a "weapon" may result in immediate expulsion.

- Serious Bodily Injury – An incident that results in serious bodily injury to one's self or others. Serious bodily injury is defined as "a bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member or organ."
- Wrongful Conduct – Actions not in the listing above that impede, obstruct, interfere, or violate the mission, philosophy, and regulations of the school or classroom, including any policies listed in this handbook or the Board of Director's Board Policy Manual.

*A student may not be suspended or expelled for truancy.

Fairfield Preparatory Academy Students are expected to follow the expectations of the ROAR Behavior Matrix when they are on campus or on school busing. A copy of the most up-to-date matrix will be posted on the website and throughout the school building. The school-wide PBIS system will provide opportunities for students who meet these expectations to be rewarded. Parents of students who are continuously not following the expectations will be asked to have a conference with the parent and/or school administration.

C. Dress Code

All students are expected to come to school in clean and properly fitting uniforms with proper hygiene and hair styled neatly. Daily personal grooming is important. Pride in one's appearance is the first step in gaining self-esteem and confidence. Moreover, limiting distractions associated with inappropriate or unusual dress and personal style promotes a positive learning environment. Parents will be contacted if a student is out of uniform or comes to school poorly groomed.

The student dress code is an important part of the school program and philosophy. Making a choice to attend the school, the student (with parent support) agrees to follow all dress code requirements. **The dress code is not an option for the student or parent.** Not choosing to follow the dress code may lead to suspension or expulsion.

The Fairfield Preparatory Academy Administration are the prime enforcers of this policy.

Students are required to wear school uniform daily.

- Blue, Orange, Gray, or Black Polo Shirts (long or short sleeve)
- Khaki or Black bottoms (pants, shorts, skirts, skorts, or jumpers) must have button and or zipper closure for Grade 2 and above. Sweatpants, overalls, leggings, floor length dresses, or jeggings are not acceptable bottoms.
- Black or Brown Belts must be worn with bottoms with belt loops.
- All shorts, skirts, skorts, or jumpers must be knee length and can be worn in the months of April through September only.
- Solid Color Crewneck Sweatshirts and Cardigan or Pull over Sweaters may be

worn over Uniform Shirts. They must be free of designs or logos larger than 1 inch and may not have a hood.

- Students may also wear school logo tops with athletic bottoms any day of the school week. Athletic bottoms can be sweatpants or other styles (no leggings or yoga style pants) that are worn for the purpose of athletic activity.
- Dress shoes or tennis shoes may be worn. No moccasins, sandals, or boots. Shoes Must be close toed and not have high heels.
- Hats or head coverings cannot be worn in the building (except for religious purposes).

Physical Education Class Dress Code

All grades:

- Tennis shoes must be worn on scheduled physical education days.
- For certain athletic events students will be allowed to wear a different athletic uniform.
- Parents will be notified about these special events.

D. Attendance

Regular attendance and punctuality are essential for success in school and necessary for success later in life. Each student at the school has the responsibility to attend all classes regularly and to be on time.

The required attendance of students shall conform to the minimum standards prescribed by State Law. Therefore, absences from school should be only for illness or an emergency. In case of an absence from school:

- The parent must notify the school before the beginning of the school day from which his/her child will be absent. Calls are to be made to the school office. Within 120 minutes after the beginning of each school day, the school shall make at least one attempt in compliance with ORC 3321.141 (A)(2) to contact the parent/guardian for any student absent without legitimate excuse. Parents or a designated adult will be required to sign the child out when they leave and then sign in if they return. A sign-in/sign-out sheet is in the school office and a photo ID will be required.
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments for times other than class hours, if possible. Every tardy or absence (excused or unexcused) slows the progress of a child's development.
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction is made between "excused" and "unexcused" absences for determining whether a student may have the opportunity to make up class work and whether disciplinary action is in order.
- **A student will be retained** in their present grade level if they have been truant for more than **10% of the required attendance days** of the current school year and has failed two or more of the required curriculum subject areas. A student may only be promoted under these circumstances if the school administrator and the student's teachers of any failed subject areas agree that the student is academically prepared to be promoted.

- Per state law, a student will be automatically withdrawn from school if the student does not have a legitimate excuse (see below "excused" absence from class) and **fails to participate in seventy-two (72) consecutive hours** of the learning opportunities offered to the students.
- Students who are habitually absent or tardy may be referred for interventions pursuant to the school's Attendance, Truancy and Withdrawal Policy.

The term "excused" will refer to any absence from a class based on the following:

- Medical appointment
- Pursuant to medical advice
- Death of an immediate family member
- Personal illness
- Court appearance
- Religious observance
- Other as deemed by the school administrator.

The term "unexcused" will refer to any absence from a class based on the following:

- Leaving school early without proper authorization
- Other unexcused absence defined by the school administrator.

NOTE: Failure to attend any school function outside the regular school day will not be considered an absence.

E. Religious Accommodation

Pursuant to the Board's Religious Accommodations Policy, students are permitted up to three (3) Religious Expression Days each school year in order to take holidays for reasons of a faith, religious or spiritual belief system, or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. In order for a student to receive an excused absence and alternative accommodations for examinations or other academic requirements missed due to a Religious Expression Day, the student's parent must provide the Principal with written notice of the specific dates of the Religious Expression Days the student intends to take. Such notice must be submitted no later than 14 days after the school year begins, or no later than fourteen (14) days after the student transfers into the School after the beginning of the school year.

F. Truancy

Generally

Attendance at school is key to achievement. Students are expected to attend school regularly and on time. Parents/guardians are encouraged to partner with the school to ensure attendance and timeliness.

Parents/guardians are encouraged to make any doctor, dentist, etc., appointments for times other than school hours.

No student shall be suspended or expelled based solely on the number of absences.

Chronically Absent

A child is "chronically absent" if he or she has missed at least ten percent of the minimum number of hours required in the school year for the school the student attends.

The School will do the following:

1. Acknowledge that all absences, excused or unexcused, take away from instructional time and have an adverse effect on learning;
2. Identify strategies to prevent chronic absenteeism;
3. Notify the student's parent, guardian, or custodian when the student has been absent for a number of hours no more than five percent of the minimum number of hours required in the school year for the school the student attends;
4. Establish a tiered intervention system that intensifies with the greater number of absences and includes resources to help students and families address the cause of the absences;
5. Provide one or more intervention team to work with students at risk of becoming chronically absent;
6. Prohibit the suspension, expulsion, or any prevention of a student attending school based on the student's absences under ORC 3313.668;
7. Align with other state or federally approved school improvement plans; and
8. May consult or partner with public, nonprofit, or private entities to provide assistance as appropriate to students and their families in reducing absences.

Habitually Truant

A student shall be considered habitually truant when the student is absent without legitimate excuse for thirty (30) or more consecutive hours, forty-two (42) hours or more in one school month, or seventy-two (72) hours or more in a school year.

When a student is habitually truant:

1. Within seven (7) days of the triggering absence:
    a. The Superintendent, Principal, or Chief Administrator shall establish an absence intervention team. The team should be based on the needs of each individual student, but the team shall include at a minimum two representatives from the school, one of whom knows the student, and the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). 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.

    b. The school shall make three meaningful good faith attempts to secure participation on the team by the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). If the student's parent responds to any of those attempts, but is unable to participate for any reason, the school shall inform the parent of the parent's right to participate through a designee. If seven (7) school days elapse and the student's parent, fails to respond to the attempts to secure participation, the school shall do both of the following:

i. Investigate whether the failure to respond triggers mandatory reporting to the public children services agency for the county in which the child resides in the manner described in section 2151.421 of the Ohio Revised Code; and
ii. Develop an intervention plan for the student notwithstanding the absence of the child's parent.

2. Within ten (10) days of the triggering absence, the student will be assigned to the selected absence intervention team.

3. Within fourteen (14) days after the assignment of the team, the school will develop an absence intervention plan for that student in an effort to reduce or eliminate further absences. Within seven (7) days after developing the plan, the school shall make reasonable efforts to provide written notice of the plan to the student's parent/guardian.

4. If the student does not make progress on the plan within sixty-one (61) days or continues to be excessively absent, the school will file a complaint in the juvenile court.

5. In the event that a student becomes habitually truant within twenty-one (21) school days prior to the last day of instruction of a school year, the school may, in its discretion, assign one school official to work with the student's parent/guardian/custodian/designee/guardian ad litem to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year. In the alternative, the School may toll the time periods to accommodate for the summer months and reconvene the absence intervention process upon the first day of instruction of the next school year.

Reporting

The school shall report as soon as practical to the Ohio Department of Education and Workforce: when a notice of chronically absence is submitted to a parent; when a student meets the definition of habitually truant; when a student has been adjudicated an unruly child for being an habitual truant violates the court order regarding that adjudication; when an absence intervention plan has been implemented.

If the student is violating a court order regarding the student's adjudication as an unruly child for being habitually truant, the Board hereby authorizes the school's administrator or his/her designee to inform the student and parent/guardian of the violation and to notify the Juvenile Court.

The school may take legal action against the parent/guardian pursuant to ORC 3321.20 or ORC 3321.38 if a student is not attending school.

See the Board adopted Attendance, Absence, Truancy and Automatic Withdrawal policy for more information.

G. Tardy Policy

All students reporting to school after 8:45 a.m. be considered tardy. Tardy arrivals are added to hours absent, and the student may be referred to Absence Intervention Team.

Tardiness to or early check-out from school will be unexcused, unless the student arrives to school late for one of the following reasons:

- Personal illness.
- Attendance at a required court appointment.
- Appointment with a doctor, dentist, or other professional.
- Late or no school bus

For a tardy to be excused, the student must present a note from the parent/guardian explaining the student's late arrival or a written note from a doctor, dentist, or other professional.
The tardy notes from the parents/guardians shall be limited to three (3) per quarter.

Students must be in their assigned classroom by the start of school day. Just being "in school" or "hanging around" in the restrooms, gym, or the halls is not considered ready for school and in the classroom. Students using such an excuse will be marked tardy.

Parents are encouraged to make dental/doctor appointments for times other than class hours, if possible. Every tardiness, even if excused, slows the progress of a child's development.

Tardiness is only excused for the same reasons as absences. Three (3) tardies equal one (1) absence (three (3) tardies = one (1) absence).

H. Suspension and Expulsion Procedures

The school recognizes that exclusion from the educational program is a serious sanction and that suspension and expulsion must follow due process mandates. Additionally, the school will comply with all state and federal law pertaining to students with disabilities.

A student may be disciplined for any violation of the student code of conduct, even if the violation occurs on property not owned or controlled by the school if the violation took place during activities connected with the school or if the behavior is directed at a school official.

Any student suspended or expelled under this policy will not be permitted to participate in any extracurricular activities.3

Students in grades kindergarten through third grade will only be suspended in accordance with the Board's Suspension, Expulsion, and Permanent Exclusion Policy.

I. Withdrawal Policies and Procedures

<u>Voluntary Withdrawal</u>

Parents withdrawing students from School are asked to give the school at least one week's notice. The School requests that parents use the Withdrawal Form available from the School Office to provide notification of the new school the student will be attending. This signed form gives official notice of the child's withdrawal. Records will not be released until a Release of Information form is

completed by the legal parent or a request for records is received from a subsequent school. In addition, all outstanding fees, academic records, or obligations must be met, including the return of all textbooks/electronics.

Mandatory Withdrawal – 72 Consecutive Hours

Per Ohio law, students must be withdrawn if they are absent for seventy-two (72) consecutive hours and have not provided the school with documentation of approved excused absences. The student's parent will be sent a notification in accordance with the Attendance, Truancy, and Automatic Withdrawal Policy. If a student reaches seventy-two (72) consecutive hours missed, he or she will be withdrawn. Final withdrawal letters will be sent to the parent and the appropriate truancy procedures will begin.

IV. Academics

A. Curriculum

The school provides a high-quality standards-based curriculum using an inquiry model to enable the students to meet individualized goals and prepare for their lives after elementary school. The school shares the student progress with parents and provides an explanation of the results to parents during the school year.

B. Parental Notification Regarding Child Sexual Abuse and Sexual Violence Prevention Curriculum

The law requires the School to include in the curriculum for students in grades K-6 developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. A parent may request a student be excused from such instruction upon a written request submitted to the Principal or their designee.

Additionally, the law requires students receive developmentally appropriate instruction in sexual violence prevention education beginning in the 7th grade. A parent may request the opportunity to examine the materials used for such instruction by submitting a written request to the Principal. Additionally, a parent may request a student be excused from such instruction upon a written request submitted to the Principal.

C. Assessment and Intervention

Assessment is an ongoing evaluation of student progress at all grade levels and in all courses. Classroom assessment occurs daily and includes such strategies as observations, oral presentations, reports, role-playing, reviews, projects, homework, quizzes, and tests. In addition, grades Kindergarten through Seventh will complete diagnostic assessments. Nationally normed assessments will also be administered for grades Kindergarten through Seventh (7). These assessments are mandatory for all students.

Intervention is supplemental instruction based on student needs, designed to provide remediation, reinforcement, enrichment, or support for student learning about specified student performance objectives.

State law requires that each school district in Ohio assess reading skills for students in kindergarten, first, second and third grades by September 30th of each year to determine whether they are reading at grade level. If a student is not reading at grade level, the school will notify the parent or guardian and the school will provide intervention services to improve the student's reading performance. If the student does not attain the required level of reading competency by the end of third grade, he/she must be retained. A copy of the complete Reading Skills Assessments and Interventions Policy, including information regarding the midyear promotion of retained students, is available from the principal.

D. Make-Up Work

When an excused absence occurs, students are responsible for making up the assignments that are missed. The teacher will assign make-up work and set a date for completion, which shall be the same number of days as the corresponding absence. Assignments not completed will result in failing grades.

In the event of a planned excused absence, the school must be provided with three (3) or more days of advanced notice for teachers to provide class assignments. Students must return completed assignments within two days of returning to school.

Make-up work will not be provided for unexcused absences.

It is strongly suggested that absences not occur during state testing week(s).

E. Report Cards

Report cards are sent to the home through the mail, given directly to the parent, or sent home with the student for each grading period (four times a year). See the school calendar for these dates. Please check with the administrator to learn what distribution method is used at the school.

Copies of all report cards are placed into the student's cumulative file.

Kindergarten students will receive a report card at the conclusion of the second and fourth grading period. Kindergarten students will receive an Interim Report at the conclusion of the first and third grading period.

The grading scale, K-2, is as follows:

90%-100%	A (Exceeds)
80%-89%	B (Meets)
70%-79%	C (Meets)
65%-69%	D (Progressing)
64% and below	F (Limited)

The grading scale, 3-7, is as follows:

90%-100%	A
80%-89%	B
70%-79%	C
65%-69%	D
64% and below	F

F. Parent / Teacher Conferences

Formal parent-teacher conferences are conducted at least once a year. Conference dates are specified in the school calendar. Conference schedules will be issued through the school office but arranged by each student's teacher. Once a conference date and time have been arranged, parents should contact the student's teacher if a change is necessary. Parents may request conferences throughout the year.

Parent-teacher conferences are a focal point in student evaluation and reporting to the parents. This is a two-way avenue for both parents and teachers and may be initiated by either party as needed.

G. Open House

Open house will be held during the month of August or September. Parents will be notified of the exact dates and are encouraged to attend.

V. School Operations

A. School Day Arrival and Dismissal

School days and vacations are provided in the school year calendar.

All students arriving after 8:50 a.m. must be signed in at the office by their parent/guardian andwill be considered tardy.

Students may not be dropped off before designated drop off time. No supervision is provided prior to published drop-off times. Students should be picked up no later than thirty (30) minutes after dismissal each day. Any student who remains on campus after dismissal must report to the designated after-school area. A student on campus unsupervised before drop off time or after dismissal time may be subject to state criminal trespass laws and disciplinary consequences under the Student Code of Conduct. Student Violation of this school policy may also be subject to monetary charges. The school reserves the right to contact the appropriate authorities for serious infractions. Students may not be picked up or dropped off by ride share services such as Uber or Lyft.

DISMISSAL: Afternoon dismissal procedures begin promptly at 4:00 p.m. From 3:35 p.m. until the last loaded bus leaves the campus, the school will no longer permit parents to enter the building. Parents attempting to pick up their child from school after 3:35 p.m. should wait at their cars, or outside the student pick-up area (located at the back of the building by the Gymnasium) until school personnel release their child to them.

Students should be picked up on campus no later than 4:15 pm. If a student is not picked up by 4:30pm and all emergency contacts have been contacted without reaching someone, school staff will contact the local school resource officer and Butler County Children Services.

B. Illness

Parents are encouraged to examine their child each morning before sending the student to school to see if any signs or symptoms of illness are present.

If a student is ill, please keep the student at home and notify the school of the absence. Should a condition persist, the student's physician should be consulted. Parents are urged to establish children with a physician so that one can be promptly called when the need arises. Cooperation in the communicable disease program will be greatly appreciated. Students should not return to school until a 24-hour period of a normal temperature has elapsed. All guidelines on COVID-19 prevention must be followed.

C. Emergency Phone Calls

Parents should not call the school for the delivery of messages to children, except in cases of emergency.

Students may give the school's phone number to relatives for emergency purposes only. The main office will take a message and forward it to a student as soon as possible.

Students are not permitted to use school phones without approval from school personnel.

D. Early School Dismissal

Occasionally, weather conditions or other building emergencies may arise that necessitate sending students home earlier than the regular dismissal time. Every possible effort will be made not to make such a closing. In case of closing, every effort will be made to contact the parents under these conditions. It will be necessary for the parent to arrange procedures (such as stay with a neighbor, friend, relative, etc.) for their child to follow in case there is no one home to meet him/her. Parents should make these arrangements beforehand and instruct the child on what he/she is to do. The school cannot make any such decisions. Due to safety and Dismissal procedures, at 3:30 pm each day, families will not be permitted to enter the building after 3:30 p.m. to sign students out for Early Dismissal. Families will need to pull into the Dismissal line and wait for their child to be called down.

E. Emergency School Closings

Should it be necessary to close the school for weather or other unforeseen emergencies, information will be given over radio and television stations. Usually, if the city school district in which the school is located is closed, the school will also close; however, this is not always the case. Consequently, parents are asked to monitor their television or radio to be certain. Primary contacts receive automated phone calls to alert of the school closing.

F. Crisis Management

A School wide Safety/Crisis Plan has been developed and provided to School personnel for assisting and responding to various crisis/emergency situations. In the event of a manmade or natural crisis, your cooperation is needed. Staff is trained to move students to a designated evacuation site. PLEASE DO NOT CALL THE SCHOOL DIRECTLY. Calling the School may limit the availability of telephone lines needed to access emergency rescue services. Initial notification to parents will be through local television and radio stations. Once students are secure and safe, School personnel will contact parents with sign out procedures. Students will only be released to parents or individuals listed on their emergency contact forms.

G. Cars / Parking / Buses

For the sake of order and safety, parents coming to drop off or pick up their children are to park in designated areas only. The school will give traffic, parking, and bus information before the opening of school.

H. Breakfast / Lunch

Families needing financial assistance may apply for free or reduced breakfast/lunch fees through the school office. Information for the free and reduced breakfast/lunch program is sent home early in the school year and the forms are available throughout the year in the school office. Note: it is the responsibility of the parent to see to it that their child is provided lunch or to notify the school of qualification for free or reduced lunch.

Some ACCEL operated schools participate in the Community Eligibility Provision (CEP) food program. Students at schools participating in the program may receive breakfast and/or lunch at no cost to the family.

I. Recess

When scheduled, students are expected to participate in outdoor recess activities during the school day – weather permitting. If a student is too sick to go outside for recess, the student should not be in school. Parents must ensure that the student has the appropriate clothing with him/her for outdoor activities. Coats, hats, and gloves should be worn as recess will be outside unless the temperature is thirty-two (32) degrees or less (actual or wind chill).

J. Textbooks

Students are expected to take care of and are responsible for the textbooks assigned during the school year. Parents will be responsible for paying a replacement fee for lost or damaged books. The student's academic records will not be released until payment of the replacement fee is settled.

K. Money

All money turned into the school should be in an envelope marked with the child's name, grade, amount, and purpose. The children are not to bring additional money to the school. The school will not be responsible for any money brought to the school.

L. Lost and Found

Any personal items that have been left at the school will be taken to the main office. If students find personal items that belong to others, they should turn the items into the main office as soon as possible. The school is not responsible for lost money, jewelry, phones, or other personal items.

Many clothing items find their way into the lost and found containers. Parents are encouraged to have their children request permission to look for missing items. Many good clothing items are never claimed and are given to various charitable organizations as space permits.

Money, jewelry, and other personal items may be turned in at the office. Students should ask permission from their teacher to come to the office to claim any such items.

M. Student Photographs

School pictures will be taken in the fall of each school year. Parents/Guardians will be offered a package of individual and class photographs through the photography company. All students will be photographed whether or not a package is purchased unless the parent sends a written refusal.

N. Visitors

Visitors to the school are subject to the School Visitor Policy adopted by the Board. A copy of the Policy can be obtained from the Principal.

Visitors are required (for the safety and security of everyone) to report to the school office before their visit to a classroom or other parts of the building. All visitors must sign in upon arrival, sign out before leaving the building, and wear a visitor's identification badge while in the building. Visitors are not to approach students and should always be escorted by a staff member while in the building.

All visitors must pre-arrange, through the office, any meetings or visits with the teacher or classroom. The length and repetition of visits shall be determined by the school administrator to be in the student's and the school's best interest.

Visitors are asked not to attempt an impromptu parent-teacher conference, particularly while students are in the classroom.

The school reserves the right to deny access to anyone, including parents, to the school facility and grounds.

O. Volunteer Program

Parents and members of the community may be asked or wish to give of their time in the form of volunteering. Information regarding these opportunities will be forwarded to the parents as appropriate. This is a wonderful opportunity to become more involved with the child's school. All volunteers are subject to the Board approved Visitors Policy.

Please note: Recurring volunteers will be required to comply with the school's background check policies.

P. Field Trips

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate. Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips.

Please note: To be considered as a chaperone, it is required that you obtain a BCI/FBI check with no disqualifying offenses prior to participating in any school activity.

Q. Classroom Parties

Parties may be scheduled for special holidays and/or special occasions. The classroom teacher will coordinate and communicate dates, times, and procedures for such events. Each classroom teacher will establish a party policy for his/her individual classroom. Parental requests for parties will be approved or denied by the classroom teacher. Any request for a child not to participate in any/all such parties or activities should be in writing and forwarded to the teacher ahead of time.

R. Cell Phones and Electronic Communication Devices

"Electronic communications device" (EDC) means any device that is powered by batteries or electricity and that is capable of receiving, transmitting, or receiving and transmitting communications between two or more persons or a communication from or to a person. This includes, but is not limited to, personal cell phone, smart watches, tablets, and any other device that meets the aforementioned definition.

In accordance with the Board approved Cell Phone Policy students are prohibited from using electronic communication devices at all times on school property during school hours.

Nothing in this policy prohibits a student from using a cell phone/electronic communication device for a purpose documented in the student's individualized education program developed under Chapter 3323. of the Ohio Revised Code or a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794 or if permitted under the building's comprehensive emergency management plan adopted under section 5502.262 of the Ohio Revised Code

A student may use a cell phone/electronic communication device to monitor or address a health concern if the board receives a written statement from the student's physician requiring such use.

Students shall keep their cell phones/electronic communication devices in a secure place, such as the student's locker, a closed backpack, or a storage device provided by the school, at all times when cell phone use is prohibited.

Please Note: The school is not responsible for the cost, usage, or replacement of lost, damaged, or stolen cell phones that are brought to the school whether confiscated by staff or in possession of a student.

S. Personal Items Brought to the School

Students are not allowed to bring personal items to school. To avoid disruption of the educational process, currently popular items such as trading cards, electronic games and action figures are to be left at home. Such articles will be taken and returned only to the parent or the law authorities if deemed prudent to do so by the building administrator. Except for approved fundraisers, students are not permitted to sell or trade anything among themselves at school, on the school grounds or the bus. This includes food from lunches. Pets should never be brought to school without prior permission of the administrator. Further, items should not be brought in glass jars because of the danger of breakage (e.g., lunch items).

Please Note: The school is not responsible for replacement of lost, damaged, or stolen items brought to school.

T. Stolen Items

The school **is not responsible** for stolen personal items, including cell phones, even if turned over to school personnel.

U. Backpacks, Desks, Lockers, and Other Personal Storage Areas

All lockers, desks, and other storage areas provided to the student for use remain the property of the school. The student has no expectation of privacy in any storage area assigned to them. No student shall lock or otherwise impede access to any locker or storage area, except with a lock (if any) approved and provided by the school. Unapproved locks will be removed and destroyed with no compensation. Upon authorization of the building administrator, personal storage areas may be searched at any time for any reason.

Upon authorization of the search team, including the administrator or designee, backpacks, desks, and other personal storage areas may be searched at any time for any reason. The search team may at any time, with reasonable suspicion, call upon the assistance of the local police authorities to conduct a search of backpacks, desks, and other personal storage areas, and the contents contained therein, as provided in the **Search Policy** attached as **Appendix 3**.

V. Pesticide Notice and Log Policy

In accordance with Ohio law, parents and guardians of minor children, adult students, faculty, and staff who are enrolled or employed at the school may request and receive prior notifications of the applications of pesticides that are scheduled for a time when school is in session. All such requests shall include the requesting party's email address or telephone number and shall be submitted to the school administrator at the school office. The school administrator is designated as the contact person for all pesticide applications made at the school.

Additionally, pesticide logs shall be available for inspection at the school office during normal school hours. Said logs shall be retained for one year following the date of the pesticide application.

This Policy shall not apply to disinfectants, sanitizers, germicides, and anti-microbial agents.

VI. Health and Safety

The school provides a safe and clean environment and takes precautions to protect students and staff.

The building doors are locked during the school day. Entrance to the building is by office permission. Closed circuit cameras cover all entrances and are placed at strategic locations throughout the building.

A. Reporting Injuries

If a student is injured at the school, he/she must immediately report the injury to school personnel. The main office will complete an injury report and will provide a copy of the report to the parents/guardians as notice of the incident.

B. Health Clinic

When available, the school nurse or health aide handles all first aid; otherwise, first aid issues will be handled by other school personnel. All students are required to have an Emergency Authorization Form on file at the school. These forms will be used in case there is a medical emergency or illness.

C. Control Of Casual-Contact Communicable Diseases and Pests

Because the School has a high concentration of people, it is necessary to take specific measures when the health and/or safety of the group are at risk. The School's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific diseases include: diphtheria, scarlet fever, ringworm, strep infection, whooping cough, mumps, measles, rubella, pink eye, impetigo, coronavirus, and other conditions indicated by Local and State Health Departments.

If a child contracts a Communicable Disease, the School Office should be notified as to the nature of the illness and the student shall not return to the Academy until a Physician gives written permission to do so. This is a means of protecting all children.

D. Lice/Nits and Bed Bugs

Any student found to have head lice will be temporarily excluded from the School learning environment until an appropriate treatment has been completed. Families may be provided with information on treatment options available. Most students can be treated and return to the classroom the next day. The excluded student will be rechecked for head lice by the School medical staff or designee prior to being allowed to return to class. As a precaution, the student may be rechecked within 10 days after returning to class for possible re-infestation.

Students that have informed the school about a bed bug issue do not need to be excluded from the learning environment. School staff should work with the student and their family to ensure that items transferred between home and school are minimized until the bed bug issue has been resolved.

Additionally, student belongings like backpacks or coats should be sealed in a tightly closed container during the school day to prevent bed bugs transferring to other students or the classroom.

The U.S. EPA has a primer for School Staff on bed bugs that can be found here: Managing Pests Schools: Bed Bug Guidance for School Administrators, Teachers, and Staff.

E. Control Of Noncasual-Contact Communicable Diseases

In the case of noncasual-contact communicable diseases, the School still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have their status reviewed by a panel of resource people, including the applicable Board of Health, to ensure that the rights of the person affected and those in contact with that person are respected. The School will seek to keep students and staff persons in the School unless there is definitive evidence to warrant exclusion.

Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), AIDS Related Complex, HIV (Human-immunodeficiency), Hepatitis B, and other diseases that may be specified by state law, or applicable regulation.

Parents/Guardians will be requested to give consent to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at the School and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

F. Emergency Medical Authorizations

Each parent is asked to complete and return to the school an Emergency Medical Authorization Form, which will be included in the student's cumulative record folder. Parents are responsible for ensuring that this authorization form includes the necessary information the school must have should an emergency arise. It is extremely important that this authorization form is fully completed and updated as medical needs change.

G. Medication Administration

All medication administration is governed by the policy adopted by the Board of Directors. A copy of this policy can be requested from the Principal.

Per Ohio Revised Code Section 3313.716 students are permitted to possess and use a metered dose or dry powder asthma inhaler to alleviate or prevent asthmatic symptoms at the school.

Per Ohio Revised Code Section 3313.718(B) and 3314.03(A)(11)(d) students are permitted to carry and use an epinephrine auto-injector to treat anaphylaxis (an intense allergic reaction). In order for a student to properly possess or use an epinephrine auto injector at the school written approval from the student's physician and parent must be signed and received by the school.

For medications asthma inhalers and epinephrine auto injectors, written approval by the student's physician must include all information as detailed herein below or as indicated on the Food Allergy Action Plan, if applicable. If a student has a serious food allergy, the parent must complete a Food Allergy Action Plan.

"Written Approval" hereunder must include the following information:

1. The name and address of the student;
2. The name of the school and class in which the student is enrolled;
3. The name of the medication and the dosage to be administered;
4. The times or intervals at which each dosage of the medication is to be administered;
5. The date the administration of the medication is to begin;
6. The date the administration of the medication is to cease (if applicable);
7. Acknowledgement that the physician has determined that the student is capable of possessing and using auto injector appropriately and has provided the student with training in the proper use;
8. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency;
9. Instructions outlining procedures to follow if the asthma inhaler does not provide adequate relief;
10. A list of adverse reactions that may occur if an individual for whom the asthma inhaler was not intended uses the medication; and
11. At least one emergency telephone number for contacting the physician and one number for contacting the parent
12. Any other special instructions.

Should any information regarding the medication change, the parent must submit a revised written statement. All medications must be in the prescribed container.

The school shall acquire and retain copies of each request and accompanying statement. The statement shall be given to the employee authorized to administer the drug by the next school day after receipt.

The school shall store the medication in a locked location in the school office or other location as determined by School personnel that meets legal requirements for storage. Any drugs that require refrigeration shall be stored in a refrigerator located in a place not commonly used by students.

Properly trained school staff may administer epinephrine in an emergency situation, in accordance with the Written Approval and/or the student's Food Allergy Action Plan when emergency medical service providers are not immediately available, and the exigency of the circumstance requires immediate action. School staff will immediately request assistance from an emergency medical service provider whenever a student is administered epinephrine at the school or at an activity, event, or program sponsored by the school. This request for medical assistance applies whether the student self-administers the medication, or a school staff member administers it to the student.

Students with Diabetes

All students enrolled in the school will receive appropriate and needed diabetes care in accordance with an order signed by the treating physician. The care includes any of the following:

1. Checking and recording blood glucose levels and ketone levels, or assisting the student with the check
2. Responding to blood glucose levels outside of the student's target range
3. Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia

4. Administering or assisting in the administration of insulin
5. Providing oral diabetes medication
6. Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician's order
7. Following the physician's instructions regarding meals, snacks, and physical activity
8. Administering diabetes medication as long as the following conditions are met:
    a. Administered by a school nurse, or in the absence of a school nurse, an employee trained in diabetes care.
        i. Any training shall be coordinated by a school nurse or a licensed health care professional with expertise in diabetes;
        ii. Each year the training shall take place prior to the beginning of the school year, or as needed, not later than fourteen days after receipt of a physician's order;
        iii. Any individual who completes the required training shall be considered by the Board as qualified to administer diabetes care.
        iv. The school nurse or licensed health care professional shall provide follow up training and supervision.
    b. The school receives a written request with the following information:
        i. The name and address of the student
        ii. The school and class in which the student is enrolled
        iii. The name of the drug and the dosage to be administered
        iv. The times or intervals at which each dosage of the drug is to be administered
        v. The date the administration of the drug is to begin
        vi. The date the administration of the drug is to cease
        vii. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency
        viii. Special instructions for administration of the drug, including sterile conditions and storage
    c. The parent agrees to submit a revised statement upon any changes.
    d. The person administering the drug has a copy of the statement.
    e. The medication is in the prescribed container.

Within fourteen (14) days of receipt of a physician's order regarding a student with diabetes, the Board or Governing Authority shall inform the student's parent that the student may be entitled to a 504 plan.

Upon written request of a parent, a student with diabetes shall be permitted to attend to his/her own care in accordance with the physician's order if the student's treating physician determines the student capable of performing the tasks. The student shall be permitted to perform the care tasks in any area and to possess all necessary supplies and equipment. If the student uses the medical equipment for purpose other than the student's own care, the Board may revoke the student's permission to attend to his/her own care.

The School, members of the Board, and employees of the School are not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties associated with diabetes care unless the act or omission constitutes willful or wanton misconduct.

No later than the last day of December of each year, the Board shall report to the Ohio Department of Education and Workforce, the following information:

1. The number of students enrolled during the previous school year;
2. The number of errors associated with the administration of diabetes mediation during the previous school year.

Seizure Action Plan

The Board has adopted a Seizure Action Plan Policy to help support students who have an active seizure disorder. If the student has, or develops, an active seizure disorder, parents are required to notify the Principal so that the School and parent can create an individualized Seizure Action Plan.

H. Food Allergy Action Plan

If a student has a serious food allergy, the student and his/her parent must complete a Food Allergy Action Plan.

I. Vision, Hearing, and Scoliosis Screening

Screening for the students will be conducted in accordance with state guidelines. The school nurse will notify the parent of the results. Any conditions discovered that might impede the student's health or school progress will be brought to the parent's/guardian's attention by the school nurse.

J. Eye Protective Devices

Staff and Students shall wear eye protection which complies with Federal and State standards when working in areas involving:

- flying particles
- molten materials
- acids, caustic, or explosive materials
- chemical oases or vapors
- potentially injurious light radiation
- welding, milling, sawing, drilling, turning, shaping, cutting, grinding, buffing

K. Wellness Program

In light of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 by Congress, the school recognizes the role it can play in building nutrition knowledge and skills in students to promote healthy eating and physical activity choices. This law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The passing of the Healthy, Hunger-Free Kids Act of 2010 added provisions to expand upon the previous local wellness policy requirement of the 2004 Act. The school supports student health and wellness. For further information regarding the Wellness Policy, refer to the policy adopted by the Board of Directors.

L. Reporting Child Abuse / Neglect

When any staff member suspects abuse or neglect, he/she will first notify the building administrator. The staff member will then call the local reporting agency in the presence of the administrator. The staff member will document the notification. All reports are to be confidential. For further information regarding reporting of child abuse or neglect, refer to the policy adopted by the Board of Directors.

M. Positive Behavior Interventions and Supports

The Board has adopted a policy to guide the use of Positive Behavior Interventions and Supports (PBIS), and the limited use of restraint and seclusion at the School. It is the Board's belief that every effort should be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as 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.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at the School. Every use of restraint or seclusion shall be documented and reported in accordance with the Board's adopted policy. The Board's policy is available from the School office and is posted on the School's website.
The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.

N. Technology and Internet Safety

As more fully outlined in the school's Technology and Internet Safety Policy attached as **Appendix 4** to this handbook, the use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:

- To abide by all school policies relating to the use of technology;
- To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the student may have his/her privileges revoked or other disciplinary actions taken against him/her for actions or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the school;
- Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for any and all costs; and
- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

O. Harassment, Intimidation, Bullying

As more fully set forth in the school's Policy on Harassment, Intimidation and Bullying, and Title IX, including by an electronic act, and attached as **Appendix 2** to this handbook, harassment, intimidation, or bullying behavior is strictly prohibited, and students who are determined to have

engaged in such behavior are subject to disciplinary action, which may include counseling, suspension, or expulsion from school. The school's commitment to addressing harassment, intimidation, and bullying, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty, or school personnel.

It is imperative that harassment, intimidation, and bullying be identified only when the specific elements of the definition are met, because the designation of the conduct of such behavior carries with its special statutory obligations. Any misconduct by one student against another student or staff, whether or not appropriately defined as harassment, intimidation, or bullying will result in appropriate disciplinary consequences for the perpetrator.

P. Prohibited Gang Activity

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event whether at the school or outside of the school facility, and on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

The term "gang" is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term "gang activity" is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty, or membership in any way while on school grounds or while attending a school function.

These activities may include things such as recruiting students for membership in a gang and threatening or intimidating other students or staff against their will to promote the common purpose and design of any gang.

Q. Drug-Free School

In accordance with applicable law, the school prohibits the use, possession, concealment, or distribution of drugs by students on the school grounds, in the school building, on school buses, or at any school related event. Drugs include any alcoholic beverage, an anabolic steroid, and any dangerous controlled substance as defined by state or federal statute, or any substance that could be considered a "look alike" controlled substance. Compliance with this school policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action as specified in this Parent/Student Handbook, up to and including expulsion from the school. When required by state law, the school will also notify law enforcement officials.

R. Weapon-Free School

No student at any time, for any reason shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon or considered a "look-alike" weapon in or on property of the school, school bus, or any school-sponsored activity held away from the school property. Possession of a weapon may result in immediate expulsion and involvement of local law enforcement.

- 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.).
- 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.).
- An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.).
- Any object that 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.).

Firearm has the same meaning as provided under 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 can readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition outlined in this policy shall automatically change to conform to it.

Knife is defined as a cutting instrument consisting of a sharp blade or edge, not to include scissors, wire cutters or other similar tools determined by the administrator to be necessary for the school setting at a particular building or grade level, if used only for the necessary purpose.

VII. School Records

The school takes student records and their confidentiality very seriously and has a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon properly authorized request from that school or from a signed release by the parent or as otherwise required by law.

A. Current Information

To ensure student records are up-to-date parents must inform the school of address, telephone (home/work), and legal custody changes as they occur during the school year.

B. Request for Records

The school secretary will request student records from the previous school(s) upon completion of enrollment. Pursuant to the Ohio Revised code, the requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

C. Student Directory Information

While FERPA permits schools to adopt a policy allowing the release of Directory Information Policy under which "directory information" concerning students may be released to the public under certain circumstance, schools are not required to do so. Whereas the school has not adopted such a policy, the school's practice in compliance with FERPA is not to release education records or personally identifiable information in the absence of explicit consent from a parent or student over the age of eighteen.

D. Audio-Visual Information

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in school is an integral part of the reporting responsibility to the community. The school will, however, respect parents' wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student's name, picture or work product for presentations or other uses.

E. Release of Student Records

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect and request corrections to student records. Parents are required to submit their request to inspect student records in writing to the administrator to allow him/her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental inspection only under the direct supervision of administrator or his/her designee. The school must comply with the parent's request for inspection within forty-five (45) days.

Parents have the right to request corrections to student records. Requests for corrections must be submitted in writing to the administrator in a letter that includes the basis for such correction. Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect.

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

Parents have the right to file a complaint with the Ohio Department of Education and Workforce if they think that the school or the school district their student previously attended is not complying with the federal laws or regulations regarding student records.

F. Non-Custodial Parent Record Request

The school will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

G. Protection of Pupil Rights Amendment (PPRA) Notification

Description of Intent

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents of minors' certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- The right to provide consent before students are required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:
    1. political affiliations or beliefs of the student or student's parent
    2. mental or psychological problems of the student or student's family
    3. sexual behavior or attitudes
    4. illegal, antisocial, self-incriminating, or demeaning behavior
    5. critical appraisals of others with whom respondents have close family relationships
    6. legally recognized privileged relationships, such as with lawyers, doctors, or clergy
    7. religious practices, affiliations, or beliefs of the student or parent/

8. income, other than as required by law to determine program eligibility

- The right to receive notice and an opportunity to opt a student out of the following:
    1. any other Protected Information Survey, regardless of funding
    2. any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
    3. activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- The right to inspection, upon request and before administration or use, of the following:
    1. Protected Information Surveys of students
    2. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
    3. instructional material used as part of the educational curriculum

Notification Procedures

The school will work to develop and adopt policies regarding these rights in consultation with parent. The school will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parent of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available method, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parent will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

Reporting a Violation

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

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

VIII. Child Find

The school is participating in an effort to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE).

School districts across the State of Ohio are also participating in this effort to identify disabilities such as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive impairments, physical impairments, autism, traumatic brain injury, and other health impairments.

The school is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, to accomplish this, the school must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age twenty-one (21), who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the school's administrator.

The school will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether a special need exists. If a need is identified, the child can begin receiving special education and related services.

IX. Parents' Right to Know Teacher Qualifications

A parent or guardian may request information on the professional qualifications of each classroom teacher who provides instruction to the parent's or guardian's child. The information that may be requested includes:

- Licensure and certification information
- Educational background
- Qualifications of instructional aides (if applicable)

X. Parent Engagement Policy

The school recognizes that the involvement of parents (hereinafter including guardians/caretakers/foster caregivers) and families in their children's education is critical to

students' success. In order to accomplish the goal of welcoming, encouraging, and promoting parental/family involvement, the school shall:

1. Create a welcoming school climate.

    - Provide a welcome packet for all parents visiting the school, including important school contact information, school calendar and information about the vision and mission of the school.
    - Have teachers make personal contacts with families through e-mail, phone calls or home visits.
    - Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building, and meet other families.

2. Provide families information related to child development and creating supportive learning environments.

    - Provide information for parents on typical development and appropriate parent and school expectations for various age groups.
    - Print suggestions for parents on home conditions and activities that support learning at each grade level.
    - Partner with local agencies to provide resources to families.

3. Establish effective school-to-home and home-to-school communication.

    - Provide information for parents on homework policies and on monitoring and supporting student work at home.
    - Send home student work for parent review and comment.
    - Allow access so families can frequently monitor their children's progress.
    - Clearly communicate school policies to all families.
    - Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
    - Create a "suggestion or comment" box (electronic or onsite) for families to anonymously provide their questions, concerns, and recommendations.

4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.

    - Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
    - Make regular homework assignments that require students to discuss with their families what they are learning in class.
    - Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
    - Inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.

- Engage families in opportunities to work with their children in setting their annual academic and career goals.

5. Engage families in school planning, leadership and meaningful volunteer opportunities.

    - Invite parents to be involved at the School, including Title One planning.
    - Identify family volunteer interests, talents, and availability, matching these resources to school programs and staff-support needs.
      (Recurring volunteers will be required to comply with background check policies of the school.)
    - Create volunteer recognition activities such as events, certificates, and thank-you cards.
    - Host events which encourage interaction among parents.

6. Connect students and families to community resources that strengthen and support students' learning and well-being.

    - Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.
    - Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
    - Connect students and families to service-learning projects in the community.
    - Invite community partners to share resources at annual open houses or parent-teacher conferences.

XI. Parental Involvement Policy – HB 8

For additional information on this policy, please see the full policy. A copy can be requested from the School Leader.

I. Sexuality Content

Instruction involving "sexuality content" shall not be provided to students in grades K-3 by either school staff or third parties. Any sexuality content shall be "age-appropriate" and "developmentally appropriate" for the age of the student receiving such instruction, regardless of age or grade level. Before providing instruction that includes sexuality content or permitting a third party to do so, parents are to be given an opportunity to review any instructional material. Upon the request of a student's parent, the school must excuse that student from that type of instruction and permit the student to participate in an alternative assignment.

II. Student Healthcare and Well-being

Before providing any type of health care service to the student, including physical, mental, and behavioral health care services, authorization must be obtained from the students' parents. A parent may choose whether to authorize the school to provide a health care service to the parent's child.

At the beginning of each school year, the school shall notify parents of health care services offered directly or indirectly by the school and of the right to withhold consent or decline a service. Parental consent to health care services does not waive the parents' right to access the student's educational or health records or to be notified about a change in the student's services or monitoring.

Before providing a health care service to a student, the school must notify a parent whether the school must provide the service under state law and if other options to access the service exist. This requirement may be satisfied by an annual notice to parents at the beginning of the school year. However, these notice requirements do not apply to emergency situations, first aid, other unanticipated minor health care services, or health care services provided pursuant to a student's individualized education program (IEP) or 504 plan.

The school shall promptly notify parents about substantial changes to a student's services or monitoring related to the student's "mental, emotional, or physical health or wellbeing", including counseling services, or the school's ability to provide a safe and supportive learning environment. The notice shall reinforce the parents' right to make decisions regarding the upbringing and control of their children and note the school will not limit their access to the school's student education and health records.

III. Prohibition on Withholding Student Health Information

School personnel may not directly or indirectly encourage a student to withhold from a parent information about the student's mental, emotional, or physical health or wellbeing or a change in services or monitoring. Further, school personnel shall not discourage or prohibit parental notification of and involvement in decisions affecting a student's mental, emotional, or physical health or wellbeing.

IV. Parental Concerns

Parents may file with the principal or assistant principal written concerns related to topics covered in this policy. The school shall notify parents of this ability. A principal or assistant principal shall resolve the concern within 30 days of its receipt.

A parent may appeal the decision of the principal or assistant principal to the superintendent. Upon appeal, the superintendent or the superintendent's designee shall conduct a hearing on the decision and either affirm the principal's decision or determine a resolution to the parent's concern. The superintendent's decision may be appealed to the Board. The Board shall review the superintendent's resolution and may conduct a hearing. The Board will either affirm the superintendent's decision or determine a new resolution to the parent's concern.

This written concern procedure and appeals process do not prevent a parent from contacting a member of a board regarding the parent's concerns with the operation of a school.

XII. Complaint Procedure

The Board of Directors ("Board") believes that Complaints from parents or other members of the community regarding school personnel should be addressed thoroughly and completely. The people involved should treat one another with the highest level of respect and dignity.

Initially, Complaints shall be addressed formally or informally with the staff member. Complaints must be made in a civil/respectful manner in order to be considered by school personnel. Where appropriate, the Complaint should be in writing on a form developed by the Administrator and should contain a statement of the facts and the specific outcome desired by the parent or other person making the Complaint ("Complainant"). The Complainant may sign the Complaint and should be given a copy. The staff member should work with the Complainant to resolve the issue in a timely, professional, and courteous manner. The efforts used to resolve the Complaint and the outcome should be noted on the form. Allegations involving illegalities should be reported immediately to the Administrator.

Complaints unresolved through a parent-staff member communication or Complaints involving teachers or staff members should be in writing as noted above and directed to the Administrator. The Administrator shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Administrator cannot resolve the issue with consultation with school advisors or consultants, the Complaint (with documented history or preceding steps) is forwarded in written form to the Board of Directors and a copy to the school's legal counsel.

XIII. Non-Discrimination and Title IX/Section 504 Notice

The school does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender, sexual orientation, economic status, homelessness, or disability in its programs and activities.

All employees shall report to the Title IX coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The following have been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific civil rights grievance procedure.

Title IX Coordinator
Fairfield Preparatory Academy
Laura Allison, School Leader
2470 Princeton Road, Hamilton, OH 45011
(513) 437-0996
lallison@fpacad.org

Section 504 Coordinator
Fairfield Preparatory Academy
Laura Allison, School Leader
2470 Princeton Road, Hamilton, OH 45011
(513) 437-0996

Sped Coordinator/Director
ACCEL Schools
Ronda Byndon
2470 Princeton Road, Hamilton, OH 45011
(513) 437-0996

XIV. Homeless Policy

The School provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. Accordingly, the School will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The School shall fully comply with McKinney-Vento Homeless Assistance Act.

The School shall designate a staff member to be the school liaison for homeless students ("School Liaison"). The School shall display the contact information for the School Liaison in the building. Homeless issue awareness training shall be provided to all staff members. All questions and concerns of the staff members should be referred to the School Liaison.

The School Liaison for Homeless Students shall ensure that the parent or guardian of a homeless student and any unaccompanied youth is:

- Assisted in accessing transportation to the selected school
- Provided assistance in exercising the right to attend the school of his/her choice
- Serviced without being labeled as homeless by school personnel
- Provided the information in this policy in a manner and form understandable to the parent or guardian, and if necessary, in the native language of the parent or guardian
- Assisted in the Dispute Resolution process as outlined herein

Eligibility: A student may be considered eligible for services as a "Homeless Child" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- With other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubling up")
- In a shelter, temporary shared housing, or transitional living program
- In emergency or transitional shelters
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus or train station, park, car, or abandoned building, public spaces, substandard housing
- Abandonment in hospitals
- 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
- Migratory students

Placement: The School shall make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian or otherwise not in the best interest of the student.

To the extent feasible, the School shall comply with a request made by parents regarding school placement regardless of whether the student lives with the homeless parents or is temporarily residing elsewhere.

Immediate Enrollment: Should a dispute arise over eligibility, school selection, or enrollment the dispute resolution procedures shall be followed as provided herein and the student shall be immediately enrolled during the pendency of the dispute and all appeals. Proof of residence, birth certificate, immunization records, and other documentation cannot serve as a barrier to enrollment in a school.

School Selection: The eligible student has the right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

Participation in Programs: Eligible students have a right to access all of the school's programs and services on the same basis as all other students, including special education, school breakfast and lunch, and any extra-curricular activities.

Transportation: Any eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: The student, parent or guardian has the right to appeal any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent or guardian through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

Should a dispute arise over eligibility, school selection, or enrollment in a school the following procedure is to be followed:

1. The School shall immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment for these purposes is defined as attending classes and participating fully in school activities.
2. Upon determination of eligibility, enrollment, or school selection, the School will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The School should use Attachment 1 in order to capture all relevant information. Regardless of what form is used, the written explanation should be easy to understand and free of jargon. When appropriate, the School will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the School reached its decision regarding eligibility, school selection, or enrollment will include:
    - 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. (This includes the facts, witnesses and evidence relied upon and their sources.)
    - Appropriate timelines to ensure any relevant deadlines are met
    - Contact information for the School liaison and state homeless education coordinator and a brief description of their roles

• Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal

3. The School will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the Schools follows the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal the School's eligibility, school selection or enrollment decision as parents and guardians. The role of the Liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
4. Following an appeal at the School level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education and Workforce. The School Liaison will forward all written documentation and related documents to the state coordinator for Homeless Education at the Ohio Department of Education and Workforce. The School Liaison may use Attachment 2 to help capture all relevant information. Upon receipt of any requested documentation, the state coordinator for Homeless Education will investigate the dispute and request applicable documentation. The Ohio Department of Education and Workforce will make a decision within 15 school days from the receipt of all necessary materials. The Department will provide the final decision to the School superintendent, building principal, School Liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

XV. SAFER OHIO SCHOOL TIP LINE

844-SaferOH (844-723-3764)
The Safer Ohio School Tip Line is a free safety resource available to all Ohio schools. The tip line is an anonymous reporting system that accepts both calls and texts 24 hours a day.

This tip line allows students and adults to anonymously share information with school officials and law enforcement about threats to student safety—whether that involves a threatened mass incident or harm to a single student.

Things to report to the tip line include (but are not limited to):

- Bullying incidents;
- Withdrawn student behaviors;
- Verbal or written threats observed toward students, faculty or schools;
- Weapon/suspicious devices on or near school grounds;
- Gang related activities;
- Unusual/suspicious behavior of students or staff;
- Self-harm or suicidal sentiments; and
- Any other school safety related concerns.

Every tip can remain anonymous. School safety analysts may ask for additional information, but the caller can remain secret or leave his or her contact information for later follow-up.

Calls or texts to **844-SaferOH (844-723-3764)** are answered by analysts within Ohio Homeland Security. If action is needed, the analysts immediately forward information to local school officials, law enforcement agencies and the Ohio School Safety Center (OSSC) for action and follow up.

The OSSC partners with the Ohio Department of Education and Workforce to follow up with affected school and law enforcement agencies to make sure that the incident is investigated, action is taken and resources and supports are provided when necessary.

CRISIS TEXT LINE

Ohioans who are experiencing a mental health or addiction crisis, and their family members, can call, text, or chat the 988 Suicide & Crisis Lifeline to reach a trained specialist who can offer help and support. The easy-to-remember, three-digit number provides 24/7, free and confidential support to Ohioans in a behavioral health crisis. 988 is a direct connection to compassionate, accessible care and support for anyone experiencing mental health related distress. That could be:

- thoughts of suicide,
- mental health or substance use crisis, or
- any other kind of emotional distress.

Ohio's 988 plan is part of the state's larger commitment to providing quality, person-centered crisis supports in communities across the state.

There is ***HOPE***. The Lifeline ***WORKS***. You are not alone in crisis

- Call - Dial 988 on your mobile or home phone for immediate support
    - For the Veterans Crisis Line, dial 988 then press 1. You do not have to be enrolled in Veterans Affairs (VA) benefits or health care to call.
    - Para acceder al apoyo en español, marque 988 y presione 2.
- Text - To text with a crisis specialist, send a text to 988 on you mobile phone. (English and Spanish)
    - Para iniciar una conversación de mensaje de texto en español con el 988 Lifeline, envía la palabra AYUDA a 988.

For more information about the Crisis Text Line and for supporting resources, please visit the Ohio Department of Mental Health and Addiction Services website.

Parent/Student Handbook Contract
2026/2027

Student's Name: _____Grade: _____
PRINT

Parent's/Guardian's Name:_____
PRINT

We have read and understand all the information contained in this manual including student code of conduct, internet usage policy and related policies. We agree to abide by and support the school's policies and code of Conduct in the Parent – Student Handbook and all policies adopted by the Board of Directors.

Agreed to by:

_____

Student's Signature: Date:

_____

Parent / Guardian's Signature: Date:

Please return signed form to school Office.

This agreement will be placed into the student's file.

Media Release

STUDENT INFORMATION FORM

Please print clearly:

_____ Age _____
Name of participating student

_____
School

_____
city/town/zip grade

TO BE COMPLETED BY PARENT or GUARDIAN:
I/We understand that as part of my/our child's/my attendance at the school, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

_____
Signature of parent or guardian date

- PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.
- PLEASE RETURN THIS FORM TO THE OFFICE.

APPENDIX 1

CODE OF CONDUCT/ SUSPENSION, EXPULSION, REMOVAL, AND PERMANENT EXCLUSION POLICY

Students are expected to conduct themselves in such a way that they respect and consider the rights of others. Fairfield Preparatory Academy ("School") students must conform with school regulations and accept directions from authorized school personnel. The School will not tolerate violent, disruptive or inappropriate behavior by its students. Such behavior is punishable and will result in disciplinary action which may include suspension, exclusion or other forms of discipline.

This Code of Conduct applies to any student, whether or not the student is enrolled at the School, attending or otherwise participating in any curricular or extra-curricular program provided in a school operated by the Board or provided on any other property owned or controlled by the Board. The Code of Conduct also applies while a student is in the custody or control of the School, on School grounds or close thereto, while at a School-sponsored function or activity or on "School provided transportation" (as herein defined). In addition, this Code of Conduct governs a student's conduct at all times, on or off school property, when such student conduct is reasonably related to the health and safety of other students and/or School employees, or such conduct would unreasonably interrupt the educational processes of the School.

Students and parents shall be provided annually (at the beginning of the school year or upon enrollment in the School) written information on the rules and regulations to which students are subject while in school and while participating in any school-related activity or event. The information provided shall include the types of misconduct for which a student is subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of this student Code of Conduct and the fact that any violations of the student code of conduct are punishable. This Code of Conduct / Suspension, Expulsion, Removal and Permanent Exclusion Policy shall be posted in a central location in the School and also made available to students and parents upon request.

If a student violates the Code of Conduct, school personnel, students or parents should report the student to the appropriate principal or assistant principal. The administration will cooperate in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

Students' basic constitutional rights to speak and express opinions, even if they are unpopular, will be respected. When misconduct occurs, each student will have due process rights under the law.

The teacher is the key figure in school discipline. The teacher is expected to make every effort to handle the usual problems in maintaining classroom discipline. When a disciplinary problem becomes acute enough to involve the school administrator, then the teacher should seek the assistance of the school leader (hereinafter "school leader" or "principal"). Under these circumstances, both the teacher and the school leader will give due process rights to the student.

Levels of Offenses

Truancy and chronic absenteeism are addressed separately from these levels of offenses. Acts of misconduct that are not specifically attendance-related are categorized into the following four levels of offenses:

A. Level I: Violation of general classroom, bus or school rules – Level I consists of minor offenses that generally occur in the classroom, on school provided transportation ("school provided transportation" is defined to includes school buses and other vehicles supplied by the School for student transportation), or on school premises and can be corrected by the teacher, the driver or school leader.

B. Level II: Conduct requiring administrative intervention – Level II consists of offenses that are more serious in nature or persistent, repeated, or serious Level I misconduct.

C. Level III: Suspension and/or removal from the classroom to an alternative learning environment – Level III consists of offenses that significantly disrupt the educational process, school environment, and/or school-related activities, including school provided transportation, or persistent, repeated, or serious Level I or II misconduct.

D. Level IV: Expulsion and/or removal from the classroom to an alternative learning environment – Level IV consists of serious offenses which include willful or malicious acts that have the effect of materially and substantially disrupting the educational environment in the School, on school provided transportation or at school activities or Level I, II, or III infractions depending on the severity or persistence of the act.

Level I Offenses

Rule 1: Dress Code. The Board believes that student dress should enhance a positive image of students and the School. The standards of dress and grooming outlined are necessary to promote discipline, maintain order, secure student safety, and provide a healthy environment that is conducive to learning.

(A) When a student is at school, participating in School activities or at School-sponsored events, his/her dress and grooming must not:

I. Present a health or safety hazard to the student or to others in the School or attending the School-sponsored activity;
II. Materially interfere with school work, create disorder, or disrupt the educational environment;
III. Cause excessive damage or wear-and-tear to School property; and/or
IV. Keep the student from participating safely in his/her own education.

(B) To facilitate a consistent pattern of application of the student dress code, the following standards shall be applied:

I. Shirts and tops must cover all undergarments and have high enough necklines to cover all cleavage. Strapless, crop, and see-through tops are not acceptable;
II. Lower garments should not drag on the floor or allow undergarments to be exposed when the student sits, stands, raises his/her hand, or bends over. Form-fitting lower garments must be worn under a shirt, skirt or dress that extends to the thighs;
III. No skin should be visible between a student's top and bottom garment when the student sits, stands, raises his/her hand or bends over;
IV. Clothing or accessories that include obscene, violent, gang, tobacco, drug or alcohol related writing or images are not acceptable. Items of clothing that belittle others may not be worn (*i.e.,* race, religion, gender, *etc.);*
V. Coats and jackets meant for outdoor wear, book bags and oversized bags must be kept in the school locker or other designated area during the school day;

VI. Facial hair must be kept neat and clean;
VII. Recreational head coverings and sunglasses should not be worn inside any building; and
VIII. Appropriate footwear must be worn to provide for safe and sanitary conditions.

(C) Building administrators shall judge student dress and grooming in individual buildings. The school leader may exclude (*i.e.,* not admit to class, remove, or suspend) any student, when in his/her judgment, the student is not following appropriate dress and grooming standards.

(D) Exceptions to these standards may be considered based on personal circumstance, cultural beliefs, and to promote school spirit. Students who request an exception must have parental permission to do so and obtain permission from the building administrator prior to deviating from the standards of dress. A parent conference may be requested by the building administrator.

Rule 2: Tardiness. A student shall be prompt to school and to class according to its scheduled time. Note: No student will be suspended or expelled solely for tardiness or absenteeism though students may be subject to other disciplinary actions and/or required to participate in one or more absence intervention program(s).

Rule 3: Student Drivers. To promote safety and enable the School to effectively supervise students immediately before and immediately after School hours, only students who secure a valid School parking permit are allowed to park on School property.

Rule 4: Miscellaneous Offenses. Disciplinary problems such as not doing required homework, throwing objects in School, and other such offenses are prohibited and may result in disciplinary actions.

Level I Disciplinary Options

Disciplinary options or responses to Level I offenses will include one or more of the following:

A .Verbal correction
B. Teacher-student conference
C. Student-counselor conference
D. Teacher-parent conference
E. Behavioral probation
F. Detention (maintained by teacher before or after school or during recess)
G.P arent shadowing
H. Restriction of transportation privileges by the school leader
I. Other appropriate disciplinary action
J. Serious, persistent, or repeated violations may be treated as Level II or III infractions

Level II Offenses

Rule 5. Skipping Detention. A student assigned to detention shall report on the assigned day and at the assigned time.

Rule 6: Forgery. A student shall not change a grade or place the name of a parent, guardian, teacher or other individual as representative of that individual's signature on a school document or on an official document for school purposes.

Rule 7: Use of Tobacco. A student shall not use or possess tobacco or any tobacco products such as cigarettes, cigars, dip, chewing tobacco, *etc*.

Rule 8: Gambling. A student shall not participate in gambling.

Rule 9: Stealing. A student shall not steal or attempt to steal school property or private property of other students or School personnel or of visitors to the School.

Rule 10: Insubordination. A student shall not repeatedly violate rules or fail to comply with directions of teachers, student teachers, substitute teachers, teacher aides, drivers of school provided transportation, principals, or other authorized school personnel.

Rule 11: Violation of Ohio Criminal, Traffic, or Juvenile Code. Commission by a student of any act in violation of the Ohio Criminal Code, Ohio Traffic Code, or the Ohio Juvenile Code on or off the School grounds, regardless if School related or not, that would, in the judgment of School officials, be a detriment to the ongoing educational processes and/or orderly administration of the School if the student were permitted to continue regular school attendance.

Rule 12: Violation of the Network Acceptable Use Policy. Students must have a signed Acceptable Use Agreement before gaining access to the School's computer network. Students shall abide by the School's Network Acceptable Use Policy and any school or classroom rules for network access.

Rule 13: Electronic Communication Devices (EDC). "Electronic communications device" means any device that is powered by batteries or electricity and that is capable of receiving, transmitting, or receiving and transmitting communications between two or more persons or a communication from or to a person. This includes, but is not limited to, personal cell phone, smart watches, tablets, and any other device that meets the aforementioned definition.

In accordance with the Board approved Cell Phone Policy students are prohibited from using electronic communication devices at all times on school property during school hour. Notwithstanding the foregoing, Students may possess and use ECDs on School property and at School-sponsored curricular and extra-curricular activities when specifically permitted by staff or administration of the School. Such use shall not create a distraction, disruption, or otherwise interfere with the educational environment. Authorized student use of ECDs shall include the following:

A. When authorized pursuant to an Individual Education Plan ("IEP"), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.

Students shall keep their cell phones/electronic communication devices in a secure place, such as the student's locker, a closed backpack, or a storage device provided by the school, at all times when cell phone use is prohibited.

Rule 14: Academic Dishonesty. Students shall not cheat on tests; shall not copy tests, assignments or papers; shall not plagiarize; and shall not violate copyright policy or law.

Level II Disciplinary Options

Disciplinary options or responses to Level II offenses will include any of the previous (Level I) options and/or one or more of the following:

A. Parental contact by phone and written or oral notification to parent or guardian
B. Behavioral probation
C. Administrator/ school leader/ teacher/student conference
D. Detention
E. Parent shadowing
F. Exclusion from extracurricular activity
G. Mediation
H. Behavioral contract
I. Confiscation
J. Temporary removal of the student from the classroom
K. In-school suspension
L. Friday/Saturday school
M. Suspension of transportation privileges
N. Monetary restitution for damages
O. Report to Juvenile Court and/or Bureau of Motor Vehicles
P. Another appropriate disciplinary option or logical consequence determined by the school leader
Q. Serious, persistent, or repeated Level II misbehavior may result in a more serious consequence, including, but not limited to, any disciplinary option for a Level III offense or expulsion

Level III Offenses

Rule 15: Disruption of School. A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the School. Disruption will include, among other things as determined by the school leader, threats to shoot someone or to cause a mass shooting event.

Rule 16: Damage or Destruction of School or Private Property. A student shall not intentionally cause or attempt to cause damage to public or private property, including, but not limited to, that of other students, teachers, administrator, other school employees, and visitors.

Rule 17: Discrimination and Harassment. No student shall harass or discriminate against any student, employee or other person on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age or disability. No student shall retaliate, coerce or intimidate any person who exercises their right to file a complaint of harassment or discrimination, or who participates in the investigation of such complaint. Any participant in a School activity who believes this rule has been violated should report the matter immediately to his or her teacher or to the School Principal.

Rule 18: Bullying/Assaults/Hazing/Dating Violence. A student shall not harass, haze, bully, retaliate against, coerce, interfere with, intimidate, inflict injury, cause another to inflict injury, or behave in any way which could cause physical injury or mental anguish to another student, teacher, or other school personnel. These acts are prohibited on school property, on school provided transportation, or at school-sponsored events. A student shall not intentionally direct to another student, teacher or other school employee words, phrases, or gestures which are vulgar, obscene, or degrading. Students are prohibited from using a Personal Communication Device (PCD) to violate this Rule.

Any student or student's parent/guardian who believes the student has been or is the victim of behavior prohibited by this Rule should immediately report the situation to the student's teacher or to the School Principal. The student may also report concerns to other teachers and school staff who will be responsible for notifying the appropriate administrator.

Every student is encouraged, and every staff member is required, to report student behavior prohibited by this Rule. Reports should be made to those identified above.

All complaints about behavior that may violate this Rule shall be promptly investigated pursuant to Board Policy controlling such investigations. For purposes of this rule, "harassment, intimidation or bullying" is defined as any intentional written, verbal, electronic or physical act that a student exhibits toward another particular student more than once and the behavior (1) causes mental or physical harm to the student and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or violence within a dating relationship.

For the purposes of this rule, "dating violence" is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship.

Rule 19: Extortion. A student shall not extort or cause others to extort money or personal property from other students or School personnel.

Rule 20: Narcotics, Alcoholic Beverages, Drugs, Counterfeit or Look-Alike Drugs and Drug Paraphernalia. A student shall not possess and shall not receive, buy, use, transmit, sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, controlled substance, any illegal mind-altering substance, inhalant or intoxicant of any kind.

A student shall not possess and shall not receive, buy, use, transmit, sell, or be under the influence of any counterfeit controlled substance. A counterfeit controlled substance is any substance that is made to look like a controlled substance or is represented to be a controlled substance or that a student believes to be a controlled substance.

Except as legitimately provided for in Policy, a student shall not buy, sell, transfer, possess, or use any drug, medication, inhalant or other substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substances.

Drug paraphernalia shall not be worn, carried, or brought to school or school events.

Students found to be in violation of this rule shall be suspended or expelled.

Rule 21: Acts of Immorality. Possession of indecent, obscene or pornographic matter is prohibited. Engaging in sexual acts, displaying excessive affection, or other inappropriate behavior with a person of the same or opposite sex is prohibited.

Rule 22: Fighting. Students shall not engage in intentional efforts to cause physical harm to a student or staff member. Neither shall students intentionally incite another student to engage in willful physical conflict or combat.

Rule 23: Direct Threat. Students shall not intentionally commit or promote any act or expression of a threatening nature directed to any individual or group of teachers, other staff members, students or other groups at school.

Level III Disciplinary Options

Disciplinary options or responses to Level III offenses will include any of the previous (Level II) options as well as:

A. Out-of-school suspension
B. In-school suspension
C. Removal from the classroom to an alternative learning environment
D. Serious or repeated Level III misbehavior may result in a more serious consequence, including but not limited to expulsion
E. Another appropriate disciplinary option or logical consequence determined by the administrator.

Level IV Offenses

Rule 24: Weapons and Dangerous Instruments. A student shall not possess, handle, transport, carry, use, conceal, or transmit any objects that can reasonably be considered a weapon, a firearm (including any object represented as a firearm or made, construed, or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm), a knife, or other dangerous object of no reasonable use to the student.

1. Any student who is determined to have brought a firearm as defined below to School or onto other property owned or property controlled by the School **shall** be expelled for one (1) year. The Principal or Superintendent may reduce this action on a case-by-case basis in accordance with this policy. An expulsion under this paragraph shall extend into the following school year.

2. Any student who is determined to have brought a firearm to an interscholastic competition, an extracurricular event, or other school program or activity that is not located on school property or property controlled by the school, **may** be expelled by the superintendent for a period of one (1) year. The superintendent may reduce this action on a case-by-case basis in accordance with a policy established by the Board. An expulsion under this paragraph shall extend into the following school year.

3. A student who possesses a firearm at School, on property controlled by the school, or at any interscholastic competition, extracurricular event or school-related activity shall be expelled by the superintendent for a period not to exceed one (1) year, subject to reduction of this term by the Principal or Superintendent on a case-by-case basis. An expulsion under this paragraph may be extended by the superintendent into the following school year.

4. A student who possesses a knife or dangerous object capable of causing serious bodily injury at school or on property controlled by the school or to any interscholastic competition, an extracurricular event or school activity sponsored by the School with intent to use such knife or dangerous object to cause injury or damage to another person or to property shall be expelled by the superintendent for a period not to exceed one year. An expulsion under this paragraph may be extended by the superintendent into the following school year.

“Firearm" shall have the same meaning as provided in the “Gun-Free Schools Act,” 115 Stat. 1762, 20 USC 7151.

"Knife" shall be defined as any device consisting of a sharp blade three (3) inches or longer in length, whether or not fastened to a handle, designed or intended for use as a cutting instrument.

"Dangerous object" shall be defined as a device which is or may be used to cause harm to another person, including, but not limited to, a club, chain, razor, or other sharp blade less than three (3) inches in length, metal knuckles, noxious irritants, chemicals, or explosive or incendiary devices.

Rule 25: Bomb Threat. A student who makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat shall be expelled for a period of one year, subject to reduction of this term by the Principal or Superintendent on a case-by-case basis. Any expulsion for a violation of Rule 25 shall extend into the school year following the school year in which the incident took place.

Rule 26. Criminal Act Resulting in Physical Harm. A student who commits an act that is a criminal offense when by committed by an adult and results in serious physical harm to person(s) or property while the student is at school, on any other property owned or controlled by the Board or at any school-related activity or extracurricular event, may be expelled by the superintendent for a period up to one (1) year, subject to reduction of this term by the Principal or Superintendent on a case-by-case basis. Any expulsion for a violation of Rule 26 shall extend into the school year following the school year in which the incident took place.

Suspension

I. General

The School Leader will determine the length of the suspension (up to ten days) and whether the suspension will be served in-school or out-of-school on a case-by-case basis.

The parameters for completing and grading assignments missed because of a pupil's suspension are as follows:

1. The pupil shall have an opportunity to do both of the following:
    a. Complete any classroom assignments missed because of the suspension;
    b. Receive at least partial credit for a completed assignment.

2. This policy permits grade reductions on account of the pupil's suspension subject to the approval of the Principal or Superintendent.

3. This policy prohibits the receipt of a failing grade on a completed assignment solely on account of the pupil's suspension.

Generally, students in grades pre-kindergarten through three (3), shall not be given out-of-school suspensions. An out-of-school suspension may be imposed upon students in grades pre-kindergarten through three (3) for violating Rules 24, 25, or 26. Also, students in grades pre-kindergarten through three (3) may be given an out-of-school suspension as necessary to protect the immediate health and safety of the student, classmates, and teachers and staff. Whenever possible, the School Leader shall consult with a mental health professional before suspending the student. If the events leading up to the suspension indicate a need for additional mental health services, the School Leader or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating or obtaining those services, including referral to an independent mental health professional.

Any student suspended is not permitted to participate in any extracurricular activities.

II. In-School Suspensions

If a student is issued an in-school suspension, the School Leader will ensure the student is serving the suspension in a supervised learning environment. Notification of an in-school suspension shall be given to the student and the students' parent, guardian, or custodian in the same manner as other forms of discipline.

III. Out-of-School Suspension Procedure

The following procedure does not apply to in-school suspensions.

The School Principal or Administrator may only issue an out-of-school suspension by using the following procedure. Prior to the imposition of the suspension:

a. A written notice of intent to suspend will be given to the student, which contains the following:
    i. The reason for the intended suspension; and
    ii. If the suspension is based on one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the School Principal may seek permanent exclusion.
b. The student must be allowed an informal hearing before the School Principal or designee to challenge the reasons for the intended suspension or otherwise explain his/her actions. The student is not entitled to call witnesses at the informal hearing.

If an out of school suspension is imposed during the last ten (10) days of the academic year, the suspension will not be carried over into the following year. However, the superintendent may require the student to participate in a community service program or another alternative consequence (the school leader is to prepare a list of alternative consequences) for the number of hours equal to the remaining part of the period of suspension. The student shall begin the community service or alternative consequence during the first full week day of summer break. If the student does not complete the assigned community service or alternative consequence, the school may determine its next course of action, which shall not include the student serving the remaining time of the out-of-school suspension at the beginning of the following school year.

Expulsion

I. General

Except as provided under *Level IV* offenses above, the term of a student expulsion shall be limited to the greater of 80 days or the number of school days remaining in the semester or term in which the incident giving rise to expulsion occurs. In the event that the term of expulsion exceeds the number of school days left in the school year, the Superintendent may apply all or any part of the period of expulsion to the following school year.

Mitigating Circumstances: The School Superintendent shall consider, on a case-by-case basis, all of the relevant facts and circumstances of the misconduct underlying the expulsion including (a) applicable Ohio or federal laws, (b) the student's disability, and (c) extent of culpability of the student. The Principal of Superintendent may reduce the period of expulsion if, in the judgment of the Principal or Superintendent:

A. The student has not engaged previously in other serious misconduct, whether or not similar to the misconduct underlying the expulsion;
B. The misconduct was committed under circumstances not likely to reoccur;
C. The student shows genuine remorse for the misconduct; and
D. The student is not likely to engage in further serious misconduct.

The Principal shall notify the appropriate criminal justice or juvenile delinquency authorities of these determinations. In the event the School or Principal later determines that such notification was in error or that the determinations reflected in the notifications have changed, the Principal shall provide supplemental notice of such error or change in the same manner.

Generally, students in grades pre-kindergarten through three (3), shall not be expelled. An expulsion may be imposed upon students in grades pre-kindergarten through three (3) for violating Rules 24, 25, or 26. Also, students in grades pre-kindergarten through three (3) may be expelled as necessary to protect the immediate health and safety of the student, classmates, and teachers and staff. Whenever possible, the School Leader shall consult with a mental health professional before expelling the student. If the events leading up to the expulsion indicate a need for additional mental health services, the School Leader or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating or obtaining those services, including referral to an independent mental health professional.

Any student expelled is not permitted to participate in any extracurricular activities.

II. Expulsion Procedures

The following procedure is required before the student's expulsion:

1. Prior to the imposition of the expulsion, the Superintendent must provide the student and the student's parent, guardian, or custodian written notice of the intention to expel and provide an opportunity to appear in person before the superintendent or designee to challenge the reasons for the intended expulsion. The notice must include the following:
    a. The reasons for the intended expulsion;
    b. Notification of the opportunity of the student and the student's parent, guardian, or custodian, or representative to appear in person before the superintendent or designee to challenge the reasons for the intended expulsion or otherwise explain the student's actions
    c. The time and place for a hearing, which must be scheduled not less than three (3) nor more than five (5) school days after giving the notice, unless the period is extended by the Superintendent at the request of the student or the student's parent, custodian, guardian, or representative. The parent, guardian, custodian, or representative must be sent written notice of any extension, and the new time and place to appear.
    d. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.

2. Within one (1) school day after the expulsion is imposed at the hearing, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of the expulsion. The notice must include:
    a. The reasons for the expulsion;
    b. Notification of the right to appeal to the Board or its designee. The notice must also explain that the intent to appeal must be in writing and received by the Board within 14 days after receiving the notice;
    c. The right to representation at all appeal proceedings;
    d. The right to an appeal hearing before the Board or its designee to be heard against the expulsion;
    e. The right to request that the hearing be held in executive session;
    f. Notice that the expulsion may be extended pursuant to Ohio Revised Code 3313.66(F) if the student is sixteen years of age or older;
    g. If the expulsion is based on one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the School may seek permanent exclusion if the student is convicted of or adjudicated a delinquent child for the violation;
    h. When the Superintendent expels a student for more than twenty (20) school days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and 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 behaviors that contributed to the incident giving rise to the expulsion. The notice shall include the names, address, and phone numbers of the agencies.

The Superintendent is required to initiate expulsion proceedings on expellable offenses even if the student in question withdraw from the School prior to the hearing or the decision to impose expulsion. If it is determined that the student would have been expelled had the student still been enrolled, the expulsion shall still be imposed and the requirements under this policy following the imposition of expulsion are to be followed.

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

If the student's expulsion is appealed to the Board or its designee in the manner outlined in the above notice provisions, the student or the students' parent, guardian, or custodian may be represented in appeal proceedings and shall be granted a hearing; pursuant to a request, the Board may hold the hearing in executive session, but its decision may only be made at a public meeting. The Board by a majority vote of its full membership, or by action of the designee, may affirm the expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order. A verbatim record of the hearing is to be made.

Emergency Removal

A student who poses a continuing danger to persons or property or an ongoing threat of disrupting academic progress in the School may be immediately removed, without notice and hearing, from curricular activities by a teacher; such student may be immediately removed, without notice and hearing, the administrator, principal, or assistant principal may remove the student from curricular activities and from the school premises. The teacher, as soon as practicable, shall submit in writing to the principal the reasons for the removal.

An emergency removal of a student in grades **pre-kindergarten through three (3)** may be for the remainder of the school day and the student shall be permitted to return to curricular and extracurricular activities on the following school day without a notice or hearing. A student in grades prekindergarten through three (3) shall not be suspended out-of-school or expelled, unless the student's conduct warranting the emergency removal is a violation of Rules 24, 25, or 26.

If an emergency removal of a student in grades **four (4) through twelve (12)** is made, the student must be provided with notice of a hearing and the reason for the removal. As soon as practicable after the emergency removal of a student, written notice shall be given to the student of the reason(s) for the removal and the date, time and place of a hearing on the removal, which hearing shall take place on the next school day after the removal. The individual who ordered, caused or requested the removal shall be present at the hearing.

Unless it is likely that the student will face expulsion for the behavior resulting in emergency removal, the hearing shall be conducted as described in the *Suspensions* section above except that the hearing shall occur on the next school day following the removal.

If it is likely that the student will face expulsion for the behavior resulting in emergency removal, the hearing shall be conducted as described in the *Expulsions* section above except that it shall occur on the next school day after the removal.

If, prior to the hearing, the student is reinstated to curricular activity by the Principal or Superintendent, the teacher supervising the student on reinstatement may request a written explanation of the reinstatement.

Permanent Exclusion

The Board may request an adjudication order of permanent exclusion of a student from the Superintendent of Public Instruction at the Ohio Department of Education on the recommendation of the Superintendent or Principal of the School. The student and student's parent, guardian, or custodian shall be notified in writing of the School's intent to recommend permanent exclusion.

A recommendation of permanent exclusion may be made by the School's Superintendent or Principal must include (A) proof that the student was sixteen (16) years of age or older at the time of the offense which resulted in expulsion and was convicted of or adjudicated a delinquent child for behavior, the commission of which as an adult would have been a violation of ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02 or 2907.05 or any substantially similar ordinance, (B) the written determination(s) of the Superintendent or Principal that the student's continued attendance in school may endanger the health and safety of other students or school employees, and (C) a copy of the written notice provided to the student and the student's parent or guardian of the School's intent to recommend permanent exclusion.

Within fourteen days after receipt of a recommendation of permanent exclusion from the School's Superintendent or Principal, the Board may adopt a resolution requesting an order of permanent exclusion from the Ohio Superintendent of Public Instruction. Prior to adopting such a resolution, the Board shall review and consider all of the following available information:

A. The academic record of the student and a record of any extracurricular activities in which the student previously was involved;
B. The disciplinary record of the student and any available records of the student's prior behavioral problems other than the behavioral problems contained in the disciplinary record;
C. The social history of the student;
D. The student's response to the imposition of prior discipline and sanctions imposed for behavioral problems;
E. Evidence regarding the seriousness of and any aggravating factors related to the offense that is the basis of the resolution seeking permanent exclusion;
F. Any mitigating circumstances surrounding the offense that gave rise to the request for permanent exclusion;
G. Evidence regarding the probable danger posed to the health and safety of other students or of school employees by the continued presence of the student in a public school setting;
H. Evidence regarding the probable disruption of the teaching of any school's graded course of study by the continued presence of the student in a public school setting;
I. Evidence regarding the availability of alternative sanctions of a less serious nature than permanent exclusion that would enable the student to remain in a public school setting without posing a significant danger to the health and safety of other students or of school employees and without posing a threat of the disruption of the teaching of any school's graded course of study.

If the Board does not adopt a resolution requesting an order of permanent exclusion, it shall immediately send written notice of that fact to the recommending Superintendent or Principal, the student and the student's parent, guardian, or custodian.

If the court proceeding instituted because of the offense resulting in expulsion is not concluded, and the student was 16 years of age or older at the time of the offense, the superintendent may file a motion in the court requesting an order extending the expulsion pursuant to Ohio Revised Code 3313.66(F)(1) or if the court proceedings have concluded and the school is seeking an order of permanent exclusion form the Ohio superintendent of public instruction, but the Ohio superintendent of public instruction has yet to issue an order regarding permanent exclusion, pursuant to Ohio Revised Code 3313.66(F)(2) the superintendent of the school may file a motion with the court requesting an order to extend the expulsion until the Ohio Superintendent had made a determination.

Discipline/Suspension/Expulsion of Students with Disabilities

In matters relating to the disciplining of students with disabilities, the Board of Directors shall abide by federal and state laws regarding suspension and expulsion. The School Principal will follow the guidelines below and ensure they are properly used when disciplining any student with a disability.

Removals of Not More Than 10 Days – The 10-Day Rule

The School may unilaterally remove a Student with a disability who violates a code of student conduct from the Student's current placement for not more than ten (10) school days. This option may be used only if the disciplinary action is consistent with actions taken against nonstudents with disabilities. The School may place Students removed under the 10-day rule in an appropriate interim alternative educational setting ("IAES") if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are not considered a "change of placement" and the School is not obligated to provide services to Students during those removals. The School can use the 10-day rule to remove a student for either a single removal of ten (10) consecutive school days; or a series of shorter-term removals over the course of the school year that are more than ten (10) school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required.

Removals of More than 10 Days – Change of Placement

A change of placement occurs if a removal is for more than ten (10) consecutive school days; or if a student is subjected to a series of removals which accumulate to more than ten (10) school days, that constitute a pattern. This may occur for either suspensions or expulsions. If a change of placement occurs (after a Manifestation Determination Review (see below)), then the School must notify the parents, guardians, or custodian of that decision. This notice must inform the parents or guardians of all the procedural safeguards accorded under the law. These safeguards include a Manifestation Determination Review, a right to receive services, and a continuation of services for a free appropriate public education (FAPE). The School must provide services that:

- enable the student to continue to participate in the general education curriculum (although in another setting); and
- enable the student to progress toward meeting the goals set out in the Student's IEP.

Manifestation Determination Review ("MDR")

Before imposing disciplinary consequences that would amount to a change of placement, the School will conduct an MDR to examine a Student's behavior. The purpose of the MDR is to determine whether a Student's disability caused, influenced or otherwise impacted the Student's behavior in question. To make this determination, the Student's IEP team is required to review certain information and determine whether the behavior causing the disciplinary infraction is or is not a manifestation of the Student's disability.

No later than the date on which the decision to take a disciplinary action which may be a change of placement is made, the School must notify the parents or guardians of that decision and of all procedural safeguards, including the MDR. The School and the parents or guardians must determine which members of the IEP team are relevant to conduct the manifestation determination. The team will review all relevant information in the Student's file to determine (1) whether the conduct in question was caused by, or had a direct and substantial relationship to, the Student's disability or (2) was the direct result of the School's failure to implement the IEP. If the team determines that either condition is applicable for the Student, it must determine that the conduct is a manifestation of the Student's disability.

Manifestation – If the team determines that the behavior was a manifestation of the student's disability, the full IEP team must then:

- conduct a functional behavior assessment and implement a behavior intervention plan for the student, unless the School conducted a functional behavior assessment prior to the manifestation determination;
- if the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and
- return the Student to the placement from which he or she was removed.

No Manifestation – If the team determines that the behavior was not a manifestation of the disability, the School may discipline the Student using the relevant disciplinary procedures applicable to Students without disabilities in the same manner and for the same duration, continuing to provide services to Students with disabilities.

If a student's behavior was not a manifestation of the disability, the School will still take steps to attend to the Student's behavior. The student must receive, as appropriate, a functional behavior assessment, behavioral intervention services, and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

Exceptions to the MDR Requirement – The Unilateral Change in Placement and 45-Day Rule

School personnel may remove a Student to an IAES for up to forty-five (45) school days, without a prior MDR or IEP meeting, when a student:

- carries or possesses a weapon (a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 1/2 inches in length);

- knowingly possesses or uses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. 812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV or V in the Controlled Substances Act); or
- has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

This authority can be exercised if a student commits any of the offenses described above at the School, on the School premises, or at a School function.

The IEP team will meet subsequent to the unilateral placement in an IAES and must:

- determine what the permanent setting will be,
- take steps to modify the student's IEP, as appropriate,
- provide appropriate behavioral intervention services and modifications designed to address the behavior violation so that it does not recur, and
- continue to provide the student with educational services to enable him or her to participate in the general education curriculum and to progress toward IEP goals.

The School must still conduct an MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the School must still meet all of the requirements outlined above for the MDR, with the additional exception that the Student stay in the alternative placement for 45 school days, regardless of the outcome of the manifestation.

Due Process Complaint

Parents or guardians who disagree with any decision regarding placement or the outcome of an MDR may appeal the decision through the filing of a due process complaint and may request an expedited due process hearing.

The School may request a hearing to change a Student's placement if the School believes that maintaining the Student's current placement is substantially likely to result in injury to the student or others. Under those circumstances, the hearing officer may order a change in placement of a student with a disability to an IAES for a period of up to forty-five (45) school days if the hearing officer agrees with the School's assessment.

During any due process proceedings, the student's placement, through a disciplinary action, must not change unless the parents/guardians and the School agree otherwise, or upon admissions to the School and parent/guardian consent.

In the case where a student has been placed in an IAES, the Student will remain in the IAES chosen by the School, pending the hearing officer's decision or until the time period expires, whichever occurs first, unless the Parent and School agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within twenty (20) days of the hearing request, and the hearing officer must make a determination within ten (10) school days after the hearing.

Disciplining a 504 Student

Section 504 Manifestation Determination Reviews

A Student on a 504 Plan is to be afforded due process relating to any proposed change in educational placement where the student is subject either to expulsion or suspension for a period of more than ten (10) consecutive school days or a series of suspensions that are each ten (10) or fewer school days in duration, but exceed ten (10) school days in the aggregate and create a pattern of exclusions. In all such cases, except in the case where such suspension or expulsion pertains to the use or possession of illegal drugs or alcohol as detailed below, the School shall follow the procedures pertaining to discipline/suspension/expulsion of students with disabilities.

Disciplinary Procedures for Students Possessing or Using Alcohol or Illegal Drugs

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any Student on a 504 Plan who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students without disabilities.

Emergency Removal from Placement

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

LEGAL REFS:
Gun Free Schools Act, 115 Stat. 1762, 20 U.S.C. 7151
29 USC 701
Section 504 of the Rehabilitation Act of 1973

ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02, 2907.05, 3301.121, 3313.66, 3313.661, 3313.662, 3313.668, 3314.03

OAC § 3301-18-301

APPENDIX 2
HARASSMENT, INTIMIDATION, BULLYING, AND TITLE IX POLICY

The Harassment, Intimidation, Bullying, and Title IX Policy of Fairfield Preparatory Academy (the "School"), an Ohio non-profit corporation and tax-exempt organization, has been established to set forth requirements established by the United States Department of Education, the Ohio Department of Education and Workforce, and the Ohio Revised Code, with respect to school policies prohibiting harassment, intimidation or bullying.

Article I: Harassment, Intimidation, and Bullying

Section I: Policy

It is the policy of the School that any form of bullying behavior, whether in the classroom, on school property, to and from school or at school-sponsored events, is expressly forbidden.
The disciplinary procedure for any student guilty of harassment, intimidation, or bullying shall not infringe on any student's rights under the first amendment to the Constitution of the United States.
The School's administration shall semiannually provide the president of the board of directors a written summary of all reported incidents and post the summary on its web site, to the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232q, as amended.

The School's policy on harassment, intimidating and bullying shall appear in any student handbooks, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students. Information regarding the policy shall be incorporated into employee training materials.

Any School employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this policy if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in this policy.

Except as provided in paragraph five (5) above, nothing in this section prohibits a victim from seeking redress under any other provision of the Ohio Revised Code or common law that may apply. This policy does not create a new cause of action or a substantive legal right for any person. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The School's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by students, faculty or school personnel.

It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

Section II: Definitions

Harassment, intimidation or bullying means either of the following:

Any intentional written, verbal, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
Causes mental or physical harm to the other student;
Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
Violence within a dating relationship.

Harassment, intimidation or bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

Causes mental or physical harm to the other student/school personnel; and
is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by The School.

Section III: Types of Conduct

Harassment, intimidation or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include:

Physical violence and/or attacks;
threats, taunts and intimidation through words and/or gestures;
extortion, damage or stealing of money and/or possessions;
exclusion from the peer group or spreading rumors; and
repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:

Posting slurs on websites where students congregate or on web-logs (personal online journals or diaries);
sending abusive or threatening instant messages;
using camera phones to take embarrassing photographs of students and posting them online;
using websites to circulate gossip and rumors to other students; and

excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Section IV: Complaint Process

Publication of the prohibition against harassment, intimidation and bullying and related procedures.

The prohibition against harassment, intimidation or bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for students at the School. In addition, information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student/school personnel at the School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, intimidation, or bullying, in accordance with House Bill 276, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students'/personal property; and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student/school personnel.

Section V: Complaints

Formal complaints

Students, parents or guardians may file 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 and/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 they shall be promptly forwarded to the principal for review and action in accordance with Section 7 of this policy.

Informal complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing,

including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the principal for review and action in accordance with Section 7 of this policy.

Anonymous complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (i) does not disclose the source of the complaint, and (ii) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

False complaints

Students are prohibited from deliberately making false reports of harassment, intimidation or bullying. Any complaints made or reports filed alleging harassment, intimidation or bullying, as provided in this policy, found to be false will be disciplined according to current school disciplinary procedure(s) established and implemented and being consistent with due process rights of all students involved, including the student(s) making such false claims. If it is found that a student made deliberately false claim(s) of harassment, intimidation, or bullying the student is subject to the full range of disciplinary consequences in accordance with Section 7 of this policy and being consistent with due process rights of the student making such false claims.

Section VI: School Personnel Responsibilities and Intervention Strategies

Teachers and other school staff

Teachers and other school staff who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or their 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, and bullying shall promptly notify the building principal and/or their designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal and/or their designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal and/or their designee.
In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”

Administrator responsibilities

Investigation

The principal and/or their designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the building principal and/or their 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.

Notwithstanding the foregoing, when a student making an informal 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.

Remedial actions

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal and/or their designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation or bullying," as defined above, will generally warrant disciplinary action against the perpetrator of such prohibited behaviors, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the board of directors prohibition against "harassment, intimidation or bullying."

Non-disciplinary interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear

resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary interventions

When acts of harassment, intimidation and bullying are verified, or a false claim alleging the same is substantiated, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the board of directors or an impartial hearing officer designated by the board of directors in accordance with board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Intervention strategies

General

In addition to the prompt investigation of complaints of harassment, intimidation or bullying and direct intervention when such prohibited acts are verified, other board actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

Respectful responses to harassment, intimidation or bullying concerns raised by students, parents or school personnel;
planned professional development programs addressing targeted individuals' problems, including what is safe and acceptable Internet use;
data collection to document victim problems to determine the nature and scope of the problem;
use of peers to help ameliorate the plight of victims and include them in group activities;
avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
awareness and involvement on the part of all school personnel and parents with regard to victim problems;
an attitude that promotes communication, friendship, assertiveness skills and character education;
modeling by school personnel of positive, respectful and supportive behavior toward students;
creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines);
employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.

Intervention strategies for protecting victims

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

Section VII: Reporting Obligations

Report to the parent or guardian of the perpetrator

If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal and/or their designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

Reports to the victim and his/her parent of guardian

If after investigation, acts of bullying against a specific student are verified, the building principal and/or their designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.

List of verified acts of harassment, intimidation or bullying

It is a requirement that the School administrators semiannually provide the president of the board of directors a written summary of all reported incidents and post the summary on the School website. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension/expulsion, due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

Section VIII: Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. The School must also investigate for the purpose of determining whether there has been a violation of the School's Policy or Procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.

In addition to, or instead of filing a harassment, intimidation or bullying complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

Section IX: Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies, procedures and rules at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.

Information regarding the policy on harassment, intimidation and bullying behavior shall be incorporated into employee and volunteer training materials and with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any state or school mandated continuing education requirements.

School personnel members are encouraged to address the issue of harassment, intimidation and bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student or school personnel, even if such conduct does not meet the formal definition of "harassment, intimidation or bullying."

Policy References: ORC §§3313.666, 3313.667

Article II: Title IX Compliance

Section I: General Notice of Non-Discrimination

The School provides an equal opportunity for all students to learn regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category. It is the intention of the School to comply with Title IX of the Education Amendments Act of 1972.

Section II: Title IX Coordinator

The Principal shall designate a Compliance Officer/Title IX Coordinator (the "Title IX Coordinator") and is responsible for leading investigations into any complaint alleging noncompliance with Title IX. The Title IX Coordinator's contact information, must be made available to all students, employees, parents or legal guardians, and applicants for admission and employment. The Title IX Coordinator's contact information must also be displayed in a conspicuous location on the School's website.

The Coordinator should be involved with the drafting a revision of all policies and procedures to ensure that they comply with the requirements of Title IX.

Section III: Postings

The School shall publish a notice in a conspicuous location on the School's website which shall contain the following information:
The General Notice of Non-Discrimination and Board adopted grievance process and policy;
A statement stating that any person may make a report at any time to a School employee;
A statement stating that any questions regarding Title IX and the School's policy may be referred to the Title IX Coordinator;
Contact information for the Title IX Coordinator including name/title, office address, telephone number, and email; and
All Title IX materials used to train the Coordinator and School personnel must be published to the School's website.

Section IV: Title IX Grievance Procedure

The Title IX Grievance Procedure below is meant to provide for timely and equitable resolution of complaints. The School shall respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent. This means that the School's response will not be considered unreasonable in light of the known circumstances.

Any individual may report allegations of sex discrimination, including sexual harassment (victim or third-party), by any means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time by using the contact information listed for the Title IX Coordinator.

A School employee or School official receives notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator.

Subsection A: Grievance Process for Complaints Not Alleging Sexual Harassment

Level I
If a student or employee (the "grievant") believes there is a Title IX grievance, they may present the grievance to the Coordinator. The alleged grievance shall be investigated by the Title IX Coordinator and they shall meet with the grievant and attempt to resolve the matter informally. The decision on the grievance shall be delivered orally to the grievant.

Level II
If the grievant believes that the grievance has not been resolved appropriately, they may make a statement in writing of the alleged grievance to the Governing Authority of the School. This statement must be filed within ten (10) days of the date of the Title IX Coordinator's decision. The statement shall state the nature of the alleged grievance and the relief sought. If the grievant is a student, the Coordinator shall assist in the preparation of the statement and submission to the Governing Authority within the appropriate time frame.

The Board or its designee (1-3 members of the Board) shall make a decision on the grievance and shall give that decision in writing to the Title IX Coordinator and the grievant.

Level III
If the grievant is not satisfied with the decision of the Governing Authority, they may appeal it to the Office of Civil Rights. A complaint should be filed in writing and sent to Office for Civil Rights, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination.

Subsection B : Grievance Process for Complaints of Sexual Harassment

Definitions
For purposes of this grievance process,
"*Complainant*" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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

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

"*Sexual harassment*" means conduct on the basis of sex that satisfies one or more of the following: (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct (quid pro quo sexual harassment);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or
(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

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

Training

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

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

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

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

Presumption of No Responsibility
Throughout this grievance procedure, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. In addition, the School shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

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

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

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

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

Level II – Formal Complaint
Upon receipt of a formal complaint (or later as additional allegations become known), the School will provide the following written notice to the parties who are known:
(A) Notice of the School's grievance process that complies with this section, including any informal resolution process.
(B) Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must also inform the parties of any provision in the School's

code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

Investigation:

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

(A) Remain neutral and impartial during the investigative process, and must not have a conflict of interest for or against complainant(s) or respondent(s);

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

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

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

(E) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

(F) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

(G) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a

hard copy, and the parties must have at least ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report;
(H) Keep party and witness identities confidential except as permitted by law or the Family Educational Rights and Privacy Acts (FERPA); and
(I) Create an investigative report within thirty (30) business days of receipt of a formal complaint that fairly summarizes relevant evidence and, at least ten (10) business days prior to a time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

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

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

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

The School may also dismiss the formal complaint or any allegations therein, if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Upon a dismissal, the School will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Determination Regarding Responsibility
The **Regional Vice President** as decision-maker must issue a written determination regarding responsibility within fifteen (15) business days of the conclusion of the question and answer period. The written determination must include:
(A) Identification of the allegations potentially constituting sexual harassment;

(B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
(C) Findings of fact supporting the determination;
(D) Conclusions regarding the application of the School's code of conduct to the facts;
(E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
(F) The School's procedures and permissible bases for the complainant and respondent to appeal.
The School must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If a determination of responsibility for sexual harassment has been made against a respondent, the School will provide remedies to a complainant. The Title IX Coordinator is responsible for effective implementation of any remedies. Possible remedies to the complainant that the School may implement include: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures or individualized services offered as may be appropriate and reasonably available, without fee or charge to the complainant, that are designed to restore or preserve equal access to the School's education program or activity, to protect the safety of the complainant or the School's educational environment, or to deter sexual harassment.
Possible disciplinary sanctions the School may implement following any determination of responsibility by the respondent may include: suspension, expulsion, reprimand, documenting the occurrence in the personnel file, referral to counseling, withholding of a promotion, demotion, reassignment, temporary suspension without pay, termination of employment, or any other disciplinary measures outlined in the School's code of conduct or Staff Handbook.

Level III – Appeal to Executive Vice President Natalee Long
Either the complainant or respondent, or their parent or guardian, may appeal from a determination regarding responsibility or from a dismissal of a formal complaint, or any allegations therein. Any such appeal shall be in the form of a written statement challenging the outcome, and be received by the Title IX Coordinator within ten (10) business days of the determination.
The appeal may be on one or more of the following bases:
(A) Procedural irregularity that affected the outcome of the matter;
(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
The Title IX Coordinator shall give the written appeal to an **Executive Vice President Natalee Long** for decision.

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

Within fifteen (15) business days after the time for the other party to submit a written statement has passed, the **Executive Vice President Natalee Long** shall issue a written decision describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

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

Office for Civil Rights

If the student (or their parent or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights.

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

Informal Resolution Process

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

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

(A) Provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

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

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

Emergency Removal

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

Administrative Leave

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

Recordkeeping

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

(A) Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;

(B) Any appeal and the result therefrom;

(C) Any informal resolution and the result therefrom; and

(D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by the public.

For each response to a report or formal complaint of sexual harassment in an education program or activity, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If the School does not provide a complainant alleging sexual harassment with supportive measures, then the School must document

the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

Retaliation Prohibited

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

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

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

See 34 CFR part 106

Appendix A
Formal Complaint of Sexual Harassment

Name: _____ Date:_____

Name of the Individuals Involved in the Incident:
_____
_____
_____
_____

Date and Location of the Alleged Incident:_____

Description of Conduct Constituting Sexual Harassment:

I acknowledge that the information I have provided is not false. Further, I acknowledge that if I knowingly make a false statement or submit false information, it will be in violation of the School's Bullying, Harassment, Intimidation, and Title IX Policy.

Signature:_____Date_____

_____

APPENDIX 3
LOCKER SEARCH POLICY

This policy authorizes principals or their designees to do the following:

A. Search any pupil's locker and the contents of the locker that is searched if the principal or designee reasonably suspects that the locker or its contents contains evidence of a pupil's violation of a criminal statute or of a school rule;

B. Search any pupil's locker and the contents of any pupil's locker at any time if the board of education posts in a conspicuous place in each school building that has lockers available for use by pupils a notice that the lockers are the property of the board of education and that the lockers and the contents of all the lockers are subject to random search at any time without regard to whether there is a reasonable suspicion that any locker or its contents contains evidence of a violation of a criminal statute or a school rule.

Applicable Ohio Revised Code Sections contained within this policy:

ORC: 3313.20

APPENDIX 4
STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The School's Internet system has a limited educational purpose. The School's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the School's Internet system is in accord with its limited educational purpose. Student use of the School's computers, network and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network (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).

The Board encourages students to utilize the Internet in-order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access, through the Board's Internet connection, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources that have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, which protect against (e.g. filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that

students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Technology Coordinator may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents assume risks by consenting to allow their child to participate in the use of the Internet. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications

B. the dangers inherent with the online disclosure of personally identifiable information

C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and

D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. All Internet users (and their parents if they

are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

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.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and principals as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the Network.

P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended (2003)
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6777, 9134 (2003)
76 F.R. 56295, 56303

APPENDIX 5
COMMUNICATION AGREEMENTS & EXPECTATIONS OF PARENTS/GUARDIANS/FAMILIES

At Fairfield Preparatory Academy, we believe that a strong family and school partnership must be established in order to achieve the ambitions goals that we have for our students. In order to accomplish these goals, we must establish communication agreements and expectations for parents, guardians, families, and staff. These are as follows:

- Always conduct yourself in a professional manner when on school grounds. This includes assuming the best in the staff and other families that attend the school. Threatening language and/or behavior will not be tolerated.

- Speak respectfully to all adults and students when on school property. Vulgar language will not be tolerated.

- Be respectful of other students' privacy. Student information should never be shared with other families or adults. This includes using social media platforms or other communication modes. It is the responsibility of the school and our families to keep each child safe each day.

- Collaborate in the goal of protecting all children in the school and making sure safety remains the top priority each day.

- Schedule an appointment when wishing to speak to a staff member and/or school administrator. Contact the Office Manager to schedule this appointment with a staff member. The school will not accept walk-in appointments due to the daily schedule and operation of the school. These appointments must be scheduled in advance.

- Exercise patience and understanding when calling to speak to a staff member and/or school administrator.

- Send your child in full uniform each day. If you need uniform support for your family, please contact the principal.

- Support the school with making sure your child understands that there are consequences for violating the student code of conduct. Refer to the Behavior Matrix for the level of behaviors as well as the set consequences that are in place for student accountability.

- Ensure that the school has up to date contact information and that you stay in contact when the school calls.

- If the school contacts home to pick up your child, have a plan to pick your child up within 1 hour. (Example: Student is sick, Student violated the student code of conduct and needs picked up).

- Students must be picked up per school request. If a student is not picked up and all emergency contacts have been contacted without reaching someone, school staff will contact the local school resource officer and Butler County Children Services.

- Follow Dismissal Procedures each day and pick up your child by 4:15 pm every day. Dismissal begins promptly at 4:00 pm each day and will end promptly at 4:15 pm each day.

- If you are picking up your child for Early Dismissal, you must pick up before 3:30 pm each day. The school will not allow visitors or early dismissal pickups after 3:35 pm each day. This is due to the safety of our students and the dismissal procedures that will be happening now.

Parent/Student Acknowledgement of Fairfield Preparatory Academy Student and Parent/Guardian/Family Expectations

We,_____ and _____

(Parent/Guardian/Family) (Student)

have received and read the Student and Parent/Guardian/Family Expectations. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies of the School. We also understand that these Expectations should not be construed to accord any rights or privileges to students or families beyond those accorded by law, and that these Expectations may be revised at any time, with or without notice. The signatures on this document are legally binding and indicate the parties who signed have read and understand the terms and conditions herein. Choosing not to sign, does not prevent the school from enforcing accordingly.

_____ _____

Parent or Guardian Signature Date