Parent Student Handbook

2026-2027

Jefferson Classical Academy of Ohio

https://ohio.jeffersonclassicalacademy.com

Board Approved

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MISSION

The mission of Jefferson Classical Academy of Ohio is to inspire students to pursue truth, liberty, and virtue through a rigorous classical education rooted in the ideals of the American founding. Guided by the spirit of the great philosophers and America's founders, we cultivate independent thinkers, eloquent communicators, and engaged citizens prepared to lead in a free republic.

VISION

Jefferson Classical Academy of Ohio's vision is to provide every student in Ohio with access to a learner-centered, world-class, career-focused education that allows them to graduate with real-world experience, a credential, and/or a degree and sets them on a path for lifelong success.

NOTE

The Jefferson Classical Academy of Ohio Parent-Student Handbook is developed in partnership with parents and the Jefferson Classical Academy of Ohio staff and is approved by the school's Board of Trustees. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right to change or amend the handbook at any time in the future.

NON-DISCRIMINATION POLICY

The School shall admit students of any race, color, national origin, 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 based on 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.

SCHOOL CALENDAR

- August 17- Student's First Day
- September 7- Labor Day (No School)
- October 22- End of 1st Quarter
- October 23- Teacher Workday (No School)
- November 25-27 - Thanksgiving Break
- December 17 - End of 1st Semester/End of Quarter 2
- December 18- Teacher Workday (No School)
- December 21 -- January 1 - Winter Break
- January 5-15 Fall EOC Testing
- February 1-12 OELPA Testing
- March 18 - End of 3rd Quarter
- March 19- Teacher Workday (No School)

- March 22-26- Spring Break
- April 12-30- Spring Testing
- May 31 - Memorial Day (No School)
- June 3 - Student's Last Day/End of Semester 2

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 at Jefferson Classical Academy of Ohio. For more information about this matter, contact the school administration or the Ohio Department of Education.

APPLICATION - REGISTRATION - ADMISSION

Participation in a public charter school is based on parent choice. Each year, Jefferson Classical Academy of Ohio will announce its open enrollment period for any Ohio parents or guardians who want to apply for their student(s). If the number of applicants exceeds the capacity of the school or grade level, Jefferson Classical Academy of Ohio will conduct a random selection lottery after first granting enrollment preferences for prior-year students and then for a sibling of a current student enrolled in the school. As a statewide school, Jefferson Classical Academy of Ohio will admit all students who reside in the state, provided there is the capacity to serve that student's grade level per the annual enrollment goals for each year.

ENROLLMENT PROCESS

Applications are accepted at any time of the year at Jefferson Classical Academy of Ohio. The following are the general admissions procedures for Jefferson Classical Academy of Ohio:

1. The Jefferson Classical Academy of Ohio is open to any student, grades K-8, entitled to attend school in the State of Ohio, free of tuition.
2. 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.
3. Enrollment eligibility does not exceed the capacity of the school's programs, classes, grade levels, or facilities.
4. Admission to the school may be limited to students who have attained a specific grade level or are within a specific age group as outlined in the School's sponsorship contract; to students that meet a definition of "at-risk," as defined in the contract; to residents of a specific geographic area within

the district, as defined in the contract; or to separate groups of autistic students and nondisabled students, as authorized in section 3314.061 of the Revised Code and as defined in the contract.

5. Admission to the school is dependent on the successful completion of all required steps and documentation of the admissions process.
6. Upon admission of any student with a disability, the community school will comply with all federal and state laws regarding the education of students with disabilities.

Families must complete and submit the application and all required documents to the School's admissions office. Failure to do so in a timely manner may disqualify a child's enrollment into the school. Upon receipt of application, a number is assigned to the student, and the information is entered into the student enrollment data system.

In the event the racial composition of the community school's enrollment is in violation of a federal desegregation order, the community school shall take any and all corrective measures to comply with the desegregation order.

RE-ENROLLMENT

For 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 re-enrolled each school year. It is the parents' responsibility to inform the school of any changes to their residency or contact information.

CHANGE OF ADDRESS, PHONE NUMBER, OR CUSTODY

It is the Parent/Guardian's responsibility to inform the School Office of any change of address or phone number. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to the School Office by emailing our office. If there is a change of custody for the student, you are required to provide the corrected student information, including the current custody order, to the School Office.

CONTACT INFORMATION UPDATE POLICY

As an online school, ensuring effective communication with parents/guardians is vital for the success of our students. This policy outlines the procedures and consequences regarding failure to update contact information for parents/guardians. Upon enrollment, parents/guardians are required to provide accurate and up-to-date contact information. The parent/guardian must notify the school immediately of any updates to their contact information.

30-Day Contact Effort

1. If the school determines that we do not have working contact information for the parent/guardian of a student, and all reasonable efforts to obtain updated information have been exhausted, a 30-day period will commence.

2. During this 30-day period, the school will continue attempting to reach the parent/guardian through alternative means, including contacting emergency contacts provided by the parent/guardian and sending certified mail to the last known address.

This 30-day period provides parents/guardians with an opportunity to update their contact information and become actively engaged in their student's schooling.

Non-Compliance after 30 Days:

1. If, after the 30-day period, the school has been unable to establish communication with the parent/guardian and the student remains disengaged from the program, the student will be withdrawn from the program.
    a. Disengagement from the program can be measured in many ways, including attendance/engagement and grades. School administration may use its discretion in determining a student's engagement level.
2. The school will make reasonable efforts to notify the parent/guardian of the student's withdrawal from the program, using any available means of communication.

HEALTH CERTIFICATION AND IMMUNIZATION REQUIREMENTS

Immunizations have been proven to help prevent the spread of certain contagious diseases and, in some cases, have eradicated disease. The State of Ohio requires students enrolled in schools to provide proof of vaccination. If your child needs vaccines to meet these requirements, visit your family physician, clinic, or contact your county's health department. Families who seek exemption from these requirements may submit the State of Ohio Immunization Waiver (PDF) in place of immunization records to continue enrollment.

Prior to the first day of November of the school year in which a student is enrolled for the first time in either kindergarten or first grade, the student shall be screened for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders. The School does not provide these services on site and parents/guardians are required to complete the necessary screenings. Each student will need a completed Ohio Department of Health Physical Examination Form submitted to the School no later than November 1st of each school year. Any parent requested to obtain any screening services may sign a written statement to the effect that he does not wish to have his child receive such screening.

If the results of any screening reveal the possibility of special learning needs, the School shall conduct further assessment in accordance with Chapter 3323 of the Revised Code.

ACADEMICS

GRADES

Jefferson Classical Academy of Ohio has a standard grading procedure and additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which

the student has acquired the necessary learning. In general, students are assigned grades based on results, homework, projects, and classroom participation. Each teacher may emphasize these areas differently in determining a grade and will inform the students at the beginning of the coursework. If a student is unsure how his/her grade will be determined, s/he should ask the teacher.

Jefferson Classical Academy of Ohio uses the following grading system:

GRADE WEIGHTING

A= 90-100 B= 80-89 C=70-79 D=60-69 F=0-59	I- Incomplete P-Acceptable achievement

Jefferson Classical Academy of Ohio's goal is that all students challenge themselves with the most rigorous coursework that completes their graduation pathway. The following values will be used to calculate GPA and class rank in grades 9-12 to acknowledge the advanced-level coursework of honors, advanced placement, and dual credit.

Course Level	A	B	C	D	F
Regular	4.0	3.0	2.0	1.0	0
Honors	4.5	3.5	2.5	1.0	0
AP & DC	5.0	4.0	3.0	1.0	0

GRADING PERIODS

Grades will be reported quarterly. Quarters 1, 2, 3, and 4 will be report cards. Final semester grades are calculated based on the cumulative performance over the entire semester. Semester grades will be posted to the student's permanent transcript and used to calculate the overall GPA.

PROMOTION, PLACEMENT, AND RETENTION

Promotion to the next grade level is based on a comprehensive review of the student's academic progress, assessment performance, and overall readiness. The following criteria are considered when determining promotion:

1. Students must demonstrate mastery of grade-level academic standards, as shown through course grades, teacher-developed assessments, and assignments aligned to Ohio's Learning Standards.
2. Results from diagnostic, benchmark, and/or state assessments (such as the Ohio State Tests or approved vendor diagnostics, such as i-Ready or NWEA MAP support promotion decisions and ensure readiness for the next grade.

3. Students are expected to complete all required core subjects with a passing grade in accordance with the school's grading policy.
4. The student's emotional, physical, and social development is considered, particularly for students in early elementary grades.
5. When appropriate, promotion decisions may involve a review by the instructional team or a school-based support team to ensure decisions reflect the best interest of the student's academic and personal development.

Parents/guardians will be informed if a student is not on track for promotion and will be involved in intervention planning and decision-making processes.

Note for Third Grade Students:
In accordance with Ohio's Third Grade Reading Guarantee (TGRG), students in Grade 3 must meet the state's reading proficiency requirements on the Ohio State English Language Arts Assessment or an approved alternative to be promoted to Grade 4. Students not meeting this requirement may be retained and provided with targeted reading intervention and supports.

ACADEMIC PREVENTION AND INTERVENTION SERVICES

The School shall provide intervention services commensurate with the student's performance in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, or science proficiency or achievement test or to those who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

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 third will complete diagnostic assessments, and grades three (3) through eight (8) will complete required state testing. Nationally normed assessments will also be administered for grades Kindergarten through Eight (8). 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 may be retained. A copy of the complete Reading Skills Assessments that was given to the student and the Academic Prevention/Intervention Policy, including information regarding the midyear promotion of retained students, is available from the Principal.

RETENTION

No results from required statewide assessments shall be used as the sole basis for determining whether or not to promote a student from grade to grade, except as specified in the Third Grade Reading Guarantee. However, the school may choose not to promote any student who does not take a State-Mandated Assessment to the next grade level if the student is not exempt from the requirement to take assessments.

GRADUATION REQUIREMENTS

Normally, students complete graduation requirements in four (4) years. To receive a diploma and graduate, a student must pass all graduation requirements set by the Ohio Department of Education, meet the school requirements for basic coursework, and earn the total number of minimum credits. For students enrolled in special education, the criteria for graduation and the extent of participation in the State-mandated requirements will be determined by their IEP team.

The graduation requirements that each student is required to meet at Jefferson Classical Academy of Ohio. Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of three key components:

1. Course Completion—Students will satisfy Ohio's curriculum requirements and any additional local requirements. They will complete the state minimum of 20 units, with specific units required in each content area.
2. Demonstrating Competency - Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, including College Credit Plus, career-focused activities, ACT or SAT scores, or military enlistment.
3. Demonstrating Readiness (Seals)—Students will demonstrate readiness for their post-high school paths by earning two diploma seals, which will demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.

In order to be a full-time student at Jefferson Classical Academy of Ohio, students must be enrolled in a minimum of five (5) credits per school year. All students will be enrolled in a minimum of five (5) credits per school year unless the School Administration approves exceptional circumstances. To earn a Jefferson Classical Academy of Ohio diploma, a student must earn a minimum of 5 credits at Jefferson Classical Academy of Ohio.

Ohio's core graduation requirements include twenty units designed to prepare students for the workforce and college. The units must be distributed as outlined in the chart below.

English Language Arts	4 Units	Science	3 Units**
Health	½ Unit	History & Government	1 Unit***
Mathematics	4 Units*	Social Studies	2 Units****
Physical Education	½ Unit	Electives	5 Units*****

*****including 1 Unit of Algebra II (or its equivalent) or 1 Unit of advanced computer science or approved career-based pathway. Students choosing to take advanced computer science in lieu of Algebra II understand that some institutions of higher education may require Algebra II for purposes of college admission, and the parent, guardian, or legal custodian of such students must sign a statement acknowledging that not taking Algebra II may have an adverse effect on college admission decisions. Except for a student choosing to take advanced computer science in lieu of Algebra II, a student may fulfill one of their mathematics units by completing ½ unit of financial literacy instruction and one-half unit of a mathematics course (except for algebra II or its equivalent, or a course required to have an end-of-course examination).
******including inquiry-based laboratory experience, including the following or their equivalent: physical sciences, one unit; life sciences, one unit; advanced study in one or more of the following sciences, one unit: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science; computer science.
******* includes American history, one-half unit; American government, one-half unit.
******** Beginning with students who enter ninth grade for the first time on or after July 1, 2017, the two units of social studies instruction shall include at least one-half unit of instruction in the study of world history and civilizations.
*********consisting of one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology which may include computer science, agricultural education, a junior reserve officer training corps (JROTC) program, or English language arts, mathematics, science, or social studies courses not otherwise required for graduation. One-half unit of instruction may be in financial literacy.

Each student who enters ninth grade for the first time on or after July 1, 2022, shall receive one-half unit of instruction in financial literacy. As described above, this half-unit may be in lieu of one-half unit of mathematics instruction (unless the student takes advanced computer science in lieu of one-half unit of math) or as an elective.

Additional graduation requirements vary depending on the year the student enters ninth grade for the first time and are subject to additional legislative changes. Students and parents should contact the school office for specific information related to graduation requirements and options for progressing towards graduation.

COMMUNITY SERVICE GRADUATION SEAL

A student may earn a Community Service Seal by completing a minimum of forty 40 hours of community service during high school in a high-quality community service experience.

A high-quality community service experience achieves the following:
It provides an opportunity for students to explore possible career options and gain valuable work skills. It exposes students to their community's needs while promoting an understanding of, and the value in civic engagement and volunteerism.

Tracking and Approval

- All volunteer service hours must have prior approval by administrator or school counselor.
- Students are responsible for tracking hours and having hours certified by a volunteer coordinator/supervisor (no relatives can verify these hours).
- It is preferable that hours are completed with a charitable organization which is registered as a nonprofit organization in Ohio.
- Students may verify whether a nonprofit organization is registered in Ohio on the Ohio Attorney General's website.
- Hours must be submitted to the applicable school counselor along with a written reflection that includes a summary of tasks completed as well as an assessment of how the service has benefited both the student and the community, for final approval no later than May 1st each year.

CREDIT RECOVERY

In case of course failure, credit recovery classes may be made available to students who need an opportunity to catch up or make up credits. The goal of Credit Recovery classes is to allow high school students to graduate in a timely manner. This program has policies and procedures that allow students who have failed one or more courses an opportunity to take a previously failed course at an accelerated pace. Jefferson Classical Academy of Ohio students may participate in Credit Recovery by adhering to the guidelines outlined below.

Any student failing one or more grades 9-12 courses may be placed in the Credit Recovery class. Credit Recovery coursework/assessments are modified and constructed to be completed in one academic semester, 9-18 weeks. The classes are designed to help students who have fallen behind get back on track with their graduating class. Not all courses will be available as credit recovery courses, and credit recovery options may require students to work more independently with scheduled times for teacher support. These are the general guidelines, but students can discuss options with their academic advisor if they have questions regarding Credit Recovery classes or options.

STUDENTS AT RISK OF NOT QUALIFYING FOR HIGH SCHOOL DIPLOMA

Students in grades 9-12 will develop a graduation plan in collaboration with their Guidance Counselor and/or Engagement Coach. Parents are invited to assist in developing and updating the graduation plan, which will be reviewed once per year for students in grades 9 and 10, and twice per year for students in grades 11 and 12. The School will consistently monitor and track student progress toward earning a high school diploma per each student's graduation plan. It will use the student's progress in meeting the terms of the graduation plans, as well as the criteria listed below, to identify students who are at risk of not qualifying for a high school diploma:

- Credits Earned
- Course Grades
- State Test Scores
- Attendance
- Age

Any student identified based on these criteria is considered at risk of not qualifying for a high school diploma.

Upon review at the end of each semester (grades 11 and 12) and end of each school year (grades 9 and 10), the School will notify the family, in writing, that the student is at risk of not qualifying for a high school diploma. The written notification will include a description of the School's curriculum requirements and/or graduation conditions as well as a description of any additional instructional or support services to help the students qualify for a high school diploma.

DROPS

Drops are for students who, in the first two weeks after enrolling in a course, need to be removed from the course without any academic consequences. Please note it is only in approved circumstances that a course may be dropped and only in the first two weeks after entering the course. All students must schedule a consultation with his or her engagement coach to obtain approval to drop the course.

ADDING A COURSE

Students may add courses within the first two weeks of any semester. Courses can be added in order to address circumstances such as requirements necessary for graduation, academic remediation or intervention needs, etc. A student must schedule a consultation with his or her engagement coach to obtain approval to add a course.

WITHDRAW GRADE (A-F)

Withdraws after the end of the second week after enrolling in a course will result in a "Withdraw Grade" (A-F) displayed on their student transcript.

In order to withdraw from a course, with no academic penalty, after the second week after enrolling in a course, students must have one of the following excuses:

- Medical problem (documentation necessary);
- Students withdrawn due to truancy;
- Family emergency (requires review by administration); and
- Other excuse deemed appropriate by administration

All course withdrawals must be approved by the School. If approval is not granted, students will receive the grade earned in the course after zeros are entered for incomplete work.

INCOMPLETE

Incompletes are for students who have worked consistently throughout the semester but have a situation that leaves them unable to finish a class.

- Incompletes will be given with teacher and administrator approval using the following guidelines:
  - Students must have completed over 65% of the class and be passing;
  - Students must have maintained contact with teacher and advisor;
  - Students must have attended live learning classes, if applicable; and

    - Students must be able to complete the class given up to a 3-week extension.
- Incomplete may also be given by administration in the following situations:
    - Doctor approved medical excuses;
    - Family emergency; and
    - Other excuses deemed appropriate by the administration.

Documentation of medical events impacting a student's ability to complete school or a family emergency must be reported in a timeframe and manner as deemed appropriate at the school administrator's or their designee's sole discretion.

A request for extension and incomplete grade must be made in writing to the administration within 5 days of the end of a semester, and, as requested by the administration, have supporting documentation on file. Approval is at the sole discretion of the School Administrator.

Lack of internet connection will not be a consideration for receiving an incomplete or course extension.

When a student is given an incomplete, the Teacher and student must both sign a completion contract. This contract will have specific deadlines and commitments so all parties are aware of expectations. If expectations are not met, the Student will receive a zero for all missing work and a final grade reflecting such.

FAIL

A fail (or "F") is given to any student who has not been given an incomplete and has earned an "F" (i.e., failing coursework, not turning in assignments). An "F" will be earned (assigned) each semester's end.

UNOFFICIAL TRANSCRIPT APPROVAL CRITERIA

The School wishes to award credit from unofficial transcripts. The following criteria must be present on the unofficial transcript for entry into the Historical Grade page in our Student Information System, PowerSchool:

1. Must be received directly from the most recent school listed on the transcript
2. Must include final grades for semester classes and yearlong classes
3. Must include credits earned

COLLEGE CREDIT PLUS

College Credit Plus and Advanced Standing are available for interested students. More information on these options can be obtained through the CCP Coordinator or Success Coach. The school does not award high school credit for post-secondary courses, any portion of which was taken during a period of expulsion imposed by the School.

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.

ATTENDANCE

ATTENDANCE AND ABSENCE POLICY

The Jefferson Classical Academy of Ohio experience is a flexible model, therefore, accountability of student activities and participation is measured by reporting the student's educational learning hours. Ohio community school law requires children to receive a minimum of 920 hours of learning opportunities per school year, and, as such, attendance is measured in this manner. Attendance is tracked via a combination of the following: reports that are required to be submitted by Parents/Guardians, reports automatically generated by the Jefferson Classical Academy of Ohio Learning Management System, and other methods as dictated by the School.

- Students must log into the systems for the required number of hours daily as directed. Students are expected to be engaged and actively participate in schoolwork each day. Students should be online, completing lessons and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or not maintaining expected course progress, they may be prevented from participating in school-sponsored activities.
- Attendance at live sessions is critical to student success in the online classroom. It is highly recommended that all students attend all live class offerings on a daily basis to interact with teachers and receive instruction and practice, especially when students are not receiving passing grades. These live sessions are recorded and available for students to view anytime.
- Students must attend in-person testing at designated locations on assigned days.
- Failure to log into the system for the required number of hours per week and/or to show up for assigned testing constitutes an unexcused absence for the Student.
- Students must attend School on all official School days, including testing days, complete all assignments in a timely manner in accordance with stated class schedules, and attend Live Class or view archived materials as directed. Parents/Guardians must maintain communication with her/his Student’s teacher(s) every week.

- Parents/Guardians may be directed to log offline hours and/or properly document the Student's offline work.
- Parents/Guardians must provide the School with verification of why absences should be excused within a timeframe and in a manner deemed acceptable by the School Administrator in their sole discretion. All communications regarding student attendance should be directed to attendance@classicaloh.org.
- Students that fail to meet engagement requirements related to the completion of diagnostic assessments, state testing, live session participation, and completion of course assignments and assessments may be subject to discipline and/or interventions.

EXCUSED AND/OR UNEXCUSED ABSENCES

The required attendance of students shall conform to the minimum standards prescribed by Ohio 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.
- 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.
- All documentation relating to absences must be provided to the school no later than three instructional days after the first day the student returns to school.
- Students who are habitually or excessively absent may be referred for interventions pursuant to the school's Attendance, Truancy and Withdrawal Policy.

An excused absence requires verification, if any, as deemed appropriate by the School Administrator or their designee. Where appropriate, the School may require written documentation. Jefferson Classical Academy of Ohio recognizes the following excused absences:

- Personal illness or injury
- Medical or dental appointment with a written excuse from the doctor or dentist
- Chronic medical conditions that impact attendance
- Disability that impacts attendance
- Disaster situations such as a flood or fire
- A death of an immediate family member
- Religious Observance School or county-approved extra-curricular activities
- Obligation to appear in court that involves the student
- Military requirements for students enlisting in the military
- Personal or academic circumstances approved by the principal
- Vacation trip – must be pre-approved by Jefferson Classical Academy of Ohio administration, or it is considered unexcused. Approval for vacations is contingent on educational merit and supporting documentation. All vacation requests must be submitted to the school at least 10 school days before the start of the vacation. Students can only be approved for vacation for up to 5 school days

in a school year. The last 3 weeks are a blackout period, and vacation time will not be approved during this time
- Court appearances, appointments
- Placement in foster care or a change in foster care placement
- Homelessness
- Documented technology issue- must have an official HELP DESK TICKET NUMBER, and that information must be reported to the student's teachers and the attendance office in writing. Additionally, the documented technology issue must be such that it precludes the student from using the computer and or accessing his or her curriculum*; and
- Any other reason at the School Administrator's sole discretion.

Lack of internet service—No excuse will be accepted for a lack of service. There are many alternative locations where you can obtain internet service.

When a student's absence is excused, extensions to assignments may be granted only if approved by the teacher(s). Most work and assignments are available online 24/7 and can be done outside the typical school day hours. Having an excused absence does not automatically grant a student an extension. Absences not conforming to the above reasons will be considered unexcused and dealt with accordingly. The student will not receive credit during the unexcused absence period.

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.

TRUANCY

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.

Routine and accurate reporting of educational learning is critical. Under Ohio law, a school must/can take significant action if a student does not routinely attend school (report on educational learning hours) in accordance with school policy.

- If any student fails without a legitimate excuse to participate in 72 consecutive school hours, they will be automatically withdrawn from the school in accordance with Ohio law.
- A student is considered in attendance when they satisfy either of the following conditions:
    - The student participates in at least 90% of the instructional activities offered by the school in the school year; and/or
    - The student is on track with the on-time completion of any course on which the student is enrolled. The School has defined pace to mean the student is currently earning a passing grade in any course in which the student is enrolled.

Instructional activities mean the following classroom-based or non-classroom-based activities that a student is expected to complete, participate in, or attend during any given school day:

- Online logins to curriculum or programs;
- Offline activities;
- Completed assignments within a particular program, curriculum, or class;
- Testing;
- Face-to-face communications or meetings with School staff or service providers;
- Telephone or video conferences with School staff or service providers ;
- Other documented communication with School staff or service providers related to School curriculum or programs.

If a student is not considered in attendance, they shall be considered absent for those hours of instructional activities offered by the School in that school year in which the student does not participate.

30 OR MORE CUMULATIVE HOURS OF ABSENCE

If a student has 30 or more hours of unexcused absences in any semester, the School shall submit a written report to the student's parent, guardian, or custodian. A student shall become subject to certain consequences, including disenrollment from the School if both of the following conditions are satisfied:

- If after the parent, guardian, or custodian receives the written report, as specified above, the student fails to comply with this Truancy Policy within two weeks; AND
- Intervention strategies (listed below) fail to cause a student's attendance to comply with the Truancy Policy.

INTERVENTION STRATEGIES

The School may implement one or more intervention strategies to assist a student with their unexcused absences. Interventions will be applied to best serve the student and the School on a case-by-case basis. Intervention periods should not exceed two weeks. After two weeks, the student will be re-evaluated as to whether they meet the attendance standards. If the student is not meeting the attendance requirements at that point, he or she may be disenrolled.

If the School disenrolls a student due to this policy, the student shall not be eligible to enroll in this School for one school year. The School shall provide the student's parent, guardian, or custodian with a list of alternative educational options. Within 48 hours of the student's disenrollment, the School shall notify the student's resident school district in writing of the disenrollment.

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.

COMPLAINTS IN JUVENILE COURT FOR CHRONICALLY ABSENT

A habitually truant student's continued absence and/or failure to participate and make satisfactory progress after the implementation of one or more of the above intervention strategies will require the attendance officer to file a complaint in juvenile court, naming both the student and the student's parent, guardian, or other person having care of the student and alleging that the student is an unruly child based on habitual truancy.

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of the School for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to secure approval and make necessary arrangements. Approval of absences for vacations is in the sole discretion of the Principal and is not automatic. A student who has been excessively absent or habitually truant is not likely to receive approval for a vacation-related absence. If approval is given, it may be possible, at the discretion of each teacher, for the student to receive specific assignments to be completed during the trip.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK FOR EXCUSED ABSENCES

Students who are excusably absent from School shall be allowed to make up work that has been missed.

Students will be given the number of days of excused absence to make up work. Students will not be given an exemption from making up any work or classroom assessments that were given unless excused by the teacher.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The School encourages students to attend as many School events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build School spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as non-participants are properly safeguarded, it is strongly advised that a parent or adult chaperone accompany students when they attend the event.

The School will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at School events, regardless of the location. Student behavior may prohibit attendance at school events.

STUDENT AND PARENT RESPONSIBILITIES

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.

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 during school hours. 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 at all times when cell phone use is prohibited.

STUDENT CODE OF CONDUCT, SUSPENSION & EXPULSION

Students are expected to conduct themselves in such a way that they respect and consider the rights of others. Jefferson Classical Academy of Ohio ("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) with 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.

LEVEL 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:

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 include 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.

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.

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.

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.

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 here 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.

SUSPENSION

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.

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.

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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 student's parent, guardian, or custodian in the same manner as other forms of discipline.

FOLLOW THROUGH AND EFFECT OF EXPULSION

Ohio law requires the principal to follow through with expulsion proceedings when a student has committed an act warranting expulsion under the school's policies, even if the student withdraws from school prior to the hearing on the decision to impose the expulsion. Virtual Preparatory Academy of Ohio is required to provide notice of the reasons for and the duration of any expulsion to the next school that such a student seeks to enroll in. When a student is expelled from school pursuant to this policy, the school shall cease to provide learning opportunities to the student, and the student shall be considered withdrawn as of the effective date of the expulsion.

HARASSMENT, INTIMIDATION, BULLYING & TITLE IX POLICY

INTRODUCTION
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.

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.

ADDITIONAL POLICIES

SECTION 504

The Rehabilitation Act of 1973 includes Section 504 to prevent discrimination based upon disability. The Section 504 civil rights statute requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled. The Jefferson Classical Academy of Ohio will provide a "free appropriate public education" (FAPE) to each qualified student with a disability under Section 504. An individual with a disability means any person who: “(i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)].

CHILD FIND POLICY

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 FAPE (Free and Appropriate Public Education).

School districts across the state of Ohio are also participating in this effort to identify disabilities such as autism, deaf blindness, hearing impairment, including deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness.

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, in order to accomplish this, we must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to helping schools find any child, birth through age 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 or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

HOMELESS STUDENT 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
- In a temporary or transitional foster care placement or awaiting placement
- 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 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.

SCHOOL RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the School receives a request for access. Parents or eligible students should submit to the school administrator a written request that identifies the records they wish to inspect. The school administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the school administrator, clearly identify the part of the record they want changed
, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes

disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A “school official” is a person employed, contracted, or volunteering at the School in an administrative, supervisory, academic or support staff position, including but not limited to, school employees (whether employed directly by the Board or by a third party on behalf of the Board); a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

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

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

Release or inspection of student records will be handled in accordance with the Board of Directors’ Student Records Policy.

STUDENT DIRECTORY INFORMATION

It is the policy of the School not to release any personal information such as names, home address and phone numbers to outside agencies or requesting parties without the direct written consent of the Parent or guardian or as otherwise required by law, such as military recruiters, etc. Unless a Parent/Guardian - or adult student (18 years of age or older) - notifies the School in writing that the Parent/Guardian or adult student permits the distribution of any personal information, the School will not release the information. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. The School has designated student names and grade levels as directory information and will use such information in school publications, social media publications, recognition lists, programs and/or student directories. If you do not want the School to disclose any or all the information designated above as directory information you must notify the School in writing. A sample notice has been included at the end of this Handbook that you may use for that purpose.

ACCESS BY MILITARY RECRUITERS/INSTITUTIONS OF HIGHER EDUCATION

Two federal laws require the School to provide military recruiters, upon request, with student names, addresses and telephone listings, unless parents have advised the School that they do not want their student's information disclosed without their prior written consent. Similarly, state law requires the School to provide military recruiters, upon request, with the names and addresses of students in grades ten through twelve, unless parents have advised the School that they do not want such information disclosed.

AUDIO-VISUAL INFORMATION

The School recognizes the value of audio-visual and other types of electronic communication in providing our students with an effective education. In communicating with our school-related activities, opportunities exist to photograph and/or 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 our school is an integral part of the reporting responsibility to the community.

However, we will respect your wish for privacy in this area. Please call the School should you have any questions or concerns. You may also notify the School in writing if you prefer that we do not use your student's name, picture, and/or work product for presentations or other uses.

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;
- Emergency or provisional status;
- Educational background and
- Qualifications of instructional aides.

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, or phone calls

- Hold an open house, prior to school opening, at which families can meet their children's teachers 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.

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.

DISABILITIES COMPLIANCE

The School will comply with all laws and regulations presented in the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Individual with Disabilities Education Improvement Act of 2004. Discipline procedures for students having a disability will follow the procedures outlined in the Individuals with Disabilities Education Improvement Act of 2004 or such successor or replacement law.

WITHDRAWAL PROCEDURES

Voluntary Withdrawal

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 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.

Except as prohibited by law, the Student's grades and credits will not be released until all outstanding fees or obligations are met, including the return of all textbooks, equipment, and other materials.

All computer hardware shall be returned.

It is against the policy of the Ohio Department of Education for a student to be simultaneously enrolled in Jefferson Classical Academy of Ohio and another school district; therefore, the Parent is responsible for completing a withdrawal form before his/her student becomes enrolled in another school. It is critical that the Parent send Jefferson Classical Academy of Ohio a written request for withdrawal as soon as the decision to withdraw a student has been made.

ENGAGEMENT IN ASSESSMENTS

In order for students in an online school to be successful, it is necessary for them to be continuously engaged in the education process. Regular completion of diagnostic assessments is essential for the promotion of student development and instrumental to the development and implementation of targeted instructional techniques. Moreover, regular live class participation and the submission of classroom assessments allows instructional staff additional insight into student development and affords students another opportunity to ask questions and demonstrate academic growth.

Periodically, throughout the school year, the school implements iReady, or other diagnostic assessments to ascertain student ability and development and to target instruction. Students shall be given the opportunity to complete such assessments within a reasonable amount of time, which is consistent with the purpose of administering the assessment. Students are required to complete all diagnostic assessments.

Jefferson Classical Academy of Ohio assesses Student Engagement levels via a combination of the following:

- Completion of diagnostic assessments*
- Course assignments and assessments
- Local assessments
- Attendance in live instructional sessions
- Participation in state-mandated testing*

*Participation in diagnostic assessments and state-mandated tests is non-negotiable and is weighted most heavily in the determination of student engagement level.

DIAGNOSTIC ASSESSMENTS

Diagnostic Assessments are aligned with the Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills in relevant subject areas.

a. Any Student who transfers to the School if his/her former school did not administer each applicable diagnostic assessment to the Student in the current school year (the applicable assessment must be administered within thirty (30) days from the date of transfer); and

b. Previously home-schooled students enroll at the school to determine their appropriate grade level placement.

COURSE ASSIGNMENTS AND ASSESSMENTS

Completing course assignments and assessments regularly is critical for student success. This allows teachers to monitor progress and ensure growth and mastery of state standards. Within each course, students should complete all items on the plan for the day and stay on track with assignment due dates as set by the teacher. Students who do not follow the minimum expectations of course completion will be referred to the engagement intervention protocol.

LOCAL ASSESSMENTS

Throughout the school year, the school implements diagnostic/interim assessments, short-cycle assessments, and common mock assessments to determine students' current levels of mastery and development and to target instruction. Students shall be given the opportunity to complete such assessments within a reasonable amount of time, which is consistent with the purpose of administering the assessment. These timelines for completion will be communicated as each assessment is announced. Students are expected to complete all the assessments given. Students who do not follow minimum expectations will be referred to the engagement intervention protocol.

LIVE INSTRUCTIONAL SESSIONS

The curriculum at Jefferson Classical Academy of Ohio is designed to provide flexibility to its students and allow them the opportunity to earn credit and complete assignments in their own time. However, students who attend and participate in live class sessions on a regular basis are typically more successful than students who do not. Students are provided a clear schedule for live opportunities in the core subjects of Math, English, Science, and Social Studies. Although live instructional sessions are recorded and made available to students for review on their own time, students are encouraged to attend live sessions as they are provided in real-time to benefit from live discourse and collaborative work with students and teachers.

The School requires that students attend 50% of live instructional opportunities per calendar month as outlined in the student's schedule. Students who do not meet minimum live instructional attendance expectations at the end of each month will be referred to our engagement intervention protocol.

STATE-MANDATED TESTING

Any student who fails, without a legitimate excuse, to participate in state-mandated testing shall be expelled for a period of 80 school days. If there are fewer than 80 days remaining in the school year, the expulsion shall extend into the following school year. Parents and students are notified in advance of the schedule and location of required testing. Although the School undertakes to make testing facilities easily accessible to parents/students, it is the parent/student's obligation to provide transportation to testing facilities, and a failure to attend required testing will not be excused for transportation reasons except in extreme circumstances.

ENGAGEMENT INTERVENTION PROGRAM

The Student Success team coordinates support services in a timely manner to address the specific engagement needs of the student and family and promote positive academic outcomes. Team members continuously monitor student progress to evaluate and adapt the support plan as needed. Participation is required to ensure student success.

SUPPORT TIERS

Tier 1: General school-wide prevention and programming

At Tier 1, the focus is on universal engagement through school-wide preventative measures and teacher support. Students and families are expected to adhere to school policies regarding attendance, engagement, assignment completion, and communication. Teachers implement interventions as needed, documenting any emerging student needs.

Tier 2: Student Support Needs Identified: Student Engagement Plan Implemented

Engagement or course progress concerns require students and family to receive additional interventions, supports and progress monitoring through individual check-ins and/or small group sessions. The assigned Success Coach collaborates with the student and family to address the identified issue, and a Student Engagement Plan is developed and implemented.

- Intervention methods are identified with the student and Learning Coach.
- The Success Coach will facilitate the process, monitor progress, and provide regular, formal follow-up.

Tier 3: Continued Student Support Protocol: Action Plan & Accountability

After several weeks of engagement at Tier 2, if the family fails to comply with the Student Engagement Plan, Tier 3 intervention is initiated. This involves reinforcing the engagement protocol and holding the family accountable for meeting the student's personal and educational needs. An intensive Student Engagement

Plan will be implemented based on two or more of the following factors: academic performance, engagement, teacher referral, behavioral concerns, and/or credit deficiency.

- During this period, focus will remain on enhancing academic growth through identifying any barriers interfering with a student's education, setting specific goals, and creating an action plan to provide additional accountability. Students on this plan can expect to be in close and frequent contact with their Success Coach to form a partnership that serves to balance the weight of sustaining educational growth by working communally.

Tier 4: Administrative Action

If all available resources and interventions are exhausted without success, and the student and family remain disengaged and not compliant, Tier 4 administrative review and action is warranted. Students at Tier 4 are referred to administration and are at risk of being disenrolled from the program.

WORK PERMITS FOR MINORS

Ohio law requires employed minors between 14 and 18 years of age obtain a work permit. A new work permit is required each time the place of employment changes. An 18-year-old does not have to have a work permit even if they are still a student. Once a student graduates or receives a GED, a work permit is no longer required, regardless of age. Minors 14 and 15 years of age must attend a full school day and may only work three hours a day after school, 8 hours a day on Saturday and Sunday, but not more than 18 hours a week. Students who have had a truancy filing must provide a copy of a court order indicating that their truancy case was closed or dismissed.

1. Every minor fourteen (14) to eighteen (18) years of age must have a work permit, unless otherwise stated in Chapter 4109.
   a. The application for a minor work permit form is a prerequisite for the minor work permit. It contains employer and job information, employer pledge, and parental consent.
   b. The physician certificate or evidence of a physical exam on file with the school.
   c. The minor, parent, or even employer may print the form(s) from the website.
   d. Each party should complete and sign the forms in their entirety. The employer's tax ID number is mandatory. The school should not accept unsigned forms. The physician certificate may or may not be needed depending on the minor's health or athletic physical exam history.
   e. The minor should return the completed form to the designated school personnel, who will then issue the minor work permit based in part on the information contained on the preapplication.
2. The employer must return the working permit to the Superintendent of Schools within three (3) days of terminating the minor.
3. Students must maintain good academic standing (at least a C average in all enrolled courses) and attendance in order to possess a valid work permit. If issues arise regarding the prior terms mentioned, the student will be in jeopardy of their work permit being revoked. A student will have 30 days to improve their academic standing/attendance. After 30 days and documented improvement, the work permit may be reissued.
4. If a parent or guardian has any concerns regarding this policy, a meeting can be requested by the parent/guardian to discuss specific questions and scenarios on a case-by-case basis.

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.

TECHNOLOGY AND ACCEPTABLE USE POLICY

The use of technology is a privilege and an important part of the Jefferson Classical Academy of Ohio overall curriculum. 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. Jefferson Classical Academy of Ohio will offer each student a school-provided computer. If the school provided computer is declined this policy also applies to privately-owned devices accessing the at Jefferson Classical Academy of Ohio domain/network. Jefferson Classical Academy of Ohio will not be liable for communication sent via personal devices. The Jefferson Classical Academy of Ohio will provide a computer that meets the requirements of the educational program. The Jefferson Classical Academy of Ohio will, from time to time, make determinations on whether specific uses of technology are consistent with program policies for students and employees. Jefferson Classical Academy of Ohio always reserves the right to monitor and log technology use, to monitor cloud storage 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. It is the policy of The Jefferson Classical Academy of Ohio to:

- Prevent users from accessing or transmitting access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access and other unlawful online activity and damage to program resources.
- Prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].
- Provide students with resources to help them make sound decisions regarding appropriate behavior and conduct online. We encourage you to study the International Society for Technology in Education Standards at: https://www.iste.org/standards/for-students

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practicable, technology protection measures are used to block or filter internet access to, or other forms of electronic communications containing, inappropriate information. Filtering and maintenance, or blocking, is applied to visual depictions of material deemed obscene, child pornography,

or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act (CIPA). The filter serves to block minors from accessing inappropriate matter on the internet and the World Wide Web.

The installation of technology protection measures at the time of computer provisioning is mandatory and the internet filter will be set at a level determined by the School. Thereafter, it will be the guardian's responsibility to monitor computer usage for compliance with Jefferson Classical Academy of Ohio policies and the Children's Internet Protection Act. The technology protection measures may be disabled only for bona fide research or other lawful purposes as approved by administration. Additionally, it shall be the responsibility of all members of Jefferson Classical Academy of Ohio staff to supervise and monitor usage of the online computer network and access to the internet and ensure that the same is in accordance with this policy, including any e-mails, chat room discussions, electronic communications, and webcam usage.

By using the filter program, as well as staff monitoring student use, Jefferson Classical Academy of Ohio is attempting to provide a safe and secure medium by which students can use the internet, world wide web, electronic mail, chat rooms and other forms of direct electronic communications. To the extent practicable, steps are taken to promote the safety and security of users of the Jefferson Classical Academy of Ohio. Other inappropriate network usage Jefferson Classical Academy of Ohio intends to eliminate includes:

- Unauthorized access, including so-called 'hacking', and other unlawful activities; and
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the Parent/Student Handbook agreement form, the Parent and Student agree:

- To abide by all the Jefferson Classical Academy of Ohio policies relating to the use of technology.
- To release all the Jefferson Classical Academy of Ohio employees from 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 user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/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 Jefferson Classical Academy of Ohio believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable.
- Using technology resources for commercial, political, or other unauthorized purposes since Jefferson Classical Academy of Ohio 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, profanity, vulgar statements, or discriminatory remarks; Interfering with others' use of technology.
- Installation of software without the consent of Jefferson Classical Academy of Ohio.
- Allowing anyone else to use an account other than the account holder.
- Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam").
- Creating or forwarding "chain letters" or other "pyramid schemes" of any type, whether or not the recipient wishes to receive such mailings.
- Malicious e-mail, including, but not limited to, "mail bombing" (flooding a user or site with very large or numerous pieces of email).
- Unauthorized use, or forging, of mail header information.
- Using the Jefferson Classical Academy of Ohio or a client account to collect replies to messages sent from another Jefferson Classical Academy of Ohio account.
- Use of program-owned hardware for commercial or for-profit purposes.
- Use of program-owned hardware for product advertisement or political lobbying; and
- Other unlawful or inappropriate behavior.

The user also acknowledges and agrees that he/she 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 user 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(s) will be liable for all costs; and
- Violation of this internet safety policy is also a violation of The Jefferson Classical Academy of Ohio Code of Conduct and may result in any other scholastic disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

INTERNET REIMBURSEMENT PROVISION:

Jefferson Classical Academy requires that all families use high speed internet access to help their children succeed in the program. Internet reimbursement will be available to those families who qualify as determined by the Federal Free and Reduced Lunch Program.

• The student must be actively enrolled with Jefferson Classical Academy and in good academic standing.

· Student must be enrolled with Jefferson Classical Academy during the application process and at the time reimbursement is issued.

• Parent or guardian is required to submit proof of internet connectivity annually to internetreimbursement@classicaloh.org.

• Reimbursement through Zelle will be sent in the parent or guardian at the end of each semester (two dmes annually).

• Reimbursement can be challenged by the School and reimbursement stopped should the school have reason to believe that the internet has not been properly functioning.

• Jefferson Classical Academy reserves the right, at its sole discretion, with or without notice to parents or students, to reduce or eliminate the internet reimbursement program.

• Parents and/or guardians are required to submit a new Proof of Residency in the event of a change of address, in order to continue to receive reimbursement.

• Student must maintain at least an 90% engagement level with the Jefferson Classical Academy program. *Engagement is automatically tracked through our online programs when students are interacting with the online curriculum environment or attending on-site events and/or testing.

• Students must have participated in all required state and local tests that have occurred in the reimbursement period.

• Students must have all School required compliance documents on file to be eligible for reimbursement:

O Proof of Residency

o Household Income Form

o Signed Handbook Acknowledgement Form

o Up to Date Immunizations and Health Screening

SPECIFIC TERMS AND CONDITIONS FOR USING PROGRAM-PROVIDED COMMUNICATION TOOLS

The Jefferson Classical Academy of Ohio offers access to live web conferencing sessions, webcam, discussion boards, collaborative documents, IT Support live chat, and email to provide parents and students access to instruction and a forum in which to communicate. To protect all participants, all live web conference sessions and network e-mails are monitored and recorded. The Jefferson Classical Academy of Ohio does not discourage criticism or healthy disagreements; however, Jefferson Classical Academy of Ohio does expect each web conference session and e-mail participant to act civilly throughout such conversations and will not tolerate vulgarity, name-calling, or attacks upon other participants in any way. These expectations also apply to interactions with IT Support team members.

If, for any reason, The Jefferson Classical Academy of Ohio does not believe that a Student/Parent or Guardian is acting in a manner that will enhance or support the mission of the School, it reserves the right to remove that person from the network (except for access to his/her teacher and course materials) in accordance with the penalty provisions provided below. Specifically, the School's in-home computers and

internet connection should not be used for any of the following purposes, and acting appropriately does not include:

- Making statements that are sexually explicit or grossly offensive, including blatant expressions of bigotry, racism, hatred, or profanity.
- Indulging in abusive, defamatory, or harassing behavior; insults or personal attacks; threats of harm to anyone; promoting physical harm or injury to any group or individual.
- Promoting or providing information about illegal activities.
- Indulging in activities that infringe upon anyone else's copyright(s). Specifically, he/she cannot advocate illegal conduct or participate in illegal or fraudulent schemes.
- Using chat rooms to distribute unauthorized copies of copyrighted materials, including photographs, work, text, recordings, designs, or computer programs.
- Impersonating someone else or falsely representing oneself.
- Attempting to post or use computer programs that contain destructive features, including, but not limited to, viruses, worms, trojan horses, bot scripts, etc.
- Posting or transmitting unauthorized or unsolicited advertising, promotional materials, or any other forms of solicitation of other users; and
- Any other chat room behavior which, at the Administrator's sole discretion, does not support the mission of the School.

While this is not a complete listing of every inappropriate behavior, it does give some guidance regarding the types of actions and communications that are prohibited.

INAPPROPRIATE TECHNOLOGY USE PENALTY SYSTEM

Violation of The Jefferson Classical Academy of Ohio's Acceptable Use Policy may result in a warning, temporary, or permanent ban from the live web conferencing sessions, webcam, discussion boards, collaborative documents and or/email, depending on the severity of the infraction. The length of any temporary ban shall be at the sole discretion of the Administrator. Student access to content and instruction will not be impacted.

SOCIAL MEDIA/COLLABORATIVE CONTENT TOOLS

Recognizing the benefits collaboration brings to education, The Jefferson Classical Academy of Ohio may provide users with access to websites or tools that allow communication, collaboration, sharing and messaging among users. Users are expected to conduct themselves in an exemplary manner, using appropriate, safe and mindful language. Posts, chats, sharing and messaging may be monitored by staff. Users should be careful to never share personal information in an on-line forum.

Violation of The Jefferson Classical Academy of Ohio's live web conference sessions, email, or webcam Policy may result in a warning, temporary, or permanent ban from the live web conferencing sessions, webcam, discussion boards, collaborative documents and or/email, depending on the severity of the infraction. The length of any temporary ban shall be at the sole discretion of the Administrator. Student access to content and instruction will not be impacted.

STUDENT MISUSE

In addition to the penalties above, students who violate any Policy may be suspended or expelled in accordance with live web conferencing sessions, webcam, discussion boards, collaborative documents, and email Code of Conduct.

LOST STOLEN OR DAMAGED DEVICES

Students are responsible for the device at all times. Any device that is misplaced or lost will attempt to be recovered. Students are ultimately responsible for any lost, stolen, or damaged devices. Guardians may be invoiced for any lost, stolen, or damaged device or associated components, unless theft has been determined.

REPAIRING DEVICES

All equipment repairs, inspections, and replacements MUST be made through IT Support. Do not attempt to remove or change the device's physical structure, including the keys, screen, casing, etc. Doing so may result in guardians being responsible for the cost of repair or replacement.

SCHOOL-LOANED PROPERTY

- Computer and Charging Cord
- Special Education Assistive Technology

Each student enrolled in the School may receive one computer. If you choose to waive your right to a school-provided computer, you will be asked to sign a Computer Waiver form at the time of enrollment. By signing this form, you indicate that you understand that the School is not in any way responsible for installing or maintaining any hardware, software, external connections, or peripheral equipment associated with this computer. Furthermore, you indicate that you understand that if your equipment becomes inoperable, there is a possibility that the School may not have a computer immediately available, in which case you accept the responsibility for finding a suitable or temporary solution until the school is able to furnish a computer.

RETRIEVAL OF SCHOOL-ISSUED COMPUTERS

Consistent with established educational policies enacted by School Boards throughout the United States, the School seeks to protect its property and usage interests through the following policies. Please note that as part of the handbook acknowledgement the Parent and/or student also consent that student computers may be activated with geolocation features to assist in the retrieval/recovery of school issued computers.

Tech Support representatives will contact a parent to commence computer recovery when any of the following occur:

- A Parent’s written notice of the intent to withdraw has been received.
- A student is withdrawn by the School for lack of engagement or non-attendance.
- A replacement is required due to a technical issue.
- A student graduates from the School; or
- A student is expelled.

Within thirty (30) days after four (4) corresponding authenticated attempts of recovery by an authorized School de-installer, written notification will be sent to the Parent/Guardian, noting that the following actions may be taken:

- A police report will be filed with the appropriate law enforcement agency to recover the computer, accessories, and all other material and property from the Parent/Guardian.
- A credit complaint will be filed against the Parent with the three major credit reporting agencies:
- Other legal action may be taken to secure the return of the School's property and materials, including civil and criminal actions.

Additionally, failure to return the School's Property may result in a fine being placed against the student's account, and the School shall withhold all official student records until either the fine is paid or the School's Property is returned.

VOLUNTARY WITHDRAWAL

The textbooks, computers, software, hardware and other materials loaned to the parent and/or student are property of the School. No student and/or Parent have any right to the same except for usage in strict accordance with the School's educational model, Code of Conduct, rules, regulations, policies and procedures. Students and Parents are responsible for the textbooks, computers, software, hardware and other materials loaned to the parent and/or student within their possession from the moment of receipt until all items have been officially returned to the School. Parents must return the materials and property if their child or children are withdrawn from the program or expelled.

All students will be loaned various equipment, supplies and services from the School which have been determined to be necessary to ensure the functionality and connectivity of the educational program. Materials and property must be used solely in connection with the education services provided by the School.

COMPLAINT PROCESS

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.

NON-DISCRIMINATION AND TITLE IX/SECTION 504 NOTICE

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. 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 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.

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
Jefferson Classical Academy of Ohio
Dr. Christopher Brooks
550 Old Henderson Road
Columbus, Ohio

Section 504 Coordinator
Jefferson Classical Academy of Ohio
Dr. Christopher Brooks
550 Old Henderson Road
Columbus, Ohio

614-448-3748

Special Education Coordinator
Jennifer Kluchar
Special Education Coordinator
1550 Old Henderson Road, Suite W-110, Columbus, Ohio 43220

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.

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 inspect, 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 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 notify 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 with the following:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to:

State Department of Education
Office for Civil Rights Coordinator
Contact Information TBD

OR

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

DIRECTORY INFORMATION OPT-OUT

If you do NOT want the School to disclose directory information from your child's education records without your consent, you must notify us in writing within ten days of your receipt of this notice.

If the School has not designated directory information, no directory information will be released (see above).

Please do not make available my student's directory information without my prior written permission.

Student's Name: _____
(Please PRINT)

Date: _____

Parent/Guardian Signature: _____

Board Approved

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.

APPENDIX I

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. Jefferson Classical Academy of Ohio ("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. Parent 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:

B. 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.
c. After the informal hearing the student shall be given notice of their suspension and rights during suspension. This includes the following:
    i. 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;
    ii. The right to representation at all appeal proceedings;
    iii. The right to an appeal hearing before the Board or its designee to be heard against the suspension
    iv. The right to request that the hearing be held in executive session;
d. For the purposes of this section the Board Designee for an appeal hearing can be any of the following:
    i. Superintendent
    ii. Principal
    iii. Assistant Principal
    iv. Other Qualified Individual

If the hearing is before the Board, it shall be held in a public meeting. The Board, upon request of the appellant, 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 the Board's designee, may affirm the suspension, reinstate the student, or otherwise reverse, vacate, or modify the order. A verbatim record of the hearing is to be made. The decisions of the Board or its designee may be appealed under Chapter 2506. of the Ohio Revised Code.

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. The Superintendent is required to initiate expulsion proceedings on expellable offenses even if the student in question withdraws 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.

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.

    i. For the purposes of this section the Board Designee for an appeal hearing can be any of the following:
        i. Superintendent
        ii. Principal
        iii. Assistant Principal
        iv. Other School Qualified Individual

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 Jefferson Classical Academy of Ohio (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

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