



2025-2026 PARENT- STUDENT HANDBOOK

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OCS Board information may be accessed at www.oakstonecs.org. This includes a list of the current Board members as well as established policies and procedures that pertain to students, staff, and school operations.

MISSION STATEMENT

Oakstone Community School (OCS) promotes the education of students with Autism Spectrum Disorders (ASD) by providing an innovative and individualized program. Focus is on empirically-based curricula, instructional strategies, and behavior techniques which enable students to develop necessary academic precursor and self-management skills. Along with academics, related services and fine arts, the focus is on reducing the impact of the core deficits area. Students learn and work collaboratively within the school community as they develop a respect for themselves and others in a school that provides a unique, dynamic, and interactive environment concentrating on the strengths of each student as they gain academic competency and develop personal responsibility. OCS is a family-centered school that believes in the importance of the parent-teacher partnership and high levels of parent involvement in all aspects of the school.

OCS is a community school chartered by the Ohio Department of Education under Ohio Revised Code 3314.

Oakstone Community School 2025-2026 School Calendar

Quarter 1

August 14 - 15
August 18
September 1
October 15

(8/18/25 - 10/15/25)

Staff Days
First Day Students
Labor Day - No School
Quarter 1 Ends

Quarter 2

October 16
October 16-17
November 6
November 7
November 26-28
December 1
December 19
December 22- January 2

(10/16/25 - 12/19/25)

2nd Quarter Begins
Staff Days - No School
Parent/Teacher Conferences (PM)
Parent/Teacher Conferences - No School
Thanksgiving Break - No School
Staff Day - No School
Quarter 2 Ends
Winter Break - No School

Quarter 3

January 5
January 6
January 19
February 16
March 12
March 13

(1/6/26 - 3/18/26)

Staff Day - No School
3rd Quarter Begins
MLK Day - No School
President's Day - No School
Parent/Teacher Conferences (PM)
Parent/Teacher Conferences - No School

Quarter 4

March 19
March 30 - April 3
April 6
May 25
May 27
May 28-29

(3/19/26 - 5/27/26)

4th Quarter Begins
Spring Break - No School
Students Return
Memorial Day - No School
Last Day - Students, 4th Q Ends
Staff Work Days

GENERAL INFORMATION

NOTICE OF NON-DISCRIMINATION

(Title VI, Title IX, Section 504, Age Discrimination Act, Title II, Boy Scouts of America Equal Access Act)

Oakstone Community School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Erik Wilson, Director of Special Education
5747 Cleveland Ave.
Columbus, OH 43231
614-865-3413

For further information on the School's nondiscrimination policies, visit:

<https://www.pepple-waggoner.com/oakstone-community-school/#01JQIG5EWSE62REFF6HJDYJ3HELIIPCERO>

For further information on notice of nondiscrimination, visit:

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.com> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

CHILD FIND – IDENTIFYING STUDENTS WITH DISABILITIES, INCLUDING STUDENTS ELIGIBLE FOR PROTECTION UNDER SECTION 504 (9.37)

This policy is intended to set forth a practical method which can be implemented to determine which children are currently receiving needed special education and related services.

Scope

The following children shall be identified, located, and evaluated as required by the Individuals with Disabilities Education Act:

1. All children with disabilities who are residing in the School, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending nonpublic schools, regardless of the severity of their disability, and who are in need of special education and related services;
2. Children who are suspected of being a child with a disability under the definition of child with a disability in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and in need of special education, even though they are advancing from grade to grade; and
3. Highly mobile children, including migrant children.

Disproportionality

The School shall collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the School with respect to:

1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in the definition of "child with a disability" in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code;
2. The placement in particular educational settings of these children; and
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Data Reporting

The School shall maintain an education management information system and submit data to the Ohio Department of Education pursuant to rule 3301-14-01 of the Ohio Administrative Code.

LEGAL REFS: R.C. 3321.04 O.A.C. 3301-51-03

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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 45 days after the day Oakstone Community School (the "School") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Superintendent a written request that identifies the records they wish to inspect. The Superintendent 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 their child's or their education record should write to the School Superintendent, 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. The criteria for determining who constitutes a School official and what constitutes a legitimate educational interest must be set forth in the School's annual notification for FERPA rights. A School official typically includes a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School Board. A School official also may include a volunteer, contractor, or consultant who, while not employed by the School, performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

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

5. The right to obtain a copy of the School's policy on student records.

DIRECTORY INFORMATION NOTICE

The Family Educational Rights and Privacy Act (FERPA) and Ohio law require that the School, with certain exceptions, obtain your written consent prior to disclosing personally identifiable information from your child's education records. However, the School may disclose "directory information" without written consent unless you have advised the School to the contrary. Oakstone Community School does not consider any records to be "directory information":

DESTRUCTION OF UNNECESSARY RECORDS NOTICE

The School only maintains records as long as needed to provide educational services to each child. By providing this notice, the School is informing parents of the following schedule for retaining records. The retention periods align with the School's retention schedule and terms are further defined in Policy 9.24.

- Special Education Tutoring reports are retained for six years after the student graduates or withdraws
- Psychological Records are retained for six years after last contact.
- ETRs, IEPs, 504/ADA Plans, Home Instruction, and Special Needs Records are retained for six years after the student graduates or withdraws
- Special Needs Records (Student not Eligible) retained for six years after the student is determined to be ineligible
- Student Assessments are retained until after the report is written.

RESIDENCY VERIFICATION AND REVIEW (6.02)

Custody and Birth Records Verification

Upon enrolling in the School, a student shall present or have presented on his/her behalf by his/her parent(s), to the person in charge of admission:

1. A certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of that child if such an order or decree has been issued;
2. A copy of his/her certificate of birth issued pursuant to O.R.C. Chapter 3705, or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation, and copies of those records pertaining to him/her maintained by the school that he/she most recently attended.

Residence and Address Records Verification and Review

Upon enrolling in the School, the Governing Authority shall verify the school district in which the student is entitled to attend to the Department of Education. The school district the student is entitled to attend is the district within the location the parent or student has established as the primary residence and where substantial family activity takes place.

A student's residency shall be verified by producing of at least one (1) of the following:

- (1) A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;
- (2) A utility bill or receipt of utility installation issued within ninety days of enrollment;
- (3) A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;
- (4) The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence.

- (5) Documented affirmation of address of student's parent(s) from district of residence where parent(s) currently resides;
- (6) Notarized affirmation from parent(s) of current residence address;
- (7) USPS return receipt from certified letter sent to parent(s) by district of residence;
- (8) Written confirmation from the Department of Job and Family Services of current address of the parent(s); or
- (9) Written confirmation from a local law enforcement agency of the current address of the parent(s).
- (10) Any other "official document" that (a) is issued to the parent or student that includes the address of the parent's or student's primary residence, and (b) has been identified in guidance issued by the Superintendent of Public Instruction for the State of Ohio.

Annually, the Governing Authority shall verify a student's residency for purposes of reporting to the school districts in which its students are entitled to attend. This information may be obtained through any document, including the documents specified above, any communication with a government official authorized to provide that information, and any other documentation authorized by the Head Administrator affirming residency.

The Parent/Guardian of each student enrolled in the School shall notify the School when there is a change in the location of the parent's/guardians or student's primary residence.

Academic Records

During the admissions process, the Head Administrator or designee shall provide the student's parent with a copy of the most recent report card issued for the School. Within twenty-four (24) hours of the student's entry into school, the Head Administrator or designee shall request the student's official records from the school he/she most recently attended. Pursuant to R.C. 3301.60, if the student is a child of a military family who has transferred from another state (the "sending state") and official education records are not available, the School shall enroll and appropriately place the student based on information in the unofficial education records provided by the student's prior school, pending validation by the student's official records, as quickly as possible.

If the sending school, upon contact, indicates that it has no record of the student or after fourteen (14) days no records are received, or if the student does not present a birth certificate or other document, the Head Administrator of the school shall notify the law enforcement agency having jurisdiction in the area where the student resides of that fact and of the possibility that the student may be a missing child as this term is defined in R.C. 2901.30.

If, at the time of a student's initial entry into the School, the student is under the care of a shelter for victims of domestic violence as defined in R.C. 3113.33, the student or his/her parent shall notify the Head Administrator of this fact, and the Head Administrator or designee shall so inform the school from which the student's records are requested.

LEGAL REFS: R.C. 3301.60, 3313.60, 3313.6411, 3313.672, 3314.03, 3314.11, 3321.01

ACCOUNTABILITY/ANNUAL YEARLY PROGRESS

Annually, the Ohio Department of Education (ODE) prepares a report on a school's student performance on standardized tests, rates of improvement, student attendance and graduation rates. OCS will disseminate that information each year to parents regarding its school report card and AYP status. Parents may also go to ODE's website: www.ode.state.oh.us and click on "Accountability." OCS will provide the school's Annual Report on the school website when updated. If you have any questions regarding the OCS Report Card or Annual Report, please feel free to contact the Superintendent at 614-865-3413.

ADMISSIONS

ADMISSIONS POLICY (6.03)

The School shall be open to any students ages six (6) to twenty-two (22) entitled to attend School pursuant to R.C. 3313.64 or 3313.65 in the State of Ohio. The School may be open on a tuition basis to age appropriate children who are not Ohio residents.

The Parent/Guardian of each student enrolled in the School shall notify the School when there is a change in the location of the parent/guardian's or student's primary residence.

The School will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

The School will not discriminate in admitting students to the School on the basis of race, creed, color, disability, or sex.

The School will not exceed the capacity of the School's programs, classes, grade levels, or facilities. If the number of applicants exceeds the School's capacity, students shall be admitted by lottery from all those submitting applications. Preference shall be first given to students attending the School the previous year and then to students who reside in the school district in which the School is located. Preference will be given to siblings of students attending the school the previous year.

In the event the racial composition of the enrollment of the School violates a federal desegregation order, the School will take any and all corrective measures to comply with the order.

Upon enrollment, the School shall distribute to parents a written notice stating the following:

Oakstone Community School is a community school established under Chapter 3314 of the Revised Code. The School is a public school, and students enrolled in and attending the School are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the School that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the School administration or the Ohio Department of Education.

LEGAL REFS: R.C. 3314.06, 3314.03

EARLY ENTRANCE TO KINDERGARTEN (6.01)

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

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

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach

their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten.

A child shall be admitted if the child is five or six years of age, respectively, by the 30th day of September of the year of admittance. Pursuant to R.C. 3301.60, children of military families who transfer from a public school district in another state (the "sending state") shall be enrolled in the grade level commensurate with their grade level in the prior district regardless of age. However, a student who has satisfactorily completed the prerequisite grade level in the public school district in another state shall be eligible for enrollment in the next highest grade, regardless of age.

Early Entrance to Kindergarten or First Grade

A child who does not meet the age requirement for admittance to kindergarten or first grade, but who will be five (5) or six (6) years old, respectively, prior to the first day of January of the school year in which admission is requested, shall be evaluated for early admittance upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a physician or psychologist who knows the child. Following an evaluation in accordance with a referral under this paragraph, the Board shall decide whether to admit the child. If a child for whom admission to kindergarten or first grade is requested will not be five (5) or six (6) years of age, respectively, prior to the first day of January of the school year in which admission is requested, the child shall be admitted only in accordance with the School's acceleration policy set forth below.

Acceleration Policy

- A. A child may be referred by the child's parent or guardian, an educator within the School, a pre-school educator who knows the child, or physician or psychologist who knows the child.
- B. Copies of this policy and referral forms for evaluation for possible early entrance shall be made available to School staff and parents at the School building. The principal (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his or her designee) of the School shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The School shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- D. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.
- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Head Administrator within 30 days of being notified of the committee's decision. The Head Administrator shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within 30 days of receiving the appeal. The Head Administrator's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

A. Composition

1. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - (a) A principal or assistant principal from the child's current school;
 - (b) A teacher at the grade level to which the student may be accelerated;
 - (c) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - (d) A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the School, a School psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
2. The acceleration evaluation committee shall be charged with the following responsibilities:
 - (a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student. Students considered for early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education and Workforce. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
 - (c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - (d) placement of the student in an accelerated setting;
 - (e) strategies to support a successful transition to the accelerated setting;

- (f) an appropriate transition period for accelerated placement for early entrants to kindergarten.
- (g) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten.
 - 1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

LEGAL REFS: R.C. 3301.60; 3314.03; 3321.01; 3324.10

SCREENING OF BEGINNING PUPILS

In accordance with ORC 3313.673, prior to the first day of November of the school year in which a pupil is enrolled at OCS for the first time in either kindergarten or first grade, the pupil shall be screened for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders. If the results of any screening reveal the possibility of special learning needs, the OCS Board shall conduct further assessment in accordance with ORC 3323. The OCS Board may provide any of the elements of the screening program itself, contract with any person or governmental entity in order to provide any such elements, or request the parent to obtain any such elements from a provider selected by the parent. If the board conducts hearing and vision screening, it shall be conducted pursuant to ORC 3313.50, 3313.69, and 3313.73.

Prior to the first day of August of the school year in which a pupil is required to be screened under this section, the board shall provide parents with information about the district's screening program. If the board chooses to request parents to obtain any screening services, it shall provide lists of providers to parents together with information about such screening services available in the community to parents who cannot afford them. Any parent requested to obtain any screening services under this policy may sign a written statement to the effect that he/she does not wish to have their child receive such screening.

HEALTH SERVICES

ADMINISTERING OF MEDICATION TO STUDENTS (6.34)

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illness. Insofar as it is possible, provisions should be made for such medication to be given by the parent prior to or following the school day. When possible, parents should plan to bring and administer medication. Those students old enough to understand and follow directions for taking their medication should be responsible for same under supervision. If this is not possible, the dispensation of medication during the school day will be done in accordance with the following:

- A. Persons hereinafter designated by the Board of Trustees shall be authorized, when acting in situations other than those governed by R.C. 2305.23, 2305.231, and 3313.712, to administer to a student a drug prescribed by a prescriber for the student in accordance with this policy. Only Board employees who are licensed health professionals, or have completed an appropriate drug administration training program conducted by a licensed health professional and considered appropriate by the Board, may administer to a student a drug prescribed for the student. Except as otherwise required by federal law, no employee of this Board shall use the following procedures to administer drugs to a student:
 - 1. Injection.
 - 2. Catherization.
 - 3. Any other special procedures.
- B. An appropriate person appointed by the principal will supervise the secure and proper storage and dispensation of medications. However, nothing in this policy shall be construed to require a person employed by this Board to administer a drug to a student if such person objects, on the basis of religious convictions, to administering the drug.
- C. No drug prescribed for a student shall be administered pursuant to this policy or federal law, which includes but is not limited to the Individuals with Disabilities Education Act, until the following occur:
 - 1. The person(s) designated by the principal receives a written request, signed by the parent, guardian, or other person having care or charge of the student, that the drug be administered to the student.
 - 2. The person(s) designated by the principal receives a written statement, signed by the prescriber who prescribed the drug, that includes all of the following information:
 - a. The name and address of the student;
 - b. The school and class in which the student is enrolled;
 - c. The name of the drug and the dosage to be administered;
 - d. The time or intervals at which each dosage of the drug is to be administered;
 - e. The date the administration of the drug is to begin;

- f. The date the administration of the drug is to cease;
 - g. Any severe adverse reactions that should be reported to the prescriber and one or more telephone numbers at which the prescriber can be reached in an emergency;
 - h. Special instructions for administration of the drug, including sterile conditions and storage.
 - 3. The parent, guardian, or other person having care or charge of the student agrees to submit a revised statement signed by the prescriber of the drug to the person(s) designated by the principal if any of the information previously provided by the prescriber pursuant to division (C)(2) of this policy changes.
 - 4. The designated person(s) must receive a copy of all statements and revisions of any statement required by division (C)(1) and (2) of this policy;
 - 5. The drug is received by the designated person(s) authorized to administer the drug to the student for which the drug is prescribed in the container in which it was dispensed by the prescriber or a licensed pharmacist. The parent is required to bring all medication to school; and
 - 6. Any other procedures required by the Board are followed.
- D. If a prescribed drug is administered to a student, the person(s) designated by the principal shall acquire and retain copies of the written requests and statements required by this policy, and shall ensure that by the next school day following the receipt of any such statement a copy is given to the person authorized to administer drugs to the student for whom the statement has been received and the original is kept on file in the school building.
 - E. The person designated by the principal, or designee, shall establish a location in the school building for the storage of drugs to be administered under this policy. All such drugs shall be stored in that location in a locked storage place, except that drugs that require refrigeration may be kept in a refrigerator in a place not commonly used by students.
 - F. No person who has been authorized by the Board to administer a drug in accordance with this policy and who has a copy of the most recent statement required by this policy given to him in accordance with this policy prior to administering the drug is liable in civil damages for administering or failing to administer the drug, unless such person acts in a manner that constitutes gross negligence or wanton or reckless misconduct.
 - G. This policy may be changed, modified, or revised by action of the Board.
 - H. Nothing in this policy affects the application of R.C. 2305.23, 2305.231, or 3313.712 to the administration of emergency care or treatment to a student.
 - I. All dental disease prevention programs sponsored by the Ohio Department of Health and administered by school employees, parents, volunteers, employees of local health districts, or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the rules and regulations of the Ohio Department of Health, are exempt from all requirements of this policy. This policy does not apply to

or otherwise regulate the conduct of such dental disease programs sponsored by the Ohio Department of Health.

- J. In an emergency situation, such as an asthma attack or severe allergic reaction (anaphylaxis), those individuals authorized and in-serviced to administer drugs shall administer the appropriate medication in accordance with the written instructions on file and Board policy.
- K. Other oral medication, such as aspirin, will not be administered to children under any circumstances by school personnel, unless indicated by the parent on the emergency medical form, grades five through twelve.
- L. The School retains the discretion to reject requests for administration of medication.
- M. A copy of this policy may be provided to parents upon their request for administration of medication in school.
- N. In the case of over-the-counter drugs, the same procedures as outlined in the above policy are to be followed with the exception of those procedures referring to the prescriber's permission and procedures. In the case of over-the-counter drugs, the parent is responsible for complying with all procedures in lieu of the prescriber and assumes liability for the above. Written authorization or instruction from a health care provider is not required to apply nonprescription topical ointments designed to prevent sunburn, or for a student to self-apply same, on school property or at a school-sponsored event. The person designated by the principal, or designee, shall apply sunscreen to a student upon request.
- O. For purposes of this policy, the term "prescriber" includes only the following:
 - 1. A dentist licensed under O.R.C. Chapter 4715;
 - 2. A clinical nurse specialist, certified nurse-midwife, or certified nurse practitioner who holds a certificate to prescribe issued under R.C. 4723.48;
 - 3. An optometrist licensed under O.R.C. Chapter 4725 to practice optometry under a therapeutic pharmaceutical agents certificate; or
 - 4. A physician authorized under O.R.C. Chapter 4731 to practice medicine and surgery, osteopathic medicine and surgery, or podiatry.
 - 5. A physician assistant who holds a certificate to prescribe issued under O.R.C. Chapter 4730.

LEGAL REFS: R.C. 3313.713

STUDENT HEALTH INFORMATION

OCS is required to keep on file at all times a record of allergies, medications that the child may be taking, and a medical history. The school must also have an emergency card that lists who to call in an emergency when the parent(s) cannot be reached. Other information on the emergency card includes permission to transport the child to a designated hospital/clinic, if necessary.

In order to comply with state law and for the child to remain at the school, both the health record and the emergency card must be on file at the school's office. Parents are asked to keep medical forms updated as children receive check-ups and booster immunizations throughout the year.

The Ohio Department of Education requires that every child be immunized according to law in order to attend school.

This policy is in accordance with ORC: 3313.712, 3313.671

IMMUNIZATION POLICY (6.30)

No student at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than 14 days unless the student presents written evidence satisfactory to the School that the student has been immunized or is in the process of being so immunized against diphtheria, pertussis, tetanus, polio, mumps, rubeola, rubella, and meningococcal disease.

In addition, no student who begins kindergarten shall be permitted to remain in school for more than 14 days unless the student presents satisfactory written evidence that he/she has been immunized by a Department of Health-approved method or is in the process of being so immunized against hepatitis B and chicken pox.

Pursuant to O.R.C. §3301.60, if the student is a child of a military family who transferred from a public school district in another state (the "sending state"), the School shall permit the student to remain in school for 30 days or the time determined under rules established by the Interstate Commission on Educational Opportunity for Military Children to obtain and present written evidence that the student has been immunized or is in the process of being so immunized.

"In the process of being so immunized" means the student has been immunized against mumps, rubeola, rubella, chicken pox, and meningococcal disease, and if the student has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, and hepatitis B, the student has received at least the first dose of the immunization sequence, and presents written evidence to the student's building principal of each subsequent dose required to obtain immunization at the intervals prescribed by the Director of Health. Any student previously admitted under the "in process of being so immunized" provision and who has not complied with the immunization intervals prescribed by the Director of Health shall be excluded from school on the 15th day of the following school year. Any student so excluded shall be readmitted upon showing evidence to the student's building principal of progress on the Director of Health's interval schedule.

A student who has had natural rubeola, mumps, or chicken pox and presents a signed statement from the student's parent, guardian or physician to that effect, is not required to be immunized against rubeola, mumps, or chicken pox.

A student who presents a written statement of the student's parent or guardian in which the parent or guardian objects to the immunization for reasons of conscience, including religious convictions, is not required to be immunized.

A student whose physician certifies in writing that such immunization against any of the diseases set forth in this policy is medically contraindicated is not required to be immunized against the disease.

The School may deny admission to a student otherwise exempted from the chicken pox immunization requirement if the Director of the State Department of Health notifies the school's principal or Head Administrator that a chicken pox epidemic exists in the School's population. The denial or admission shall cease when the director notifies the principal or Head Administrator that the epidemic no longer exists.

The Head Administrator or designee shall establish methods whereby the academic standing of a student who is denied admission during a chicken pox epidemic may be preserved.

LEGAL REFS: R.C. 3301.60; 3313.67; 3313.671

HIV/AIDS_(HUMAN IMMUNODEFICIENCY VIRUS/ACQUIRED IMMUNE DEFICIENCY SYNDROME) STAFF AND STUDENTS (9.23)

General Principles

The Board of Trustees recognizes that the human immunodeficiency virus (HIV) and the condition of acquired immune deficiency syndrome (AIDS), which is caused by the HIV infection, present significant medical, legal, educational and social issues. The Board desires to protect the rights of all students and employees and does not discriminate against students and employees who are HIV-infected. The Board works cooperatively with state and local health organizations to assess the needs of HIV-infected students or staff and to keep updated on current educational information that could be included in the School's educational plan.

Decisions about any changes in the educational program of an HIV-infected student shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

Evaluating Students and Staff Who Are Infected with HIV

The Head Administrator and/or designee is the person to be notified regarding all HIV incidences. When the Head Administrator is notified by a parent/guardian, staff member, student and/or any other credible source that an individual in the School is infected with HIV, the Head Administrator shall attempt to verify the health status of the individual, (i.e., consultation with parents/guardian, physician, health services personnel, etc.). Upon confirmation, and only in accordance with the Confidentiality section of this policy, the Head Administrator may discuss with appropriate staff members ways that the School may help anticipate and meet the needs of the student or staff member infected with HIV.

If there is no infectious disease that constitutes a medically recognized risk of transmission in the school setting, the Head Administrator shall not alter the education program or job assignment of the infected person. The Head Administrator shall periodically review the case with the infected person (and the parent(s)/guardian(s) of the student) and with appropriate medical advisors.

If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Head Administrator shall consult with the physician, public health official and the infected person (and the parent(s) of the student). If necessary, they will develop an individually tailored plan for the student or staff member. Additional persons may be consulted, if this is essential for gaining additional information, with the consent of the infected staff member or the student's parent(s). The Head Administrator should consult with those persons necessary to make sure that any official action is consistent with Ohio and federal laws.

If an individually tailored plan is necessary, it shall have minimal impact on either education or employment. The plan must be medically, legally, educationally and ethically sound. The Head Administrator periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and federal laws.

Confidentiality

Information regarding a student or staff member infected with HIV is classified, by law, as confidential. Those individuals who have access to the proceedings, discussions or documents must treat such information as confidential. Only with the written consent of the staff member or the student's parent(s) shall other School personnel, individuals and agencies be informed of the situation/condition. All information pertaining to the case shall be kept by the Head Administrator in a locked file; access to this file is granted only to those people who have written consent of the infected staff member or the infected student's parent(s). Records Release and Information Transmission will be administered as stipulated in the Ohio Revised Code and federal law.

HIV Education Program

An educational program will be provided to students as part of the Health curriculum.

ACADEMICS

CURRICULUM

The curriculum for all OCS classes will meet or exceed all standards set forth by the Ohio Department of Education. The complete course of study for each grade is available upon request.

TEACHER QUALIFICATIONS (R.C. 3319.074)

Parents may request information about your child's teacher(s) Educational Qualifications by written notice to the Head Administrator.

GRADING SCALES

Kindergarten - 2nd Grade

O	Outstanding
S	Satisfactory
NI	Needs Improvement
Blank	Not Introduced

3rd - 12th Grade

A = 93-100%	B- = 80-82%	D+ = 67-69%
A- = 90-92%	C+ = 77-79%	D = 63-66%
B+ = 87-89%	C = 73-76%	D- = 60-62%
B = 83-86%	C- = 70-72%	F = below 60%

Courses may be taken as pass/fail; however, they will not be included in the student's grade point average. To pass a course, the student must receive a 60% or higher average within the course.

REPORT CARDS

Report cards are issued to students within 10 school days after each nine-week grading period ends. The following information appears on the card:

1. Student grade, as indicated in the Student Grading Scale
2. Days absent and tardy from school
3. Teacher comments

RECORDING OF ACADEMIC INSTRUCTION AND OTHER SERVICES (9.43)

The provision of academic instruction and other services may enable students, parents, or third parties to create an audio or video recording of the services. The Board expressly prohibits any audio or video recording activity by students, parents, or third parties, except in the limited situations outlined below, as the recording of services may violate the privacy rights of other students and employees of the School. This policy shall be uniformly applied.

The following are exceptions to the prohibition against recording services. For any exception to be applicable, the student, parent, or third party seeking to record services must: (1) make an advanced written request to the student's building principal which identifies the services to be recorded, the date and time the services are to be recorded, and the applicable exception permitting such recording; and (2) obtain the advance written permission of the relevant student's building principal.

- A. The recording of an Individualized Education Program ("IEP") meeting shall be permitted if necessary to ensure that a parent understands the student's IEP or the IEP process, or to implement other parental rights guaranteed under Part B of the Individuals with Disabilities Education Act.
- B. A recording may be permitted if it does not include audio or video of any other School student, and all School employees providing the services consent to the recording, in writing, in advance of such recording.

A person permitted to record services under this policy expressly agrees that services rendered by School employees occur within the scope of their employment by the Board, and are therefore the intellectual property of the Board. The Board expressly retains all legal rights and privileges associated with its ownership of such intellectual property. A person permitted to record services under this policy agrees that the recording shall be only for personal use and for the use of the relevant student. No such recording may be shared with a third party by any means, posted on the internet, or made commercially available in any form, without the written permission of the Board.

LEGAL REFS: R.C. 3319.321; 20 U.S.C. 1232g; 17 U.S.C. 101-120

STATE TESTING (ACHIEVEMENT TESTING POLICY 7.08)

The School, in its program of Ohio Achievement Testing, adheres to all rules, regulations and guidelines issued by the Ohio Department of Education and Workforce ("DEW"). Questions or uncertain issues are verified and/or clarified when necessary through communication with the Bureau of Assessment and other appropriate state agencies on an as needed basis. The School, likewise amends and adjusts its testing program as appropriate and directed by the DEW. School coordinators and administrators maintain awareness of changes through attendance at related meetings sponsored by the DEW and other agencies.

Security Provisions

All test questions and test related materials are considered secure for the length of time established by law and are subject to both the Administrative and Revised Code of the State of Ohio.

It is unethical and illegal to use any secure materials to prepare students for the test or to assist students who have failed the test. Test materials may not be reproduced during the period of time established by Ohio law.

No person shall teach students the answers to specific test questions, copy or otherwise reproduce secure test materials for use by students, change students' responses on the answer sheets, or in any other way cheat or assist a student to cheat. Further, individuals are prohibited from revealing to any student any specific question that the person knows is part of an assessment, obtaining prior knowledge of the contents of an assessment, using prior knowledge of the contents of an assessment to assist students in preparing for the assessment, and/or failing to comply with any rule adopted by the DEW regarding security protocols for an assessment.

The Head Administrator or his/her designee(s) are authorized to have access to the test materials. The Head Administrator/designee shall be responsible for ensuring that all test security provisions are met while test materials are in the School and/or in the building. Therefore, the Head Administrator or his/her designee(s) shall be responsible for receiving and keeping all test materials in a secure location; disseminating materials to teachers, coordinators, examiners, or proctors; overseeing test procedures; collecting all tests and answer sheets; and overseeing the shipping of test materials to the site(s) at which scoring and reporting services will be provided.

Test monitors are assigned by the Head Administrator or designee, who shall identify by name the person so assigned, which shall be made known to all staff. Only test monitors are permitted in the testing rooms with students during a test administration session, including a make-up session, and no one else is to have access to testing materials.

Handling and Tracking of Test Materials

These procedures shall apply from the time and point of receipt of test materials until the time and point of shipping test materials to the scoring contractor. These procedures shall further apply from the time and point of receipt in a building prior to testing, until after the last regular test administration session when the test materials are returned to the School's central collection location.

Testing materials sent to the school will be opened only by the building test coordinator.

Test materials will be stored in a secure, locked room until testing begins.

Test materials will be unpacked, counted, and organized for testing by the School coordinator and designated assistants.

Test materials shall be personally delivered to other buildings by the School coordinator or designated assistants. Materials shall be returned by the building coordinators or designated assistants to the School coordinator at the conclusion of testing.

Test administrators and room monitors will determine that all test materials are returned to them before students are permitted to leave the testing rooms. Any discrepancies shall be reported immediately to the building and School coordinator.

Under no circumstances, except building emergencies, shall the test administrators leave the testing room unsupervised. In the event of an emergency, students should place the answer sheet inside the test booklet and leave all materials at their desks. The room will be locked by the test administrator.

After testing is completed each day, all test materials will be returned to the building coordinator and will be secured while not in use.

After all testing is completed, the answer sheets and booklets will be counted and packed by the School coordinator and designated assistants.

Materials will be stored in a secure location until pick-up by the carrier is completed.

Not later than seven (7) calendar days after the completion of a test administration period, all nonscorable used and unused test booklets, unused secure answer documents, and any other materials specified by the DEW, shall be shipped to the specified location in accordance with the directions provided by the designated scoring service provider.

Duties of Test Coordinators

Persons designated as test coordinators shall:

1. Ensure that all test security provisions are complied with while test materials remain at the school.
2. Ensure that all test provisions are complied with while each online and/or paper/pencil test administration session, including makeup session, is in progress.
3. Account for all test materials, including booklets, by serial number, CDs containing translations of the tests, English language proficiency listening and speaking CDs, and answer documents.

Violations of Test Security

The following prohibited behaviors will be reported immediately to the building and School coordinators.

- removal of any test materials from the testing rooms
- possession of a test booklet other than that given to each student during testing
- possession of written or other material pertaining to the test questions
- use of calculators on grades 6, 7, and 8 achievement tests and the Ohio Graduation tests in math and science
- giving or receiving assistance on the test
- looking at someone else's answer document
- marking items for a test which was administered earlier
- any other behavior which indicates cheating

Test monitors and proctors should attempt to verify each other's observations of violations when possible using reasonable and non-disruptive methods. Additionally, the examiners shall describe in writing as comprehensively as possible the circumstances of the alleged violation.

Once reported to the building coordinator, the alleged incident will be investigated in consultation with the appropriate principal.

Penalties for Confirmed Security Violations

Students confirmed of cheating or assisting another to cheat will have their test(s) invalidated and may be subject to further discipline. Parents will be notified in writing of the incident and the DEW will be notified of the violation within ten calendar days.

Employees failing to follow security provisions may be subject to suspension or termination of employment. The State Board of Education may seek the suspension of a teaching certificate and prosecution under the state criminal code may occur. The DEW shall be notified of the security violation within ten calendar days.

Students and employees accused of violations, including but not limited to violations of test security provisions or any alleged unethical testing practice, will be provided due process according to established School procedures and in accordance with any applicable collective bargaining agreement.

Publication of these security provisions is required by the state of Ohio. The procedures outlined in this policy shall be communicated in writing and discussed during presentations each school year with employees who have access to secure test materials, students who are being tested, and with any other person authorized to be present in a test room and/or have access to any secure test materials, which shall occur by October 1st. Students and staff shall be reminded orally of these provisions prior to the beginning of each test administration period by a test coordinator and test administrator.

Access to Results

Not later than June 30th each school year, the School shall provide a student's parents with the student's score on any state assessment administered to the student in that school year by doing either of the following:

1. Sending the scores to the parent by mail or electronic mail; and/or
2. Posting the scores in a secure portal on the School's website that the parent may access.

Records will be kept in the student's file. Those persons having legal access to student academic information will also have access to Proficiency Test scores.

LEGAL REFS.: O.R.C. §§3301.0710; 3319.151; 3319.99; 3313.6029
O.A.C. 3301-13-05

GRADUATION REQUIREMENTS/SEALS (6.14)

Students who have completed all required course work, as set forth below, but who have not successfully completed all state mandated achievement or graduation assessment requirements may return at subsequent regularly scheduled achievement or graduation assessment administrations to retake failed areas. Upon the successful completion of achievement or graduation assessment requirements, such student shall be eligible to be awarded a high school diploma.

Each diploma shall be signed by the President and Fiscal Officer of the Board of Trustees, and the Head Administrator, and shall bear the date of its issue.

The requirements for graduation and participation in commencement shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12, including all state mandated achievement or graduation assessments.

The Head Administrator shall determine whether the credit that a student has earned from another school satisfies any of the educational unit requirements for graduation, as set forth below.

General Diploma Requirements

The requirements for participation in commencement and receiving a diploma shall include 21 units in grades 9-12 to be distributed as follows:

1. English language arts, four units;

2. Health, one-half unit, which shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health;
3. Mathematics, four units, which shall include one unit of Algebra II or its equivalent. However, students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track, shall not be required to take Algebra II, and instead may complete a career-based pathway mathematics course as an alternative;
4. Physical education, one-half unit;
5. Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following or their equivalent:
 - a. Physical sciences, one unit;
 - b. Life sciences, one unit;
 - c. Advanced study in one or more of the following sciences, one unit:
 - i. Chemistry, physics, or other physical science;
 - ii. Advanced biology or other life science;
 - iii. Astronomy, physical geology, or other earth or space science.
6. History and government, one unit, which shall include both of the following:
 - a. American history, one-half unit;
 - b. American government, one-half unit.

Beginning with students who enter the ninth grade for the first time on or after July 1, 2012, the content shall include the study of the Declaration of Independence; the Northwest Ordinance; the U.S. Constitution and its amendments, with emphasis on the Bill of Rights; and the Ohio Constitution; including study of such documents in their original context. In addition, such content shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist papers to firmly establish the historical background leading to the establishment of the provisions of the Constitution and the Bill of Rights;

7. Social studies, two units, which shall include all of the following:
 - a. Financial literacy, one-half unit;
 - b. Economics, one-half unit.

The study of economics as expressed in the social studies content standards shall be integrated into one or more existing social studies credits and offered as an individual course.

Beginning with students who enter 9th grade for the first time on or after July 1, 2017, the two units of instruction prescribed by this paragraph shall include at least one-half unit of instruction in the study of world history and civilization.

8. Five and one-half (5 ½) units consisting of one or any combination of foreign language, fine arts (two semesters in any of grades 7-12), business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies not otherwise required.

A student who enters ninth grade on or after July 1, 2010, and before July 1, 2016, may qualify for graduation even though he/she has not completed the requirements for graduation, provided that the following conditions are met:

1. During the student's third year of attending high school, as determined by the school, the student and the student's parent, guardian, or custodian sign and file with the school a written statement asserting the parent's, guardian's, or custodian's consent to the student's graduating without completing the requirements for graduation prescribed by R.C. 3313.603(C) and acknowledging that one consequence of not completing those requirements is ineligibility to enroll in most state universities in Ohio without further coursework. The School shall notify the Ohio Department of Education of the number of students who choose to qualify for graduation in this way and the number of students who complete the student's success plan and graduate from high school.
2. The student and the student's parent, guardian, or custodian and a representative of the student's high school jointly develop a student success plan for the student in the manner described in R.C. 3313.6020(C)(1). The student success plan must specify the student matriculating to a two-year degree program, acquiring a business and industry-recognized credential, or entering an apprenticeship. The high school shall provide counseling and support for the student related to the plan during the remainder of the student's high school experience.
3. The student successfully completes, at a minimum, the curriculum prescribed for participation in commencement and receiving a diploma listed in the paragraph entitled "Students Who Entered Ninth Grade Before July 1, 2010," above.
4. Beginning with students who enter ninth grade for the first time on or after July 1, 2014, a student shall be required to complete successfully, at a minimum, the curriculum prescribed for participation in commencement and receiving a diploma listed in the paragraph entitled "Students Who Entered Ninth Grade Before July 1, 2010," above, with the following exceptions:
 - (a) Mathematics, four units, one unit of which shall be one of the following:
 - (i) Probability and statistics;
 - (ii) Computer programming;
 - (iii) Applied mathematics or quantitative reasoning;
 - (iv) Any other course approved by the ODE using standards established by the Head Administrator of Public Instruction;
 - (b) Elective units, five units;
 - (c) Science, three units, which shall include inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information.

The School may integrate academic content in a subject area for which the state board has adopted standards under R.C. 3301.079 into a course in a different subject area, including a career-technical educational course, in accordance with guidance for integrated course work developed by the ODE. Upon successful completion of an integrated course, a student may receive credit for both subject areas. Units earned for subject area content delivered through integrated academic and technical instruction are eligible to meet graduation requirements.

Advanced student work completed prior to the ninth grade shall be applied toward graduation requirements if the advanced work was taught by a teacher who possessed a license valid for teaching high school and designated by the Board as meeting the high school curriculum requirements.

Additional High School Diploma Requirements for Students Entering Ninth Grade On or After July 1, 2014

In addition to the applicable curriculum requirements, each student entering ninth grade for the first time on or after July 1, 2014, shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

1. Be remediation-free, in accordance with standards adopted under R.C. 3345.061, on each of the nationally standardized assessments in English, mathematics, and reading;
2. Attain a score specified under R.C. 3301.0712(B)(5)(c) on the end-of-course examinations prescribed under division R.C. 3301.0712(B);
3. Attain a score that demonstrates workforce readiness and employability on a nationally recognized job skills assessment selected by the state Board of Trustees under R.C. 3301.0712(G) and obtain either an industry-recognized credential, as described under R.C. 3302.03(B)(2)(d), or a license issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license.
4. Satisfy the curriculum requirements applicable to students entering ninth grade for the first time on or after July 1, 2019.

A student may choose to qualify for a high school diploma by satisfying any of the separate requirements prescribed by divisions (1) to (3) of this section. If the School does not administer the examination prescribed by one of those divisions that the student chooses to take to satisfy the requirements of this section, the School may require that student to arrange for the applicable scores to be sent directly to the School by the company or organization that administers the examination.

Additional High School Diploma Requirements for Students Entering Ninth Grade On or After July 1, 2019

In addition to the applicable curriculum requirements, each student entering ninth grade for the first time on or after July 1, 2019, shall satisfy the following conditions in order to qualify for a high school diploma:

1. Attain a competency score on each of the Algebra I and English language arts II end-of-course examinations prescribed under R.C. 3301.0712(B)(2). Following the first administration of the exam, if a student fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations that student must retake the respective examination at least once. If a student fails to attain a competency score on a retake examination, the student may demonstrate competency in the failed subject area through one of the following options:
 - a. Earn course credit taken through the college credit plus program in the failed subject area;
 - b. Complete two (2) of the following options, one of which must be foundational:
 - i. Foundational options to demonstrate competency, which include earning a cumulative score of proficient or higher on three or more state technical assessments aligned with O.R.C. §3313.903 in a single career pathway,

obtaining an industry-recognized credential, or group of credentials, approved under O.R.C. §3313.6113 that is at least equal to the total number of points established under that section to qualify for a high school diploma, obtaining a license approved under R.C. 3313.6113 that is issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license, completing a pre-apprenticeship aligned with options established under R.C. 3313.904 in the student's chosen career field, completing an ~~or~~ apprenticeship registered with the apprenticeship council established under R.C. 4139.02 in the student's chosen career field, or providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen years of age or older;

- ii. Supporting options to demonstrate competency, which include completing two hundred fifty (250) hours of a work-based learning experience with evidence of positive evaluations, obtaining an OhioMeansJobs-readiness seal, or attaining a workforce readiness score, as determined by the Ohio Department of Education, on the nationally recognized job skills assessment.
- c. Provide evidence that the student has enlisted in a branch of the armed services of the United States.
- d. Be remediation-free, in accordance with standards adopted under R.C. 3345.061(F) in the failed subject area on a nationally standardized assessment prescribed under R.C. 3301.0712(B)(1). For English language arts II, a student must be remediation-free in the subjects of English and reading on the nationally standardized assessment.

A student shall not be required to retake the Algebra I end-of-course examination or the English language arts II end-of-course examination in grades nine through twelve if the student demonstrates at least a proficient level of skill, as prescribed under R.C. 3301.0712(B)(5)(a), or achieves a competency score, as prescribed under R.C. 3301.0712(B)(10), in an administration of the examination prior to grade nine.

2. Earn at least two (2) of the state diploma seals prescribed under O.R.C. §3313.6114(A).

- a. At least one of the seals shall be any of the following:
 - (1) The state seal of biliteracy established under O.R.C. §3313.6111;
 - (2) The OhioMeansJobs-readiness seal established under O.R.C. §3313.6112;
 - (3) One of the state diploma seals established under O.R.C. §3313.6114(C)(1) to (7).
- b. And one (1) of the seals may be any of the following School-Determined Seals:
 - (1) Community Service Seal: A student shall meet the requirement for this seal by completing a community service project that is aligned with the following guidelines:

To earn this seal, students will have participated in one or more of the following based on the guidelines:

- (a) Student Leadership Team.

- i) One full academic year.
 - ii) Facilitator sign-off.
 - (b) Key Club.
 - i) Two full academic years.
 - ii) Facilitator sign-off.
 - (c) Community Service Hours.
 - i) Volunteer based (can be a combination of multiple activities).
 - ii) 120 hours minimum.
 - iii) Supervisor sign-off or log of hours.
- (2) **Fine and Performing Arts Seal:** A student shall meet the requirement for this seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with the following guidelines:
- (a) Oakapella
 - i) One full academic year.
 - ii) 120 hours total.
 - iii) Instructor sign-off.
 - (b) Choir.
 - i) One full academic year
 - ii) 120 hours total.
 - iii) Instructor sign-off.
 - (c) Band.
 - i) One full academic year
 - ii) 120 hours total.
 - iii) Instructor sign-off.
 - (d) Fine Arts Portfolio/Internship.
 - i) Minimum of 3 full credits/courses in fine arts completed.
 - ii) Completion of individual portfolio.
 - iii) Fine arts internship – 60 hours completed with Mentor.
 - iv) Instructor/Mentor sign-off.
 - (e) Theater Production (Cast or Crew).
 - i) Cast: two full theater productions.
 - ii) Crew: two full theater productions.
 - iii) Director sign-off.
- (3) **Student Engagement Seal:** A student shall meet the requirement for this seal by participating in extracurricular activities such as athletics, clubs, or student government to a meaningful extent, as determined by the following guidelines:
- (a) Athletics (Cross-Country, Volleyball, Soccer, Basketball, Cheerleading, Swimming, Track & Field, Softball).
 - i) Two full athletic seasons.
 - ii) Athletic Director sign-off.

- (b) Academic Teams (In-The-Know, Model UN, Business Club, Mathletes, District/State Invitation for Science Fair).
 - i) Three full seasons.
 - ii) Facilitator sign-off.
- c. For purposes of determining whether a student who transfers into the School has satisfied the state diploma seal requirement, the School shall recognize a state diploma seal earned by a student at another district or a different public or chartered nonpublic school, regardless of whether the School has developed guidelines for that state seal.
- d. For the School-Determined Seals, the School shall use the following method to give, to the extent feasible, a student who transfers into the School a proportional amount of credit for any progress the student was making toward earning that state seal at the school district or different public or chartered nonpublic school from which the student transfers.

Proportional credit shall be based on the number of documented hours, credits, or activities completed at the prior school.

A student who transfers into the School's high school from another state or enrolls after receiving home instruction or attending a nonchartered, nontax-supported school in the previous school year shall meet the requirements set forth above in order to qualify for a high school diploma. However, any such student who transfers or enrolls after the start of the student's twelfth grade year and fails to attain a competency score on the Algebra I or English language arts II end-of-course examination shall not be required to retake the applicable examination prior to demonstrating competency in the failed subject area under the options prescribed in Section 1 above.

A student may be awarded a diploma without meeting the requirements prescribed above, provided the student's individualized education program specifically exempts the student from meeting such requirements and either (1) or (2) below apply to the student:

1.
 - a. The student took an alternate assessment in mathematics and English language arts administered to the student in accordance with R.C. 3301.0711(C)(1) and failed to attain a score established by the state board on one or both assessments.
 - b. The School offered remedial support to the student in each subject area in which the student did not attain the established score and the student received that support.
 - c. The student retook each alternate assessment in which the student did not attain the established score and the student did not attain the established score on the retake assessment.
2.
 - a. The student took the Algebra I and English language arts II end-of-course examinations and failed to attain the competency score under R.C. 3301.0712(B)(10) on one or both examinations.
 - b. The School offered remedial support to the student in each subject area in which the student did not attain the competency score and the student received that support.
 - c. The student retook each examination in which the student did not attain the competency score and the student did not attain the competency score on the retake examination.

College and Work Ready Assessment System

Beginning with students who enter the ninth grade for the first time on or after July 1, 2014, the system of college and work ready assessments adopted by the State Board of Trustees shall replace the Ohio graduation tests as a measure of student academic performance and one determinant of eligibility for a high school diploma in the manner prescribed by rule of the state board, adopted under R.C. 3301.0712(D).

Pursuant to R.C. 3301.0712, beginning with the 2014-2015 school year, if a student is enrolled in an advanced placement or international baccalaureate course or is enrolled under any other dual enrollment or advanced standing program, that student shall take the advanced placement or international baccalaureate examination or applicable examination under dual enrollment or advanced standing in lieu of the physical science, American history, or American government end-of-course examinations prescribed under R.C. 3301.0712(B).

No student shall take a substitute examination or examination prescribed under R.C. 3301.0712(B)(4)(a) in place of the end-of-course examinations in English Language Arts I, English Language Arts II, Algebra I, or Geometry prescribed under R.C. 3301.0712(B)(2).

Pursuant to R.C. 3301.0712(B)(2)(b), beginning with students who enter ninth grade for the first time on or after July 1, 2019, the college and work ready assessment system shall require five end-of-course examinations, one each in areas of English language arts II, science, Algebra I, American history, and American government. However, only the end-of-course examinations in English language arts II and Algebra I shall be required for graduation.

Any student who received high school credit prior to July 1, 2014, for a course for which an end-of-course examination is prescribed by R.C. 3301.0712(B)(2), shall not be required to take that end-of-course examination. Receipt of credit for that course shall satisfy the requirement to take the end-of-course examination.

Honors Diploma

Shall be granted in accordance with Ohio law.

Veterans Diploma

The Board may grant a diploma for veterans of World War II, the Korean conflict, or the Vietnam conflict in accordance with Ohio law.

The Board may also grant a diploma to any woman who left high school in any state during World War II, the Korean conflict, or the Vietnam conflict to support her family or the war effort in accordance with Ohio law.

Alternative Conditions for Graduation

This section shall apply to diplomas awarded after September 15, 2006, to students who are required to take the five Ohio graduation assessments. This section does not apply to any student who enters ninth grade for the first time on or after September 30, 2013.

As an alternative to the requirement that a person successfully complete all of the Ohio graduation assessments in order to be eligible for a high school diploma, a person who has successfully completed all but one of the assessments may be awarded a diploma if he or she has satisfied all of the following conditions:

1. On the assessment that the person failed to attain the designated score, he or she missed that score by ten points or less;
2. The person has a 97% school attendance rate in each of the last four years of school, excluding any excused absences;
3. The person has not been expelled from school in any of the last four school years;
4. The person has a grade point average of at least 2.5 in the subject area of the assessment that he or she failed in accordance with rules established by the State Board of Trustees;
5. The person has completed the high school curriculum requirements in the subject area of the assessment that he or she failed;
6. The person has taken advantage of any intervention programs provided by the School or school in the subject area of the assessment that he or she failed, and has a 97% attendance rate, excluding any excused absences, in any of those programs that are provided at times beyond the normal school day, school week, or school year or has received comparable intervention services from a source other than the School or school;
7. The person holds a letter recommending graduation from each of his or her high school teachers in the subject area of the assessment that he or she failed and from the High School principal.

This section shall apply only to students who are enrolled in the School who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2017. This section does not apply to any student who entered ninth grade for the first time prior to July 1, 2014, or to any student who entered ninth grade for the first time on or after July 1, 2017.

In lieu of qualifying for high school graduation under R.C. 3313.61, a student shall be eligible to receive a high school diploma if the student:

1. Takes all of the end-of-course examinations prescribed under R.C. 3301.0712(B)(2) required for the student, or takes the assessment prescribed under R.C. 3313.619, as applicable;
2. Retakes, at least once, any end-of-course examination in the area of English language arts or mathematics for which a student received an equivalent score of lower than "3";
3. Completes the required units of instruction prescribed by the School;
4. Meets at least two of the following conditions:
 - a. For a student who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2016, the student has an attendance rate of at least 93% during the twelfth-grade year.
 - b. The student takes at least four full-year or equivalent courses during the twelfth-grade year and has at least the following grade point average:
 - i. For a student who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2016, 2.5 on a 4.0 scale for the courses completed during the twelfth-grade year;

- ii. For a student who entered ninth grade for the first time on or after July 1, 2016, but prior to July 1, 2017, a cumulative 2.15 on a scale of 4.0 for the courses completed during the eleventh and twelfth grade years.
- c. During the twelfth grade, the student completed a capstone project. However, in the case of a student who entered ninth grade for the first time on or after July 1, 2016, but prior to July 1, 2017, the capstone project shall comply with guidance developed by the ODE describing the components of a successful capstone project and the process for evaluating each component.
- d. During the twelfth grade, the student completed 120 hours of work in a community service role or in a position of employment, including internships, work study, co-ops, and apprenticeships. However, in the case of a student who entered ninth grade for the first time on or after July 1, 2016, but prior to July 1, 2017, the student's completion of such work shall comply with guidance developed by the ODE describing requirements for School approval and verification of the work.
- e. The student earned three or more transcribed credit hours under the College Credit Plus program at any time during high school.
- f. The student passed an Advanced Placement or International Baccalaureate course, and received a score of three or higher on the corresponding Advanced Placement examination, or a score of four or higher on the corresponding International Baccalaureate examination, at any time during high school.
- g. The student earned at least a level three score on each of the "reading for information," "applied mathematics," and "locating information" components of the job skills assessment selected by the State Board of Education under R.C. 3301.0712(G), or a comparable score on similar components of a successor version of that assessment.
- h. The student obtained an industry-recognized credential, as described under R.C. 3302.03(B)(2)(d), or a group of credentials equal to at least three total points.
- i. The student satisfies the conditions required to receive an OhioMeansJobs-readiness seal.

In lieu of qualifying for high school graduation under R.C. 3313.61, a student shall be eligible to receive a high school diploma if the student:

1. Takes all of the end-of-course examinations prescribed under division (B)(2) of R.C. 3301.0712(B)(2) required for the student, or takes the assessment prescribed under R.C. 3313.619, as applicable;
2. Completes the required units of instruction prescribed by the School;
3. Completes a career-technical training program approved by the Department of Education that includes at least four career-technical courses;
4. Meets one of the following conditions:

- a. Attains a cumulative score of at least proficient on career-technical education assessments, or test modules, that are required for a career-technical education program;
- b. Obtains an industry-recognized credential, as described under R.C. 3302.03(B)(2)(d), or a group of credentials equal to at least 12 points;
- c. Demonstrates successful workplace participation, as evidenced by documented completion of 250 of workplace experience and evidence of regular, written, positive evaluations from the workplace employer or supervisor and a representative of the School. The workplace participation shall be based on a written agreement signed by the student, a representative of the School, and an employer or supervisor.

Children of Military Families Who Have Transferred from Another State

Pursuant to R.C. 3301.60, for students who are children of military families and have transferred to the School from another state (the "sending state"), The School shall waive specific courses required for graduation if the student satisfactorily completed similar coursework in a public school in the sending state or shall provide a reasonable justification for the denial of a waiver. If a waiver is not granted, the School shall provide an alternative means for the student to acquire the required coursework so the student may graduate on time.

Where assessments are required for graduation, the School shall accept the exit or end-of-course assessments required for graduation in the sending state, national norm-referenced achievement test, or alternative testing.

If a student who has transferred into the School at the beginning of or during his or her senior year is ineligible to graduate after the School has considered the above-referenced alternatives, the School shall work with the student's prior public school in the sending state to determine if the student meets the graduation requirements of that school. If the sending state is not a member of the Interstate Compact on Educational Opportunity for Military Children, the School shall use its best efforts as set forth above to facilitate the on-time graduation of the student.

Graduation – Competency-Based Instructional Program

In lieu of the above graduation requirements, a student may qualify for graduation if the School has obtained a dropout prevention and recovery program waiver described in R.C. 3313.603(F), the student has enrolled in the dropout prevention and recovery program, and the student has completed a competency-based instructional program.

Graduation Under House Bill 197

This section applies to students meeting both of the following criteria:

- 1) The student was enrolled in the twelfth grade in the 2019-2020 school year or was on track to graduate in the 2019-2020 school year, as determined by the School, regardless of the graduation cohort in which the student is included; and
- 2) The student had not completed the requirements for a high school diploma under R.C. 3313.61, 3313.612, or 3325.08 or under Section 3 of H.B. 491 of the 132nd General Assembly, as of March 17, 2020.

The School shall grant a high school diploma to any student meeting the above criteria, if the student's principal, in consultation with teachers and counselors, reviews the student's progress toward meeting the requirements for a diploma and determines that the student has successfully completed the curriculum in the student's high school or the individualized education program developed for the student by the student's high school pursuant to R.C. 3323.08, or qualified under R.C. 3313.603(D) or (F), at the time the School closed pursuant to the Director of Health's Order R.C. 3701.13, "In Re: Order the Closure of All K-12 Schools in the State of Ohio," issued on March 14, 2020. No high school diploma shall be granted under this section after September 30, 2020.

LEGAL REFS: R.C. 3301.60; 3313.61; 3313.603; 3313.615; 3313.618; 3301.0712
H.B. 197 (03-27-20)

NOTICE OF CONSEQUENCES OF NOT COMPLETING CURRICULUM (R.C. 3313.6014)

The requirements to graduate (as specified in R.C. 3313.603) are specified immediately above. One consequence of not completing that curriculum is the inability to enroll in most state universities in Ohio without further coursework.

LEGAL REFS: R.C. 3313.603, R.C. 3313.6014;
Board Resolution Requiring Notification of Core Curriculum Requirements and
Consequences to Parents, Guardians, and Custodians.

OHIO MEANS JOBS

The State of Ohio has developed an online career planning tool that helps students discover career interests, explore future job options, build a future budget, create a resume and more. You may access the Ohio Means Jobs planning tool at: Ohiomeansjobs.com by selecting the "K-12 Students" section.

ADVANCED STANDING PROGRAM (7.35)

An "advanced standing program" is a program that enables a student to earn credit toward a degree from an institution of higher education while enrolled in high school or that enables a student to complete coursework while enrolled in high school that may earn credit toward a degree from an institution of higher education upon the student's attainment of a specified score on an examination covering the coursework. Advanced standing programs may include any of the following:

1. The college credit plus program established under Chapter 3365 of the Ohio Revised Code;
2. Advanced placement courses;
3. International baccalaureate diploma courses; or
4. Early college high school programs.

Students enrolled in grades six through eleven shall receive the following information about any advanced standing programs offered by the School:

- A. The process colleges and universities use in awarding credit for advanced placement and international baccalaureate courses and examinations, including minimum scores required by state institutions of higher education, as defined in R.C. 3345.011, for a student to receive college credit;
- B. The availability of tuition and fee waivers for advanced placement and international baccalaureate courses and examinations;
- C. The availability of online advanced placement or international baccalaureate courses, including those that may be available at no cost;
- D. The benefits of earning postsecondary credit through advanced placement or international baccalaureate courses;
- E. The availability of advanced placement or international baccalaureate courses offered throughout the School

LEGAL REF.: R.C. 3313.6013

CREDIT FLEXIBILITY (7.32)

The Board of Trustees shall award units of high school credit to students in compliance with the State Board of Education's Credit Flexibility Plan. The plan shall permit students to earn credit through demonstrated subject area competency, as well as the completion of classroom instruction.

The Head Administrator or his or her designee(s) shall design a Credit Flexibility Plan that conforms to the following requirements:

- A. Any student may earn credits through any of the following or a combination thereof:
 - 1. completion of courses;
 - 2. testing out or otherwise demonstrating mastery of course content; or
 - 3. pursuit of educational options, including distance learning, educational travel, independent study, internship, music, arts, after school program, community service or engagement project, or sports.

All methods of earning credit shall be guided by Ohio Academic Content Standards.

- B. The issuance of credit and equivalency to a Carnegie unit shall be determined through any of the following:
 - 1. a teacher;
 - 2. a multi-disciplinary team;
 - 3. a professional panel from the community; or
 - 4. a state performance-based assessment.

All credit shall have equitable value, regardless of how it is earned, and shall be reported on student transcripts without reference to whether it was acquired through course completion, demonstrated mastery, or educational options.

- C. Courses and educational options may be counted for full or partial credit and/or credit in more than one area if partial mastery is demonstrated. Credit from other districts and educational providers may be accepted in accordance with the Operating Standards for Ohio Schools.
- D. Demonstrated proficiency options:
 - 1. shall be allowed on an ongoing basis;
 - 2. shall be made available on a graded, not pass/fail, basis;
 - 3. shall count towards course requirements for graduation;
 - 4. shall not be capped or limited for the purpose of credits earned; and
 - 5. may include on-line education or postsecondary options or services from another school district approved by the Board.
- E. A student may demonstrate mastery of course content by using one or more options from the list approved by the Ohio Department of Education ("ODE") or through locally developed assessments generated in accordance with quality guidelines and/or through peer reviewed processes.
- F. A student who elects to use an educational option to earn credit shall pre-identify and agree on the learning outcome as set forth in a written learning plan that reflects criteria established by the School or is developed with the assistance of a School teacher or administrator. The student shall submit the proposed written learning plan to the school principal or designee for review and approval. If the principal or designee determines that the proposed written learning plan does not meet the requirements for earning alternative credit, the principal may request more information or a revised proposed written learning plan from the student.

The principal shall approve or deny in writing the student's proposed written learning plan within seven days of receiving the plan or additional information. If the principal denies the proposed plan, the principal must state the reason why the student's request to earn credit is denied. The student may appeal this denial to the Head Administrator or designee. The Head Administrator shall approve or deny the appeal in writing within seven days of receiving the appeal. This decision shall be final.
- G. The Head Administrator or designee shall establish standards for the issuance of partial or full credit, or the acceptance of partial or full credit, for when a student does not complete a requirement due to transferring from one school district to another or for early graduation.
- H. Information about the Credit Flexibility Plan, policy, and program shall be communicated to students and parents on an ongoing basis using multiple communication methods.
- I. The Head Administrator or designee shall collect performance data, including the number of participating students, total credits earned, and diversity of the student body participating in the plan, and communication data regarding the methods and frequency of communication to students and parents. The Board shall review the performance data and the plan annually and submit the performance data to ODE and make it publicly available.

- J. The Board encourages students to take advantage of the distance learning opportunities offered through the clearinghouse of interactive distance learning courses established by the Ohio Board of Regents. Board employees shall assist any student electing to participate in the clearinghouse with the selection and scheduling of courses that satisfy the School's curriculum requirements and promote the student's postsecondary college or career plans

LEGAL REFS.: Ohio Senate Bill 311 (126th Gen. Ass. 2007); R.C. 3333.83

COLLEGE CREDIT PLUS (7.27)

A secondary grade student who is a resident of this state may enroll at a college, on a full- or part-time basis, and complete nonsectarian, nonremedial courses for high school and college credit. This arrangement is known as the College Credit Plus Program ("Program"). Upon successful completion of college-level, nonremedial coursework applicable to at least one degree or professional certification at a partnering college, such student shall receive transcribed credit from the college, except for an advanced placement course or international baccalaureate diploma course, as described in R.C. 3313.6013(A)(2) and (3).

Eligibility Restrictions

To be eligible to participate in the Program, a student must be in the ninth, tenth, eleventh, or twelfth grade, and must satisfy the following requirements:

1. The student or the student's parent shall inform the principal, or equivalent, of the student's school by the first day of April of the student's intent to participate in the Program during the following school year. Any student who fails to provide the notification by the required date may not participate in the Program during the following school year without the written consent of the principal, or equivalent. If a student seeks consent from the principal after failing to provide notification by the required date, the principal shall notify the Ohio Department of Education and Workforce of the student's intent to participate within ten days of the date on which the student seeks consent. If the principal, or equivalent, does not provide written consent, the student may appeal the principal's, or equivalent, decision to the Head Administrator. Not later than 30 days after the notice of the appeal, the Head Administrator shall hear the appeal and shall make a decision to either grant or deny that student's participation in the program. The decision of the Head Administrator shall be final.
2. The student shall:
 - a. Apply to a public or a participating private college, or an eligible out-of-state college participating in the Program, in accordance with the college's established procedures for admission, pursuant to R.C. 3365.05;
 - b. Satisfy one of the following:
 - (i) Be remediation free, in accordance with one of the assessments established under R.C. 3345.061(F);
 - (ii) Meet an alternative remediation-free eligibility option, as defined by the Chancellor of Higher Education, in consultation with the Superintendent of Public Instruction, in rules adopted under R.C. 3365.02; or

- (iii) Have participated in the program prior to June 30, 2021 and qualified to participate in the program by scoring within one standard error of measurement below the remediation-free threshold for one of the assessments established under 3345.061(F) satisfying one of the conditions specified under division (A)(1)(b)(ii)(I) or (II) of R.C. 3365.02 as those divisions existed prior to June 30, 2021.
 - (iv) Have a cumulative unweighted high school grade point average of at least 3.00.
 - (v) Have a cumulative unweighted high school grade point average of at least 2.75 but less than 3.00 and received an "A" or "B" grade in a relevant high school course, as defined under O.A.C. 3333-1-65.14.
 - (vi) For participating seventh and eighth grade students for whom a cumulative unweighted high school grade point average is not available to determine eligibility, the student is eligible if the student has received an "A" or "B" grade in a relevant high school course, as defined under O.A.C. 3333-1-65.14.
 - c. Meet the college's and relevant academic program's established standards for admission, enrollment, and course placement, including course-specific capacity limitations, pursuant to R.C. 3365.05.
- 3. The student shall elect at the time of enrollment to participate under either Option A or Option B of this paragraph for each course under the Program.
 - a. OPTION A: The student may elect, at the time of enrollment, to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. A student electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.
 - (i) The student may elect to receive only college credit for the course, in which case the Board shall not award high school credit to the student.
 - (ii) The student may elect to receive both high school credit and college credit for the course. If the student successfully completes the course, the Board shall award the student high school credit, unless the student took the college courses during his or her expulsion from the School.
 - b. OPTION B: The student may elect, at the time of enrollment, for each course to have the college reimbursed under R.C. 3365.07. If the student successfully completes the course, the Board shall award the student high school credit, unless the student took the college courses during his or her expulsion from the School.
- 4. The student and the student's parent shall sign a form, provided by the School, stating that they have received the counseling required under R.C. 3365.04(B) and that they understand the responsibilities they must assume in the program. Counseling information shall include:
 - a. Program eligibility;
 - b. The process for granting academic credits;

- c. Any necessary financial arrangements for tuition, textbooks, and fees;
- d. Criteria for any transportation aid;
- e. Available support services;
- f. Scheduling;
- g. Communicating the possible consequences and benefits of participation, including all of the following:
 - (i) The consequences of failing or not completing a course under the Program, including the effect on the student's ability to complete the secondary school's graduation requirements;
 - (ii) The effect of the grade attained in a course under the Program being included in the student's grade point average;
 - (iii) The benefits to the student for successfully completing a course under the Program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.
- h. The academic and social responsibilities of students and parents under the Program;
- i. Information about and encouragement to use the counseling services of the college in which the student intends to enroll;
- j. The standard packet of information for the program developed by the chancellor of higher education pursuant to R.C. 3365.

Limitations on Enrollment

A student in grade nine may not enroll in courses for which the student elects to receive credit toward high school graduation for more than the equivalent of four academic school years. A student may not enroll in courses in which the student elects to receive credit toward high school graduation for more than the equivalent of:

- 1. Three academic school years, if the student so enrolls for the first time in grade ten;
- 2. Two academic school years, if the student so enrolls for the first time in grade eleven;
- 3. One academic school year, if the student so enrolls for the first time in grade twelve.

These restrictions shall be reduced proportionately for any such student who enrolls in the program during the course of a school year.

Participation by Non-Secondary School Students

Students in grades seven and eight may participate in the Program if they meet the eligibility criteria required of secondary grade students for participation and shall be subject to the same requirements as secondary

grade participants. The parent or guardian of a seventh or eighth grade student participating in the Program shall be responsible for any transportation related to participation in the Program.

Academic Consequences of Expulsion

The Board may deny high school credit for post-secondary courses, any portion of which were taken during the period of an expulsion imposed by the Head Administrator or Board. If a college withdraws its acceptance of an expelled student who elected to have the college reimbursed for each course under R.C. 3365.07, the Board shall not award high school credit for the college courses in which the student was enrolled at the time the college withdrew its acceptance.

Awarding Grades and Calculating Class Standing

The awarding of grades and the calculation of class standing for courses taken under the Program shall be equivalent to the School's policy for courses taken under an advanced standing program or for other courses designated as honors courses by the School.

Applicability of Credit

High school credit awarded for courses successfully completed under the Program shall count toward the graduation requirements and subject area requirements of the School. If a course comparable to one a student completed at a college is offered by the School, the Board shall award comparable credit for the course completed at the college provided the student received a grade of "C" or better in the course. If no comparable course is offered by the School, the Board shall grant an appropriate number of elective credits to the participant.

Evidence of successful completion of each course and the high school credits awarded by the school shall be included in the student's record. The record shall indicate that the credits were earned as a participant under O.R.C. Chapter 3365 and shall include the name of the college at which the credits were earned.

Consequences of Withdrawal and Failure to Attain Passing Grades

If a college withdraws its acceptance of an expelled student who elected Option B, any reimbursement under R.C. 3365.07 for the student's attendance prior to the withdrawal shall be the same as would be paid for a student who voluntarily withdrew from the college at the same time in the term. If the withdrawal results in the college's receiving no reimbursement, the college or Board may require the student to return or pay for any textbooks and materials it provided the student free of charge.

If the Head Administrator determines that the student has not attained a passing final grade in a college course in which the student enrolled under the Program, the Head Administrator may seek reimbursement from the student or the student's parent for the amount of state funds paid to the college on behalf of the student for that college course. In accordance with R.C. 3313.642(C), the Board may withhold grades and credits received by the student for high school courses taken by the student until the student or the student's parent provides reimbursement.

Unless the student was expelled, the Head Administrator shall not seek reimbursement from a student or a student's parent if the student is identified as economically disadvantaged according to rules adopted by the Ohio Department of Education and Workforce.

The School shall permit "children of military families," as defined in R.C. 3301.60, participating in the Program, who must withdraw from school because of a permanent change of station order out of the state to transition from one military installation to another, to do either of the following:

1. Complete participation in the course the student is taking through the Program for the duration of the semester in which the student is enrolled in an online format, if possible; or
2. Withdraw from the course the student is taking through the Program without academic or financial penalty.

Underperforming Students

An “underperforming student” is a student who meets at least one of the following conditions:

1. Has a cumulative grade point average of lower than 2.0 in the college courses taken through the college credit plus program;
2. Withdraws from, or receives no credit for, two (2) or more courses in the same term.

An “ineligible student” means a student who meets the definition of an underperforming student for two (2) consecutive terms of enrollment.

Probation

The School is responsible for placing an underperforming student on college credit plus (“CCP”) probation within the CCP program. The School shall promptly notify the student, the student's parent, and each institution of higher education in which the student is enrolled of the student's status. The School shall advise the student and the student's parent on requirements for continuing in the program.

While a student is on CCP probation, the following shall apply:

1. The student shall enroll in no more than one college course in any term.
2. The student shall not enroll in a college course in the same subject as a college course in which the student earned a grade of “D” or “F” or for which the student received no credit.

If a student had registered for more than one college course for the next term prior to being placed on CCP probation, the student shall request each applicable institution of higher education to dis-enroll the student from courses as necessary to comply with O.A.C. 3333-1-165.13(C)(2). If the student elects to remain enrolled in one course for the next term, the student shall notify the applicable institution of the course in which the student would like to remain enrolled. The institution will confirm the course enrollment and all course dis-enrollments in the pre-term notice of admission. In the event the student fails to dis-enroll from courses, the School shall promptly notify the student and the student's parent that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student shall be declared an ineligible student and dismissed from the program for the next term.

If a student takes a college course after being placed on CCP probation and the course grade raises the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the student shall be removed from CCP probation and may participate in the CCP program without restrictions, unless the student again becomes subject to this rule. If the student takes a college course while on CCP probation and the course grade does not raise the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the School will dismiss the student from the program.

Dismissal

The School is responsible for dismissing an ineligible student from the college credit plus program. The School shall promptly notify the student, the student's parent, and each institution of higher education in which the student is enrolled of the student's dismissal.

A student who has been dismissed from the CCP program shall not take any college courses through the program. If the student had registered for any college courses for the next term prior to being dismissed from the program, the student shall request each applicable institution of higher education to dis-enroll the student from those courses. In the event the student fails to dis-enroll from courses as required by this paragraph, the School shall promptly notify the student and the student's parent that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student's dismissal from the program shall continue for an additional term.

Failure to make academic progress, as defined in this policy will result in an extension of CCP dismissal.

After one term of CCP dismissal, a student may request that the School allow the student to participate in the CCP program. The School shall review the student's full high school and college academic record to determine the student's academic progress. The School shall continue the student's dismissal, place the student on CCP probation, or allow the student to participate in the program without restrictions in accordance with this policy. For purposes of this paragraph, summer shall count as a term of dismissal from the program only if the student is enrolled in one or more high school courses during the summer.

Appeals

A student who is dismissed from the CCP program, or is prohibited from taking a course in a subject may appeal the decision to the Head Administrator. The Head Administrator shall consider any extenuating circumstances separate from academic performance that may have affected the student's CCP status and may do any of the following:

1. Allow the student to participate in the program without restrictions;
2. Allow the student to take a course otherwise prohibited by this policy;
3. Allow the student to participate in the program on CCP probation;
4. Maintain the student's dismissal from the program.

The student must request an appeal within five (5) business days after being notified of the CCP dismissal or the CCP probation that prohibits the student from taking a course in a particular subject. The School shall promptly notify any institution of higher education in which the student is enrolled that the student has requested an appeal. The Head Administrator shall issue a decision on the student's appeal within ten (10) business days after the date the appeal is made. The decision shall be final. The School shall promptly notify any institution of higher education in which the student is enrolled of the decision.

LEGAL REF.: Ohio Revised Code Chapter 3365
OAC 3333-1-65.13

PROMOTION AND RETENTION OF STUDENTS (7.04)

Promotion or retention of students in kindergarten through grade eight will be based on the student's IEP progress, academic progress, mental ability, social and emotional growth, chronological age, testing information, and teacher recommendation. These factors will be carefully weighed by the professional staff and parents.

In grades nine through 12, promotion or retention will be determined by credits earned and/or the student's IEP progress.

Promotion or Retention of Third Grade Students

- A. No student shall be promoted to fourth grade who attains a score of less than the level of achievement designated by the State Board of Education (the "State Board") for the assessment to measure skill in English language arts at the end of third grade, unless one of the following applies:
1. The student is an English learner who has been enrolled in United States schools for less than two full school years and has had less than two years of instruction in an English as a second language program.
 2. The student's individualized education program ("IEP") exempts the student from retention under this division.
 3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education ("ODE").
 4. All of the following apply:
 - a. The student is a child with a disability entitled to special education and related services;
 - b. The student has taken the third grade English language arts achievement assessment;
 - c. The student's IEP or Section 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading;
 - d. The student previously was retained in any of grades kindergarten to three;
 - e. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three.
 5.
 - a. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three.
 - b. A student who is promoted under paragraph B.5.a. of this policy shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

B. Mid-Year Promotion

A student who is retained in third grade shall be eligible for mid-year promotion to the fourth grade upon demonstrating the following:

1. Participation in remediation services offered or approved by the School; and
2. Reading proficiency at or above grade level, as demonstrated by the results of a state test or a School-approved alternate assessment.

Children of Military Families

Pursuant to R.C. 3301.60, children of military families who transfer from a public school district in another state (the "sending state") shall be enrolled in the grade level commensurate with their grade level in the prior district regardless of age. The School shall honor placement of such a student in an educational program (for example, gifted education program, English as a Second Language (ESL) program, vocational education program) based on educational assessments conducted at the student's prior district or the student's participation and placement in like programs at the prior district. The School may perform its own evaluations to ensure the appropriate placement for such students.

Truancy

Any student who is truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade shall not be promoted to the next grade level unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

As used in this policy, "academically prepared" means that the principal, in conjunction with the appropriate teacher(s), has reviewed the student's work and records and has concluded that, in the principal's judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

The final decision of promotion, placement, or retention will rest with the Head Administrator. The Head Administrator or designee shall report information to ODE in the prescribed manner

LEGAL REFS.: R.C. 3301.60; 3301.0710; 3313.608; 3313.609 O.A.C. §3301-35-04

Students with Disabilities

Students with disabilities, including those with individualized education plans (IEPs) and/or are 504 Students shall be promoted/retained based on (1) this policy and (2) the student's IEP.

TRANSCRIPTS

Requests for transcripts of high school grades are made through the OCS front office and approved by the Superintendent only if and when all school fees are paid. A parent must sign release forms if the student is under 18. Official transcripts will be released and mailed directly to colleges, universities, scholarships, and/or agencies. Please allow at least ten school days for processing of the transcript. To receive an unofficial transcript, please allow three days.

CAREER ADVISING POLICY (7.36)

This policy on career advising is to be updated at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions, and School residents. The policy is to be posted in a prominent location on the School's website. This policy shall also be uploaded to the Ohio Department of Education and Workforce's compliance web system.

The School shall provide:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education and Workforce.
2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors, and other appropriate school staff.
 - b. Developing a Student Success Plan for each student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education, and experiential learning, when appropriate.

Before developing a student's Student Success Plan, School staff will invite the student's parent, guardian, or custodian to assist. If that adult does not participate in the plan development, the School will provide the adult a copy of the plan, a statement of the importance of a high school diploma, and a listing of the pathways to graduation available to the student.
4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the School.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit.
6. Information on courses that can award students both traditional academic and career-technical credit.
7. Documentation on career advising for each student and student's parent, guardian, or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.
8. The supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.
9. Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree;

10. Information about ways a student may offset the costs of a post-secondary education, including programs such as all of the following:
 - a. The reserve officer training corps;
 - b. The college credit plus program;
 - c. The Ohio guaranteed transfer pathways initiative;
 - d. Joint academic programming or dual enrollment opportunities;
 - e. The Superintendent to integrate college and career readiness, and financial literacy into the curriculum for students in grades seven (7) and eight (8) through the use of age-appropriate materials and instructional methods as developed by the Superintendent with the assistance of other School personnel.

LEGAL REF.: R.C. 3313.6020

ATTENDANCE

SCHOOL SCHEDULES

Regular Schedule - Monday through Thursday

Period 1	9:00 – 9:45
Period 2	9:50 – 10:35
Period 3	10:40 – 11:25
Period 4	11:30 – 12:15
Period 5	12:20 – 1:05
Period 6	1:10 – 1:55
Period 7	2:00 – 2:45
Period 8	2:50 – 3:35

Regular Schedule - Friday

Period 1	9:00 – 9:30
Period 2	9:35 – 10:05
Period 3	10:10 – 10:40
Period 4	10:45 – 11:15
Period 5	11:20 – 11:50
Period 6	11:55 – 12:25
Period 7	12:30 – 1:00
Period 8	1:05 – 1:35

ARRIVAL AND DEPARTURE

Students are expected to attend school every day that the school is open.

OCS school hours are as follows:

9:00am – 3:35pm	Monday – Thursday
9:00am – 1:35pm	Friday

If your child is placed in another school program, your child will follow that school's calendar and hours of operation.

Parents/guardians of students must come into the building and sign their children in if they arrive after 9:00am and out when they leave school any time before regular dismissal.

Cars pulling in and lining up for student arrival/dismissal are not permitted prior to 8:50am and 3:20pm. If parents/guardians arrive prior to 3:20pm, they will be asked to park, come inside, and sign their child out early. It is important that your child is picked up on time if you are providing transportation home.

ABSENCE/72 HOUR RULE

When a student is absent from school, a parent or legal guardian must contact the school within 120 minutes of the start of the school day to report his or her child's absence from school. If the school is not contacted, the school will make every reasonable attempt to contact the parent or legal guardian at home or at work.

OCS students are expected to attend school during all hours of the documented school calendar, or as stated in their individualized education plan (IEP), unless there is a legitimate excuse. *In addition, a student will be automatically withdrawn from OCS if the student fails to participate in seventy-two (72) consecutive hours of school without a legitimate excuse.*

STUDENT ABSENCES AND EXCUSES (6.07)

Absences for the following reasons shall be considered as excused:

- A. Personal illness.
- B. Serious illness or death of a family member.
- C. Funeral.
- D. Medical, behavioral, and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. Religious holidays and activities consistent with the truly held religious beliefs of the child or his/her family.
- G. Authorized school-sponsored activities.
- H. Approved college visits.
- I. Acts of God.
- J. Quarantine.
- K. Out-of-state travel, not to exceed 24 hours per school year that the student's school is open for instruction, for participation in an enrichment activity approved by the Board of Trustees or an extracurricular activity, defined as a student activity program operated by the School but not included in a graded course of study.
- L. At the Head Administrator's discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.
- M. Pre-enlistment reporting to military enlistment processing station, with verification of the date and time of the reporting from the military authority.
- N. Religious expression days, in accordance with Board Policy.

- O. Other circumstances which, in the judgment of the Head Administrator, constitute a good and sufficient cause for absence from school, including, but not limited to court appearances and other circumstances which are out of a student's control and which cause his/her absence due to the School's implementation of a "Remote Learning Plan" under H.B. 164, or "Blended Learning Policy" under R.C. 3301.079, if adopted by the Board.

An absence for any reason other than those listed above shall be classified as unexcused.

All excuses from parents, as well as other documents pertaining to a student's enrollment, attendance, and withdrawal from the School, shall become a part of the official attendance record and shall be maintained regardless of format or condition.

A student shall have the opportunity to make up school work missed due to an excused absence; however, it shall be the responsibility of the student to initiate a make-up procedure and schedule with his or her teacher(s). All make-up work shall be completed within a reasonable time following the excused absence. A student shall receive full credit for school work made up pursuant to an excused absence.

The principal or his or her designee may request written verification of a student's illness from a physician licensed to practice medicine in the state in the event of frequent or extended absences attributed to personal illness.

LEGAL REFS: R.C. 3301.60; 3321.041; 3321.13; 3320.04

O.A.C. 3301-69-02

Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017)

HABITUAL TRUANCY INTERVENTION STRATEGIES (6.08)

The Board of Trustees, after consulting with various local county juvenile courts, parents, guardians, or other persons having care of the students enrolled at Oakstone Community School and appropriate state and local agencies, has established this policy in order to provide guidance to employees in addressing and ameliorating student absences.

An "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month, or 72 or more hours in a school year.

On the request of the Head Administrator, or when it comes to the attention of the school attendance officer or other appropriate officer designated by the Head Administrator, the attendance officer or other appropriate officer designated by the Head Administrator is required to investigate any case of supposed truancy within the School and must warn the child, if found truant, and the child's parent, guardian, or other person having care of the child in writing of the legal consequences of being truant. The notice must also inform the parent, guardian, or other person having care of the child that he/she shall cause the child's attendance at school immediately.

When it has been determined that a child has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school after being notified, the Head Administrator may require the parent to attend a specified parental educational program established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the attendance of the child at school. Therefore, if directed by the Head

Administrator, the attendance officer or other appropriate officer designated by the Head Administrator must send notice requiring the child's parent to attend a parental education program.

HABITUAL TRUANCY

Upon the failure of the parent, guardian, or other person having care of the child to cause the child's attendance at school, if the child is deemed to be an habitual truant, the Oakstone Community School is required, within ten days, to assign the student to an absence intervention team, as described in R.C. 3321.191(c). Further, the attendance officer shall file a complaint with the proper county juvenile court. If a complaint is filed, it shall allege that:

1. The child is unruly for being an habitual truant; and
2. The parent, guardian, or other person having care of the child has violated R.C. 3321.38.

Absence intervention strategies shall include all of the following actions, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school, as described in R.C. 3321.191(c);
2. Providing counseling for an habitual truant;
3. Requesting or requiring a parent or guardian, or other person having care of an habitual truant to attend parental involvement programs, including programs adopted under R.C. 3313.472 or 3313.633;
4. Requesting or requiring a parent, guardian, or other person having care of an habitual truant to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles under R.C. 3321.13;
6. Taking legal action pursuant to R.C. 2919.222, 3321.20, or 3321.38.

Notice of Absences

In the event that a child of compulsory school age is absent with a non-medical excuse or without legitimate excuse from the school the child is supposed to attend for thirty-eight (38) or more hours in one school month, or sixty-five (65) or more hours in a school year, the attendance officer of the School shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven (7) days after the date after the absence that triggered the notice requirement. At the time notice is given, the School also may take any appropriate action as an intervention strategy, as provided in this Policy. Excused religious expression day absences shall not be considered in determining absence hours for purposes of this requirement.

Absence Intervention Plan

If the absences of a student surpass the threshold for an habitual truant as set forth in this Policy, the student's principal or the Head Administrator shall assign the student to an absence intervention team. Within fourteen (14) school days after the assignment of a student to an absence intervention team, the team shall develop an intervention plan for that student in an effort to reduce or eliminate further absences. Each intervention plan shall vary based on the individual needs of the student, but the plan shall state that the attendance officer shall file a complaint not later than sixty-one (61) days after the date the plan was implemented, if the child has refused to participate in, or failed to make satisfactory progress on, the

intervention plan or an alternative to adjudication, as set forth below. Within seven (7) days after the development of the plan, the School shall make reasonable efforts to provide the student's parent, guardian, custodian, guardian ad litem, or temporary custodian with written notice of the plan.

As part of the absence intervention plan, the School, in its discretion, may contact the appropriate juvenile court and ask to have a student informally enrolled in any alternative to adjudication described in R.C. 2151.27(G). If the School chooses to have students informally enrolled in an alternative to adjudication, the School shall develop a written policy regarding the use of, and selection process for, offering alternatives to adjudication to ensure fairness.

Absence Intervention Team

The Head Administrator, or the Head Administrator's designee, shall establish an absence intervention team for the School. Membership of each absence intervention team may vary based on the needs of each individual student, but shall include a representative from the School, another representative from the School who knows the child, and the child's parent or parent's designee, or the child's guardian, custodian, guardian ad litem, or temporary custodian. The team also may include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

The Head Administrator shall select the members of an absence intervention team within seven (7) school days of the triggering event. The Head Administrator, within the same period of seven (7) school days, shall make at least three (3) meaningful, good faith attempts to secure the participation of the student's parent, guardian, custodian, guardian ad litem, or temporary custodian on that team. If the student's parent responds to any of those attempts, but is unable to participate for any reason, the representative of the School shall inform the parent of the parent's right to appear by designee. If seven (7) school days elapse, and the student's parent, guardian, custodian, guardian ad litem, or temporary custodian fails to respond to the attempts to secure participation, the School shall do both of the following:

1. Investigate whether the failure to respond triggers mandatory reporting to the public children services agency for the county in which the child resides in the manner described in R.C. 2151.421; and
2. Instruct the absence intervention team to develop an intervention plan for the child notwithstanding the absence of the child's parent, guardian, custodian, guardian ad litem, or temporary custodian.

In the event that a student becomes habitually truant within twenty-one (21) school days prior to the last day of instruction of a school year, the School may, in its discretion, assign one (1) school official to work with the child's parent, guardian, custodian, guardian ad litem, or temporary custodian to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year. In the alternative, the School may toll the time periods to accommodate for the summer months and reconvene the absence intervention process upon the first day of instruction of the next school year.

The School may consult or partner with public and nonprofit agencies to provide assistance as appropriate to students and their families in reducing absences.

The School shall report to the Ohio Department of Education and Workforce ("DEW"), as soon as practicable, and in a format and manner determined by the DEW, any of the following occurrences:

1. When a notice of extended absences is submitted to a parent, guardian, or custodian;

2. When a child of compulsory school age has been absent without legitimate excuse from the school the child is supposed to attend for thirty (30) or more consecutive hours, forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in a school year;
3. When a child of compulsory school age who has been adjudicated an unruly child for being an habitual truant violates the court order regarding that adjudication;
4. When an absence intervention plan has been implemented for a child under this Policy.

Nothing in this policy shall be construed to limit the authority of the Head Administrator or designee to develop or utilize other strategies to respond to student truancy.

Attendance Officer

For purposes of this policy and R.C. 3321.14, the attendance officer of the School is the Head Administrator, unless the School contracts with an educational service center for these services in which case the educational service center's designee shall be the attendance officer.

LEGAL REFS: R.C. 3321.19; 3321.191; 2151.011; 3320.04

STUDENT MANAGEMENT

OCS is dedicated to providing an atmosphere where all students feel safe and supported both at school and at school-sponsored events, it is our goal to protect all students. OCS strives to provide an environment where mutual respect among the school community can occur. Students are expected to behave in accordance with OCS Board policies and guidelines as well as Federal, State and local laws and rules. The following guidelines provide the framework for all school rules and regulations.

Demonstration of Good Character which includes:

- a. Trustworthiness
- b. Respect
- c. Responsibility
- d. Fairness
- e. Caring
- f. Citizenship
- g. Honesty

STUDENT CODE OF CONDUCT (6.18)

The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled by the School and off of property owned or controlled by the School but that is connected to activities or incidents that have occurred on property owned or controlled by the School and misconduct by a student that, regardless of where it occurs, is directed at a School official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event whether on property owned, rented, or maintained by the Board of Trustees or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, and all other school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

- A. ASSAULT, ASSAULT AND BATTERY or threat thereof to any school personnel, other student, or visitor.
- B. FALSE ALARMS - including fire and/or bomb threats.
- C. Use, possession, concealment, transmitting, or being under the influence of ALCOHOLIC BEVERAGES, or LOW ALCOHOL BEER, that being a brewed or fermented malt product containing either no alcohol or not more than 0.5% of alcohol by volume.
- D. Use, possession, concealment, buying, selling, transmitting, or being under the influence of any substance containing betel nut or any NARCOTIC DRUG OR OTHER CONTROLLED SUBSTANCE.

including, but not limited to marijuana, hemp and hemp products, as defined in R.C. 928.01, as well as any counterfeit or “look alike” controlled substance or any prescription drug or medication which is not in its original container and prescribed for the student.

- E. DISRUPTION OF SCHOOL by use of violence, force, coercion, threat, harassment, noise, or disorderly conduct. This shall include use of same to incite others toward acts of disruption.
- F. ARSON OR ATTEMPTED ARSON, AND RELATED OFFENSES.
- G. POSSESSION, USE OR THREATENED USE OF FIREWORKS, EXPLOSIVES, OR OTHER SUCH INSTRUMENTS capable of inflicting bodily injury or disrupting the operation of the schools.
- H. POSSESSION, USE, OR THREATENED USE OF WEAPONS, or any object which might be considered a dangerous weapon or instrument of violence, including counterfeit or look-alike weapons.
- I. REPEATED OFFENSES OR FLAGRANT VIOLATIONS of any school rules or accepted standards of school behavior.
- J. VIOLATION OF FEDERAL OR STATE STATUTES on school premises or involving school activities.
- K. VIOLATION OF TERMS OF SUSPENSION EXPULSION, OR OTHER FORMS OF DISCIPLINE.
- L. DAMAGE, DESTRUCTION, DEFACEMENT OR VANDALISM of school property or private property on school premises; (including buses) or at any school.
- M. TOBACCO/NICOTINE. A student shall not possess, use, transmit, or conceal any tobacco product, any alternative nicotine product or device, including electronic, vapor, or other substitute forms of cigarettes, or any tobacco or nicotine cessation product on school premises, during school activities, or events off school grounds. A “vapor” is defined as a device designed for the purpose of inhaling and exhaling vapor (i.e., “vaping”). Vaping is expressly prohibited.
- N. USE OF PROFANE, INDECENT, OR OBSCENE LANGUAGE written or verbal; directed toward school personnel or students. This shall include use of obscene gestures, pictures, or signs.
- O. INSUBORDINATION AND/OR DISOBEDIENCE in refusing to comply with directions of school personnel.
- P. TRUANCY from school.
- Q. Being under the influence of ALCOHOLIC BEVERAGES OR MIND ALTERING SUBSTANCES while on school property; (including buses) or at any school-sponsored activities.
- R. THEFT of school property or equipment, of personal property of any school personnel, or of another student or visitor, including property at school-sponsored activities.
- S. FIGHTING among two or more students on school property; (including buses) or at any school-sponsored activity. This shall include inciting and/or encouraging others to fight.
- T. The act of EXTORTION from any person on school property; (including buses) or at any school-sponsored activity.
- U. GAMBLING for money or valuables on school property (including buses) or at any school-sponsored activity.

- V. THE ACT OF FALSELY REPORTING INCIDENTS, making accusations, or giving testimony to school personnel.
- W. FALSIFYING in writing the name of another person, times, dates, grades, addresses, or other data on school forms or correspondence directed to the school.
- X. CHEATING.
- Y. PLAGIARISM.
- Z. TRESPASSING OR LOITERING.
- AA. HAZING AND INTIMIDATION, subjecting other students to pranks or humiliation causing mental or physical harm.
- BB. POSSESSION OF A FIREARM: Firearm has the same meaning as provided pursuant to the "Gun-Free Schools Act of 1994." At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starters gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. A firearm does not include: an antique firearm; a rifle that the owner intends to use solely for sporting and recreational or cultural purposes; any device that is neither designed or redesigned for use as a weapon; any device, although originally designed as a weapon, redesigned as a signaling, pyrotechnic, line throwing, safety or like device, surplus ordnance, sold, loaned or given by the Secretary of the Army or Class C common fireworks. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition set forth in this policy shall automatically change to conform to it.
- CC. POSSESSION OF A KNIFE: Knife, for the purposes of this policy, is defined as a cutting instrument consisting of a sharp blade or edge.
- DD. Leaving school property or assigned area prior to specified dismissal time without official permission.
- EE. Open displays of affection between members of the same or opposite sex.
- FF. Unauthorized throwing of any object including, but not limited to, snowballs.
- GG. Commission of an immoral act.
- HH. Loitering, littering, or causing a disturbance on public or private property adjacent to, across from, or in close proximity to a school site, while either coming to and from school or school activities, or during the school day, or during school activities.
- II. Misuse of school property.
- JJ. The Head Administrator may prohibit a student from attending and/or participating in the School's graduation ceremonies as part of a student's suspension, expulsion, or removal from school.
- KK. Those acts or violations listed in the permanent exclusion portion of the Board policy on student disciplinary procedures.

- LL. Violation of policies governing internet usage.
- MM. Driving in an unsafe manner.
- NN. Collusion, complicity, or aiding and abetting anyone in the commission of conduct prohibited by Board policy, or state or federal law.
- OO. Any attempts to engage in conduct prohibited by this policy.
- PP. Any other form of behavior which is detrimental to a proper school and/or school activity atmosphere as prescribed by the Administration and as outlined in the student/parent handbook for the building in which the student is enrolled.
- Q.Q. Gang membership and/or gang activity. For purposes of this policy, a gang is an organization, association, or group of three (3) or more people, using a common name or one or more common identifying signs, symbols, or colors, whose members individually or collectively engage in criminal activity.
- RR. Violation of any Executive Orders or laws, or policies, rules, regulations or directives concerning social distancing, hand washing, wearing of masks, or other health and safety protocols generated by the School in response to the COVID-19 pandemic.

LEGAL REFS: R.C. 3313.661

ELECTRONIC COMMUNICATION DEVICES – AND CELL PHONES (Policy 6.52)

For purposes of this policy, electronic communication devices (“ECDs”) means any device that is powered by batteries or electricity and that is capable of receiving or transmitting communications from or to another ECD or person. An ECD includes, but is not limited to a cellular telephone. A student has no expectation of privacy in the use of an ECD on School property.

Student cellular telephone use shall be as limited as possible during school hours. Students are prohibited from using ECDs during school hours, whether occurring on or off of Board property, unless otherwise authorized by the student’s teacher or an administrator for purposes of student learning or to monitor or address a health concern, or unless a student’s individualized education plan or 504 plan permit such use.

Use of ECDs must comply with state and federal law, Board Policy, and the Student Code of Conduct.

No student shall use an ECD to record images, video, or audio of another student or staff member without the express permission of the person being recorded. ECDs shall not be used to record images, video, or audio at any time or place on School property where a reasonable expectation of privacy exists, such as in locker rooms, bathrooms, shower facilities, or any other place where persons may be found in a state of undress.

Students are prohibited from using ECDs to facilitate academic dishonesty by way of recording and/or transmitting test materials or information.

Violations of this policy will result in the ECD being confiscated. A confiscated ECD will only be returned to the student’s parent or guardian at the end of the school day. A student who violates this policy may also be subject to discipline, including suspension and/or expulsion, and/or may have the privilege of using an ECD suspended or revoked.

If, in the judgment of the student's building administrator, a violation of this policy potentially constitutes an illegal act, the ECD may be provided to law enforcement.

As with any other item of personal property, students are solely responsible for the safety and security of their own ECDs.

The School's teachers and administrators shall evaluate classroom settings and take actions deemed necessary to reduce cellular telephone-related distractions.

This policy shall be made publicly available, posted in a central location in each school building, and posted prominently on the School's publicly accessible website.

LEGAL REF.: R.C. 3313.753

ANTI-HARASSMENT POLICY

HARASSMENT AND VIOLENCE (9.09)

Harassment and violence by students or staff in the school environment can substantially interfere with their ability to learn, perform, work, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time, in the School, during transit to or from the School, or during any School sponsored activity or event that constitutes harassment or violence involving either students or staff shall be strictly prohibited. Any such conduct, communication, activity, or practice should be immediately reported to the principal or other appropriate administrator. All reports shall be investigated as soon as possible in accordance with the policies applicable to the harassment which is the subject of the complaint.

This policy shall be included in all student and staff handbooks.

Conduct Not Covered By This Policy:

This policy does not apply to instances of sexual discrimination or sexual harassment. All student complaints of sexual harassment or discrimination should be made in accordance with the Board's Title IX grievance procedure.

This policy does not apply to instances of student harassment based on racial/ethnic/national origin/religion. All student complaints of harassment based on racial/ethnic/national origin/religion should be made in accordance with the Board's racial/ethnic/national origin/religion policy covering students.

This policy does not apply to instances of student harassment based on disability discrimination or harassment. All student complaints of harassment based on disability discrimination or harassment should be made in accordance with the Board's 504/ADA policy covering students.

This policy does not apply to instances of staff harassment based on racial/ethnic/national origin/disability/sex/religion. All staff complaints of harassment based on racial/ethnic/national origin/sex/disability/religion should be made in accordance with the Board's racial/ethnic/national origin/sex/disability/religion harassment and discrimination policy covering employees or the Board's Title IX grievance procedure covering employees.

STUDENT COMPLAINTS OF SEXUAL HARASSMENT (9.10)

The Board of Trustees recognizes that a student's right to freedom from discrimination includes the opportunity to learn in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the operation of the School and will not be tolerated. This policy or a version which provides students adequate notice of the prohibition against sexual harassment, the conduct that constitutes sexual harassment, and the complaint procedure for reporting sexual harassment shall be included in the student handbooks.

It shall be a violation of this Policy for any member of the School staff to harass a student through conduct or communications of a sexual nature as defined below or to have romantic or sexual relations with a student. Retaliation in any form against those persons alleging that sexual harassment has occurred or participating in the investigation of the complaint is also prohibited. It shall also be a violation of this policy for students or third parties (i.e., visiting speaker, or visiting athletic team) to harass other students through conduct or communications of a sexual nature as defined below.

Any teacher, counselor or administrator who receives a report, verbally or in writing, from any student regarding sexual harassment of that student must forward that report to the building principal or Title IX Coordinator within one school day or within a reasonable period of time if there is a good cause for the delay. Any building principal receiving a report of sexual harassment shall promptly notify the Title IX Coordinator.

The School's designated and authorized Title IX Coordinator is:

Erik Wilson,
Special Education Director
2655 Oakstone Drive Columbus, OH 43231
614-865-3413
ewilson@oakstone.org

The designated/authorized Title IX Coordinator and his/her contact information shall be made known to all applicants for admission and employment, students, parents or legal guardians of students, employees, and all of the School's employee unions. Further, the School shall prominently display on its website the contact information for the Title IX Coordinator.

1. Definitions

- a. Sexual harassment – conduct on the basis of sex that satisfies one or more of the following:
 - (i) A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
 - (ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - (iii) Sexual assault (as defined in the Clery Act, 20 U.S.C. 1092(f)), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.
- b. Complainant – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

- d. Formal complaint – 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 programs or activities of the School.

2. Duty to Respond

The School will promptly respond when an allegation of sexual harassment occurs in an education program or activity. Education programs and activities include locations, events, or circumstances over which the School exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

3. Supportive Measures

“Supportive measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to an alleged victim or respondent, before or after the filing of a formal complaint or where no formal complaint has been filed. The purpose of supportive measures is equal access to education.

The School shall offer supportive measures to a complainant. 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.

Supportive measures may include:

- a. Counseling;
- b. Extensions of deadlines or other course-related adjustments;
- c. Modifications of class schedules;
- d. Campus escort services;
- e. Mutual restrictions on contact between the parties;
- f. Leaves of absence;
- g. Increased security and monitoring of certain areas of campus.

4. Complaint Procedure

- a. Any student who alleges sexual harassment by any staff member or student in the School may complain directly to the Title IX Coordinator, guidance counselor, teacher, Head Administrator, any other school employee whom the student trusts, or any other individual designated to receive such complaints. An individual who is complaining of sexual harassment is not required to work out the problem directly with the individual alleged to have harassed him or her.

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

The School will treat a person as a complainant any time it has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint.

- b. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. No employee or representative of 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 because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Complaints alleging retaliation may be filed according to the procedures for sex discrimination.

Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the student's status nor will it affect future employment, grades, or work assignments. The person to whom the complaint was made shall, within one (1) school day, report the complaint to the Title IX Coordinator. If the Title IX Coordinator or Head Administrator is the employee alleged to have engaged in the sexual harassment, the report shall be made to the Board.

- c. The right to confidentiality, both of the complainant and of the respondent, will be respected consistent with the School's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. The School will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding.

5. Investigation

- a. The investigator should remember that the investigation requires a balancing of the respondent's rights, the complainant's right to an environment free of sexual harassment, and the Board's interest in a prompt and fair investigation. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not on the parties.
- b. The investigator shall send written notice to both parties of the allegations set forth in the complaint upon receipt of a formal complaint. The notice must include sufficient details known at the time, including 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 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; that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and notice of any provision in School's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

- c. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- d. Following the meeting with the complainant, the investigator shall conduct an adequate, reliable, and impartial investigation to determine if sexual harassment has occurred. The investigation shall include a conference with the respondent and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment has occurred. Both parties must be permitted an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- e. The investigator will not 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.
- f. Both parties shall be provided 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.

6. Post-Investigation Procedures

- a. 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 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. All such evidence must be subject to the parties' inspection and review and be available at any hearing.

Upon conclusion of the investigation, the investigator shall issue a written report to the parties and their advisors that fairly summarizes the relevant evidence. After the investigative report has been sent to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity 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. The decision maker(s) must explain to the party proposing the questions any decision to exclude questions as not relevant.

Although the facts and circumstances of a particular investigation may require an investigation to continue beyond forty-five (45) school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the respondent was found to have engaged in harassment, was found not to have engaged in harassment, or whether the investigation was inconclusive. The School shall use a preponderance of the evidence standard to make such determination. The report shall be issued to the complainant, if an employee, or to the complainant's parents, if a student. A copy of the report shall also be sent to the Head Administrator or his/her designee and the respondent.

- b. A finding of no harassment or inconclusive evidence by the decision maker shall end the investigation.
- c. If the decision maker finds that harassment occurred, the investigator shall recommend what steps are necessary to ensure that the harassment is eliminated for the victim and other individuals affected by the sexual harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

7. Informal Resolution

The investigator may offer informal resolution options if a formal complaint is filed, and both parties give voluntary, informed, written consent. The School shall not require, as a condition of enrollment or continuing enrollment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Any party has the right to withdraw from informal resolution and resume the grievance process with respect to the formal complaint. The investigator will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

8. Appeals

- a. The School will offer both parties the opportunity to appeal from a determination regarding responsibility, and from a dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. Procedural irregularity that affected the outcome of the matter;
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or
 - 3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias that affected the outcome of the matter.
- b. An appeal must be submitted in writing to the Title IX Coordinator within seven calendar days of the issuance of the determination regarding responsibility, which includes a statement specifying the grounds for the appeal. The opposing party will be notified of the appeal and provided seven calendar days from such notice to submit to a statement in support of the outcome.
- c. An "Appeal Decision Maker" shall be designated by the Head Administrator to review the investigative report and the statements submitted by the parties as part of the appeal. The Appeal Decision Maker shall investigate whether a basis for overturning the decision regarding responsibility exists. The Appeal Decision Maker shall not be the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
- d. The Appeal Decision Maker shall issue a written decision describing the result of the appeal and the rationale for the result, and shall provide the written decision simultaneously to both parties and their advisors within 28 calendar days of the Title IX Coordinator's receipt of a parties' notice of appeal of the original decision maker.

9. Dismissal of Complaints

- a. Complaints must be dismissed by the decision maker where the allegations, if true, would not meet the Title IX jurisdictional conditions:
 - 1. The actions complained of do not meet the definition of "sexual harassment";
 - 2. The actions complained of were not against a person in the United States;
 - 3. The actions complained of did not occur in the School's education program or activity.
- b. Complaints may be dismissed by the decision maker where:
 - 1. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - 2. The respondent is no longer enrolled or employed by the School; and/or
 - 3. Specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the allegations contained in the formal complaint.
- c. The Title IX Coordinator will send the parties written notice of any dismissal decision, and the reason(s) therefore.
- d. Both parties shall have the right to appeal a dismissal decision by submitting written notice of appeal to the Title IX Coordinator within seven calendar days of the issuance of the dismissal notice. The Appeal Decision Maker shall review the notice of appeal and issue a decision regarding the appeal in writing to both parties within 14 calendar days of the issuance of the notice of dismissal.

10. Discipline

A substantiated charge against a student in the School shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code. Making a materially false statement in bad faith in the course of an investigation under this Policy may subject a student to disciplinary action.

LEGAL REFS: Title IX of the Education Amendments of 1972 20 C.F.R. 1604.11

HARASSMENT, INTIMIDATION, AND BULLYING (9.29)

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on School property, on a school bus, or during any School sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from School. Further, any such conduct, communication, activity, or practice should be immediately reported to

the building principal or other responsible School employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the School, the following procedures shall be followed:

- A. Students must report acts of harassment, intimidation, or bullying to teachers, School employees, and/or School administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the principal or other appropriate administrator;
- C. Teachers and other School staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify School administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, "harassment, intimidation, or bullying" means either of the following:

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

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

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or 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, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

- A. Physical violence and/or attacks.
- B. Taunts, name-calling, and put-downs.
- C. Threats and intimidation (through words and/or gestures).
- D. Extortion or stealing of money and/or possessions.
- E. Exclusion from the peer group or spreading rumors.
- F. 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:
 - 1. Posting slurs on Websites where students congregate on Web logs (personal online journals or diaries);
 - 2. Sending abusive or threatening instant messages;
 - 3. Using camera phones to take embarrassing photographs of students and posting them online;
 - 4. Using Web sites to circulate gossip and rumors to other students;
 - 5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and
- G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any School staff member or administrator, and they shall be promptly forwarded to the principal for review and action.

Teachers and other School staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment,

intimidation, or bullying, and the names of any potential student or staff witness. A School staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the School staff member and/or administrator shall be promptly forwarded to the principal for review and action.

In addition to addressing both informal and formal complaints, School personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or 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, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

4. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

5. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School's legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

6. Investigation

- A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Trustees' interest in a prompt and fair investigation.
- B. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

- A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Head Administrator or his/her designee.

- B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.
- C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, 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.

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying 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 harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

12. Strategies for Protecting Victims or Other Persons From New or Additional Acts

- A. Supervise and discipline offending students fairly and consistently;

- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition;
- C. Maintain contact with parents and guardians of all involved parties;
- D. Provide counseling for the victim if assessed that it is needed;
- E. Inform School personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- F. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.
- G. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other School 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:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;
- E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;
- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for the School and students in the School. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other School policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A 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 section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the School's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: R.C. 3313.666; 3313.667

STUDENT DRUG, TOBACCO, & ALCOHOL

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

Alcohol: Any liquor, wine, beer, or other beverages containing any form of alcohol.

Drugs: Any drug, including illegal drugs, narcotics, hallucinogens, cocaine, amphetamines, steroids, barbiturates, marijuana, inhalants, legal prescription, and over-the-counter drugs.

Drug Paraphernalia: Any equipment or apparatus designed for or used for the purpose of: measuring, packaging, distributing, or facilitating the use of drugs, including, but not limited to pipes, roach clips, syringes, hypodermic needles, and cocaine spoons or kits.

Tobacco: Any product with tobacco as an ingredient that is smoked, chewed, inhaled, or placed against the gums.

Under the Influence: Manifesting signs of substance abuse, such as staggering, reddened eyes, odor of alcohol or drugs, nervousness, restlessness, falling asleep or dozing, memory loss, abusive language, or any other behavior or physical appearance not normal for the particular student. The determination by school authorities as to what constitutes "under the influence" is distinct and separate from any such determination by the courts.

Distributing: Making available to, or passing onto another individual any alcohol, drug, or tobacco products.

Extra-curricular: Extra-curricular activities are those activities sponsored, supported, and identified by the Board and are an extension of the “normal” school day.

It is OCS’s primary concern that educational, co-curricular, and extracurricular programs for all students proceed in an orderly and non-disruptive manner in order to comply with the rights of students to receive quality academic instruction.

OCS students shall not possess, use, sell, give, or otherwise transmit or be under the influence of any drug or alcohol. The use or possession of tobacco products or paraphernalia associated with tobacco use is prohibited in school buildings, vehicles, and on school grounds at all times. Any type of drug paraphernalia is prohibited in school buildings, in school vehicles, and on school grounds. All items will be subject to confiscation.

This policy is subject to enforcement and/or disciplinary action:

1. On property owned, leased, or under the control of the OCS Board, including vehicles for transporting students.
2. On any public or private property during scheduled school hours including recess, lunch and class changes.
3. At any school sponsored or sanctioned activity or event.

OCS is committed to working cooperatively with students and families to help provide beneficial alternatives. Information will be available about drug and alcohol counseling and rehabilitation and re-entry programs for students. Students and parents will also be given information about outside agencies and encouraged to take advantage of their services and programs.

INTERROGATIONS AND SEARCHES (6.28)

Searches of School Property Assigned to a Student

Students shall have no expectation of privacy in any in-school storage supplied by the Board of Trustees and in those areas and instances set forth in this policy.

The lockers or other storage areas (collectively the “Storage Areas”) supplied by the School and used by the students are the property of the Board. Therefore, the Storage Areas and the contents of all Storage Areas are subject to random search at any time without regard to whether there is a reasonable suspicion that any Storage Area or its contents contains evidence of a violation of a criminal statute or a school rule.

No personal lock may be used if the school issues locks or a built-in lock is provided, unless approved by the principal or his/her designee. If a personal lock is used, the student is required to provide the combination and/or key to the building principal or his/her designee.

The Board directs that the following notice be posted in a conspicuous place in the part of the school building that has Storage Areas:

"The Storage Areas supplied in this school and used by the students are the property of the Board of Trustees. Therefore, the student Storage Areas are subject to a random search at any time without regard to whether there is a reasonable suspicion that any Storage Area or its contents contains evidence of a violation of a criminal statute or a school rule."

The Principal may conduct a routine inspection of Storage Areas at least annually.

Notwithstanding any other provisions of this policy, the principal of any school or his/her designee may search at any time the Storage Area of any student and the contents of any Storage Area of any student in the School if the principal reasonably believes that the locker or its contents contains evidence of a violation of a criminal statute or school rule, or if an emergency situation exists or appears to exist that immediately threatens the health or safety of any person, or threatens to damage or destroy any property under the control of the Board and if a search of Storage Areas and the contents of the lockers is reasonably necessary to avert that threat or apparent threat.

Searches of a Student's Person, Personal Property, or Vehicle by School Personnel

School authorities may search the person or property, including vehicles of a student, with or without the student's consent, whenever they have reasonable grounds to suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the nature of the alleged infraction, the objective of the search, and the age and sex of the student. A search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender in the presence of another staff member of the same gender.

A request for the search of a student or a student's possessions will be directed to the building principal or designee. Unless circumstances do not permit such a search, searches should be conducted in the presence of the student and another staff member.

The principal or designee shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. A written copy shall immediately be forwarded to the Head Administrator. The building principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Searches of Student Property by Police

A law enforcement agency is generally required to produce a warrant prior to conducting any search of the person or property of a student kept on school premises. However, when the police have probable cause to believe that a student is in possession of unlawful or dangerous items, a search may be conducted without a previously issued warrant.

Use of Canines for Detection of Evidence of Violation of Laws or School Rules

Since random searches have a positive impact on reducing drugs, weapons, and other criminal activity in the schools, it is the policy of the Board to permit building administrators to search any Storage Area and its contents as the administrator believes necessary by the use of properly trained canines to detect evidence of the violation of laws or School rules. Canine detection must be conducted in collaboration with law enforcement authorities, and the canines may be used to sniff Storage Areas, automobiles, other places on School premises, and students themselves for the presence of such evidence, according to the guidelines set forth below.

Storage Areas, Automobiles, and other Places

Properly trained canines may be used at any time to sniff Storage Areas, automobiles, and other places on School premises for evidence of the violation of laws or School rules. If a canine indicates the presence of evidence of the violation of laws or School rules in a Storage Area, automobile, or other place on School premises, that Storage Area, automobile, or other place, as well as its contents, may be searched for such evidence. A notice shall be posted in a conspicuous place which states:

“Motor vehicles driven by students to school and parked on school property are subject to random search by dogs trained to detect the presence of drugs. These searches may be conducted without regard to whether there is a reasonable suspicion that any motor vehicle or its contents contains evidence of a violation of a criminal statute or a school rule.”

Students

If there is a reasonable basis for suspecting that a particular student has committed, or is committing, a violation of a law or School rule, a properly trained canine may be used to detect evidence of that violation by sniffing that student. If a canine indicates the presence of evidence of the violation of laws or School rules on the student's person, the student may be searched for evidence of the suspected violation. Any such search must be reasonably related to the objectives of the search and must not be excessively intrusive in light of the age and sex of the student, as well as the nature of the suspected violation.

The foregoing policy shall be included in the student handbook that is given to each student and posted in every building.

Interrogations by Law Enforcement Agencies

- A. The questioning of students by law enforcement agencies is limited to situations where parental consent has been obtained or attempted, or the school official has made an independent determination that reasonable grounds exist for conducting an interrogation during school hours with or without notifying the parent or guardian.
- B. Interrogations shall be conducted in private. It shall be the responsibility of the law enforcement officer questioning the student to determine whether the student is in police custody, which would require that the student be advised of his/her *Miranda* rights.
- C. If a parent request, or parental contact has not been made, a school official will request to be present when an interrogation takes place within the school.
- D. When the law enforcement agency feels it is necessary to remove a child from school, parental consent should first be obtained or a warrant, court order, or other legal document should be produced, which would give them authority to remove the child without parental consent. If the circumstances make it possible to make this notification to the parents, the principal or his/her designee should do so.
- E. The Police Department should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he should notify the juvenile officer or detective bureau of the Police Department. The school should not attempt to handle matters which are properly in the realm of the Police Department.

LEGAL REFS: R.C. 3313.20

DRESS CODE

The Board, in accordance with ORC 3313.665, believes that school dress should be such that it ensures the health, welfare, and safety of the members of the student body and enhances a positive image of our students and their school. Any form of dress or grooming that attracts undue attention or violates the previous statement is unacceptable. The following dress code is provided to students to assist them in selecting clothing and grooming practices which shall serve as an indication of their pride in themselves and in their school and should be considered in effect during the regular school day as well as at any academic awards or presentation activities.

Violators will not be allowed in class until clothes are appropriate.

1. Dress and grooming standards require cleanliness in the interest of health, sanitary conditions and safety requirements.
2. Attempts by students to call undue attention to themselves and/or disrupt the teaching-learning process shall not be permitted. This would include but not be limited to inappropriate or bizarre dress that presents a health or safety issue; distracting hairstyle or color; distracting body piercing; gang related dress (including bandanas) or gang related jewelry, including chains; or any other inappropriate accessories.
3. In addition, the following dress items shall NOT be permitted:
 - a. Short shorts & mini-skirts (must be no shorter than 5 inches above the knee)
 - b. Tube tops, spaghetti straps, halters, and off the shoulder shirt
 - c. Any clothing item that shows bare midriff
 - d. Bare feet
 - e. Clothing with profane, violent, suggestive, racially intimidating, or offensive pictures and/or lettering
 - f. Clothing that advertises or bears the logo of alcohol, drug, or tobacco products
 - g. Hats or any head covering (except for religious or health reasons, if worn to school, they will be placed in lockers during the school day)
 - h. Muscle shirts
 - i. Sagging pants and shorts
 - j. Inappropriate or unsafe footwear (e.g. flip flops, slides)

It is expected that parents will assist their students in compliance with the dress code policy. Violation of this policy may result in a phone call home to change clothing before returning.

****Administration will be the final judge of the appropriateness of attire that is in question.**

DISCIPLINE/SUSPENSION/EXPULSION POLICY

STUDENT DISCIPLINE (6.17)

(Expulsion, Suspension, Emergency Removal, Permanent Exclusion, and Alternate Discipline)

During the time of suspension, expulsion, or removal, the student (if he/she is 18 years of age or older) and/or the parents, guardians, or custodian are responsible for the conduct of the individual. While suspended, expelled, or removed from school, students are not permitted to attend or participate in curricular or extracurricular activities, or be on school property for any reason unless a prior appointment has been made with school officials. If a student is removed only from a particular class or activity, the student may not attend the class or participate in the activity for the duration of the removal.

A suspension or expulsion shall result in the student's total removal from the education program. Credit will not be given for work which is missed due to out-of-school suspension and which is not completed by the student per Paragraph C.11 below. For an in-school suspension, credit will be given for all classroom assignments that can be completed during the in-school suspension, or as homework if the student collects the assignments.

Teachers and other personnel of the School having authority over students may take such action as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Discipline on vehicles shall be the responsibility of the driver on regular bus runs. When vehicles are used for field trips and other Board activities, the teacher, coach, advisor, or other Board employee shall be responsible for student discipline.

The School may deny credit for post-secondary courses, any portion of which were taken during the period of an expulsion imposed by the Head Administrator or Board.

A. Definitions

1. Suspension is defined as the denial to a student for a period of at least one but not more than ten school days of permission to attend school and to take part in any school function.
2. Expulsion is defined as the denial to a student of permission to attend school and to take part in any school function, for a period exceeding ten school days but not exceeding the greater of 80 school days, or one year in certain circumstances, or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place, unless the expulsion is extended pursuant to R.C. 3313.66(F).
3. Emergency Removal is defined as the denial of permission to be on school premises or at curricular activities to a student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises.
4. Disciplinary Removal is an action less severe than suspension, expulsion, or emergency removal and defined as the denial to a student of permission to attend the classes in which he/she is enrolled, or participate in an extracurricular activity in which he/she has been involved, for a period of less than one school day.

5. Permanent Exclusion means the prohibition of a student forever from attending any public school in this state that is operated by a city, local, exempted village, or joint vocational school.
6. In-School Suspension means a suspension served in a supervised learning environment within a school setting in the School.

B. Expulsion

1. The Head Administrator is the only school administrator who may expel a student.
2. Whenever an incident occurs that may lead to an expulsion, the principal may suspend a student prior to the expulsion hearing.
3. The Head Administrator shall give the student and his/her parent, guardian, or custodian written notice of the intention to expel the student and provide the student and his/her parent, guardian, custodian, or representative an opportunity to appear before the Head Administrator or designee to challenge the reasons for the intended expulsion or otherwise explain his/her actions. The notice must include:
 - a. The reason(s) for the intended expulsion.
 - b. Notification of the right of the student and the parent, guardian, custodian or representative to appear on request before the Head Administrator or designee to challenge the reason(s) for the intended expulsion or to otherwise explain the student's action. This hearing cannot be compelled by the administrator. The Head Administrator or designee may utilize the service of counsel if deemed appropriate.
 - c. The date, time and place to appear must not be earlier than three nor later than five school days after the notice is given unless the Head Administrator grants an extension of time. Whenever a student has attained 18 years of age, the right accorded to the parent of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian his/her refusal will be noted in the presence of a witness.
 - d. If the proposed expulsion is based on a violation listed in R.C. 3313.662(A) and the student is 16 years of age or older, the notice shall include a statement that the Head Administrator may seek the permanent exclusion of the student if he/she is convicted or adjudicated a delinquent child for that violation.
4. The Head Administrator or designee may grant an extension of time if requested on behalf of the student. If granted, the Head Administrator must notify all parties of the new date, time, and place of the hearing.
5. The Head Administrator or designee shall conduct the hearing at the appointed time and place. The purpose of the hearing is for both sides to give their side of the story.
6. The student may waive his/her right to a hearing. This waiver is to be in writing and signed by both student and parents. Additionally, the student can waive the hearing by not appearing or by his/her representative not appearing at the scheduled hearing.
7. If the Head Administrator decides to expel, within one school day of the decision to expel, the Head Administrator must notify the parent, guardian, or custodian of the student and the Fiscal Officer of the Board of the action to expel in writing. If at the time an expulsion is

imposed there are fewer school days remaining in the school year in which the incident that gives rise to the expulsion takes place than the number of days the student is to be expelled, the Head Administrator may apply any remaining part or all of the period of the expulsion to the following school year. The notice of expulsion must include:

- a. The reason(s) for the expulsion.
 - b. Notification of the right of the student, parent, guardian, or custodian to appeal to the Board or its designee within 14 days after the date of the expulsion notice by sending notice by mail to the Board or its designee. The notice shall indicate that the notice of intent to appeal must be postmarked no later than 14 days after the date of the notice of expulsion.
 - c. The right of representation at the appeal.
 - d. The right to be granted a hearing before the Board or its designee and request the hearing be held in executive session.
 - e. Notification that the expulsion may be subject to extension pursuant to R.C. 3313.66(F) if the student is 16 years of age or older.
 - f. Notification that the Head Administrator may seek the student's permanent exclusion if the expulsion is based on a violation listed in R.C. 3313.662(A) that was committed when the child was 16 years of age or older, if the child is convicted or adjudicated a delinquent child for that violation.
 - g. If the Head Administrator expels a student for more than 20 school days or for any period of time if the expulsion will extend into the following semester or school year, the notice of expulsion shall also include the names, addresses, and phone numbers of any public or private agencies that may offer services or programs that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion.
8. An appeal of the expulsion must be made within 14 days of receipt of the notice of expulsion.
 9. A student or his/her parent, guardian, or custodian may appeal the expulsion to the Board or its designee. The student or the parent, guardian, or custodian may be represented in all such appeal proceedings and shall be granted a hearing before the Board or its designee, which may be in executive session upon the request of the student, parent, guardian, custodian or representative.
 10. A verbatim record shall be made of the hearing.
 11. The Board or its designee can act only after a hearing, if requested, has been held. The Board or its designee may affirm, reverse, vacate, or modify the expulsion.
 12. The action of the Board or its designee on the expulsion must be in a public meeting.
 13. The Fiscal Officer or the Board's designee shall promptly notify the student, parent, guardian, custodian, or representative in writing of the decision.
 14. The decision of the Board or its designee may be further appealed to the Court of Common Pleas under O.R.C. Chapter 2506.

15. The Head Administrator, at his/her discretion, may require/allow a student to perform community services in conjunction with or in place of an expulsion. This may also be required/allowed to extend beyond the end of the school year in lieu of applying the expulsion into the following school year. This provision does not apply to students expelled for bringing a firearm to a school operated by the Board or onto property owned or controlled by the Board.
16. The Head Administrator shall initiate expulsion proceedings with respect to any student who has committed an act warranting expulsion under the Code of Student Conduct even if the student withdraws from the schools for any reason after the incident that gave rise to the hearing but prior to the hearing or decision to expel. If, following the hearing, the student would have been expelled had he/she still been enrolled in the school, the Head Administrator shall impose the expulsion for the same length of time as a student who has not withdrawn from school.

C. Suspension

1. The Head Administrator, principal, assistant principal, or Head Administrator's designee are the only school administrators who may suspend a student.
2. Whenever an incident occurs that may lead to a suspension, an administrator shall investigate the nature of the alleged offense.
3. Prior to suspension or a hearing, the Head Administrator or principal must give the student written notice of the intention to suspend. This notice must include the reason(s) for the intended suspension, and if the proposed suspension is based on a violation listed in R.C. 3313.662(A) and the student is 16 years of age or older, the notice may include a statement that the Head Administrator may seek to permanently exclude the student if he/she is convicted or adjudicated a delinquent child for the violation.
 - a. The student shall be provided an opportunity to appear at an informal hearing before the Head Administrator, principal, assistant principal, or Head Administrator's designee to challenge the reason(s) for the intended suspension or to otherwise explain his/her actions. This hearing may take place immediately upon notification of the intention to suspend.
 - b. Whenever a student has attained 18 years of age the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian, the refusal will be noted in the presence of a witness.
 - c. The principal is not required to permit the presence of counsel or follow any prescribed judicial rules in conducting the hearing.
4. If the administrator decides to suspend, within one school day of the decision to suspend, the Head Administrator, principal, assistant principal, or Head Administrator's designee must notify the parent, guardian, or custodian of the student of the action to suspend in writing. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the Head Administrator may apply any remaining part or all of the period of the suspension to the following school year. The notice of suspension must include:

- a. The reason(s) for the suspension.
 - b. The duration of the suspension.
 - c. Notification of the right of the student, parent, guardian, or custodian to appeal to the Board or its designee within fourteen (14) days after the suspension notice by sending notice by mail to the Board or its designee. The notice shall indicate that the notice of intent to appeal must be postmarked no later than fourteen (14) days after the date of the notice of suspension.
 - d. The right of representation at the appeal.
 - e. The right to be granted a hearing before the Board or its designee and request the hearing be held in executive session.
 - f. Notification that the Head Administrator may seek the student's permanent exclusion if the suspension is based on a violation listed in R.C. 3313.662(A) that was committed when the child was 16 years of age or older, if the child is convicted or adjudicated a delinquent child for that violation.
5. A verbatim record of the appeal hearing shall be made.
 6. The Board or its designee can act only after a hearing, if requested, has been held. The Board or its designee may affirm, reverse, vacate, or modify the suspension.
 7. The action of the Board or its designee on the suspension must be in a public meeting.
 8. The Fiscal Officer or the Board's designee shall promptly notify the student, parent, guardian, custodian, or representative in writing of the decision.
 9. The decision of the Board or its designee may be further appealed to the Court of Common Pleas under O.R.C. Chapter 2506.
 10. The Head Administrator, at his/her discretion, may require/allow a student to perform community services in conjunction with or in place of a suspension. This may also be required/allowed to extend beyond the end of the school year in lieu of applying the suspension into the following school year.
 11. Parameters for Completing and Grading Assignments Missed Due to Suspension
 - a. A student who has been suspended from school shall have the opportunity to do both of the following:
 - i. Complete any classroom assignments missed because of the suspension; and
 - ii. Receive at least partial credit for a completed assignment.
 - b. A student's grade may be reduced on account of the student's suspension. However, a student shall not receive a failing grade on a completed assignment solely on account of the student's suspension.

D. Emergency Removal

1. By Teacher

- a. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place on the school premises, a teacher may remove a student from curricular activities under his/her supervision, but not from the premises.
- b. During school hours the student must be sent to the office.
- c. If a teacher makes an emergency removal, the reasons(s) for the removal must be submitted to the principal or assistant principal in writing as soon after the removal as practicable.
- d. If the emergency removal exceeds one school day then a due process hearing must be held on the next school day after removal is ordered.
 - i. Written notice of the hearing and of the reason(s) for the removal shall be given to the student as soon as practicable prior to the hearing.
 - ii. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.
 - iii. The hearing and notice requirements shall be conducted in accordance with suspension procedures if it is probable that the student may be subject to suspension. If it is probable that the student may be subject to expulsion, the hearing and notice requirements will be in accordance with expulsion procedures.
- e. If the Head Administrator or principal reinstates a student prior to the hearing, the teacher, upon request, will receive written reasons for the action. The teacher cannot refuse to reinstate a student even though reasons are not given.
- f. In an emergency removal, a student can be kept from class until the matter of his/her misconduct is disposed of either by reinstatement, suspension, or expulsion.

2. By Administrator

- a. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place on the school premises, the Head Administrator or a principal may remove a student from the school premises.
- b. If it is intended that the student be removed for more than one school day, a due process hearing must be held on the next school day after the removal is ordered.
 - i. Written notice of the hearing and of the reason(s) for the removal shall be given to the student as soon as practicable prior to the hearing.
 - ii. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

- iii. The hearing and notice requirements shall be conducted in accordance with suspension procedures if it is probable that the student may be subject to suspension. If it is probable that the student may be subject to expulsion, the hearing and notice requirements will be in accordance with expulsion procedures.
- c. In an emergency removal a student can be kept from class or off school premises until the matter of the student's misconduct is disposed of either by reinstatement, suspension, or expulsion.
- d. Less than One (1) School Day Removal

In all cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity or school premises for less than one school day and is not subject to suspension or expulsion, the due process requirements of this policy do not apply.

E. Students in Grades Pre-Kindergarten Through Three

1. Emergency Removal

- a. A student in any of grades pre-kindergarten through three may be removed only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the day in which the student was removed. If returned to curricular and extracurricular activities the following school day, a hearing regarding the removal need not occur.
- b. A suspension or expulsion proceeding shall not be initiated against a student in any of grades pre-kindergarten through three who was removed from a curricular or extracurricular activity, unless the student has committed an act described in R.C. 3313.668(B)(1)(a) or (b).

2. Out-of-School Suspension and Expulsion

The School shall not implement an out-of-school suspension or expulsion of a student in any of grades pre-kindergarten through three, except in accordance with the following:

- a. The School may issue an out-of-school suspension or expulsion to a student who has engaged in any of the behaviors described in R.C. 3313.66(B)(2) to (5).
- b. The School may issue an out-of-school suspension not to exceed ten days or an expulsion to a student who has not engaged in any of the behaviors described in R.C. 3313.66(B)(2) to (5) only as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.
- c. Whenever possible, the principal shall consult with a mental health professional under contract with the School prior to suspending or expelling a student in any of grades pre-kindergarten through three. If the events leading up to suspension or expulsion indicate a need for additional mental health services, the student's principal or the School's mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with

locating providers or obtaining those services, including referral to an independent mental health professional.

- d. A student who is suspended or expelled shall be afforded the same notice and hearing, procedural, and educational opportunities as prescribed for a suspension or expulsion of School students in grades four through twelve.
- e. Students in grades pre-kindergarten through three may be issued in-school suspensions, provided the in-school suspension is served in a supervised learning environment.

F. Permanent Exclusion

- 1. A student may be permanently excluded from attending any of the public schools of this state if the student is convicted of or adjudicated a delinquent child for committing, when he/she was 16 years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:
 - a. R.C. 2923.122 which includes a person knowingly conveying or attempting to convey or possessing any deadly weapon or dangerous ordnance or any object which is indistinguishable from a firearm whether or not the object is capable of being fired and represents the object to be a firearm into a school safety zone;
 - b. R.C. 2923.12 or of a substantially similar municipal ordinance which makes it unlawful for a person to knowingly carry or have, conceal on his/her person or conceal ready-at-hand, any deadly weapon or dangerous ordnance on property owned or controlled by, or at an activity held under the auspices of a Board of Trustees;
 - c. R.C. 2925.03 which makes it illegal to traffic in drugs if the trafficking was committed on property owned by or controlled by, or at an activity held under the auspices of a Board of Trustees;
 - d. R.C. 2925.11 which makes it illegal to obtain, possess, or use a controlled substance, other than a minor drug possession offense, if on property owned or controlled by, or at an activity held under the auspices of a Board of Trustees;
 - e. A violation of the following sections if the violation was committed on property owned or controlled by or at an activity held under the auspices of a Board of Trustees, if the victim at the time of the commission of the act was an employee of that Board of Trustees:
 - 1) R.C. 2903.01, aggravated murder;
 - 2) R.C. 2903.02, murder;
 - 3) R.C. 2903.03, voluntary manslaughter;
 - 4) R.C. 2903.04, involuntary manslaughter;
 - 5) R.C. 2903.11, felonious assault;
 - 6) R.C. 2903.12, aggravated assault;

- 7) R.C. 2907.02, rape;
- 8) R.C. 2907.05, gross sexual imposition; or
- 9) former R.C. 2907.12, felonious sexual penetration.

f. Complicity in any violation set forth in the section on reasons for permanent exclusion that was alleged to have been committed in the manner described above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of a Board of Trustees.

2. If the Head Administrator obtains or receives proof that a student has been convicted of committing a violation listed in the section on reasons for permanent exclusion when he/she was 16 years of age or older or was adjudicated a delinquent child for the commission, when he/she was 16 years of age or older, of a violation listed in the section on reasons for permanent exclusion, the Head Administrator may issue to the Board a request that the student be permanently excluded from public school attendance in accordance with R.C. 3313.662.

G. Disabled Students

It shall be the policy of this Board that a child with a disability shall be disciplined only in accordance with state and federal law.

H. Corporal Punishment

The use of corporal punishment as a means of discipline is prohibited in the School. This policy shall not prohibit the use of force or restraint in accordance with R.C. 3319.41(C).

I. Posting

A copy of this policy, together with the Code of Student Conduct, shall be posted in a central location in each school in the School and made available to students upon request.

J. Student Handbooks

Disciplinary procedures and codes of conduct may be developed by building administrators, appear in their respective handbooks, and be approved by the Board.

K. Student Seeking Admission From Another Ohio School

After a hearing, the Head Administrator may temporarily deny admittance to a student seeking to enroll in the School if the student has been expelled or suspended from another Ohio School and the period of the expulsion or suspension has not expired. A student who is temporarily denied admission shall be admitted once the period of the suspension or expulsion has expired.

L. Student Seeking Admission From an Out-of-State School

After a hearing, the Head Administrator may also temporarily deny admittance to a student seeking to enroll in the School if the student has been expelled or otherwise removed for disciplinary reasons from a public school in another state and the period of the expulsion or removal has not expired. A student who is temporarily denied admission shall be admitted upon either:

1. The expiration of the expulsion or removal period imposed by the out-of-state school; or
2. The expiration of a period of time established by the Head Administrator that begins with the date of expulsion or removal from the out-of-state school, but that is no greater than the period of the expulsion that the student would have received had the student committed the offense while the student was enrolled in this School.

M. Community Service in Conjunction With or in Place of a Suspension or Expulsion

The Head Administrator may require a student to perform community service in conjunction with or in place of a suspension or expulsion imposed pursuant to this Board Policy and R.C. 3313.66, except for an expulsion imposed pursuant to R.C. 3313.66(B)(2) for bringing a firearm to school or any other property owned or controlled by the Board. The community service requirement may be imposed by the Head Administrator under the following guidelines:

1. The organization operating the community service program must be approved by the Board for student participation.
2. The community service requirement may be imposed beyond the end of the school year in lieu of applying an expulsion into the following school year.

N. In-School Suspension

If a student is issued an in-school suspension, the student shall be permitted to complete any classroom assignments missed because of the in-school suspension. Furthermore, the Head Administrator or principal shall ensure the student is serving the in-school suspension in a supervised learning environment.

LEGAL REFS: R.C. 3313.66; 3313.661; 3313.613, 3313.668

POSITIVE BEHAVIOR INTERVENTION SUPPORTS and the USE OF RESTRAINT AND SECLUSION (6.45)

The Board requires the implementation of an evidence-based, school-wide system or framework of non-aversive Positive Behavior Intervention and Supports ("PBIS") by its employees to address inappropriate behavior by School students. As part of this framework, the School's educational environments shall be structured to greatly reduce, and in most cases eliminate, the need to use the techniques of restraint or seclusion on School students. The PBIS prevention-oriented framework applies to all students, all staff, and in all settings.

Physical restraint and/or seclusion may only be used by trained School employees, and only when the dangerous behavior of a student creates an immediate risk of physical harm to the student or others and no alternative safe and effective intervention strategy is possible. Further, those techniques must be used in a manner that is age and developmentally appropriate. School employees shall utilize physical restraint and seclusion only in a manner that protects the safety of all children and adults within the School. Practices that do not adhere to the standards and requirements set forth in this policy are prohibited.

DEFINITIONS

Aversive Behavioral Interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as

application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant or tastes, or other sensory stimuli such as climate control, lighting, and sound.

Behavior Intervention Plan: a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain it, by strengthening replacement skills, teaching new skills, and by providing positive behavior intervention and supports and services to address behavior.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement. Chemical restraint is prohibited by the School in accordance with the Prohibited Practices Section of this policy. Chemical restraint does not apply to a drug or medication that is:

- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under Ohio law, for the standard treatment of a student's medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Ohio law.

De-escalation Techniques: interventions that are used to prevent violent and aggressive behaviors and reduce the intensity of threatening, violent, and disruptive incidents.

Functional Behavior Assessment: a school-based process for students with disabilities and students without disabilities that includes the parent and, as appropriate, the child, to determine why a child engages in challenging behaviors and how the behavior relates to the child's environment. Consent from the parent and, as appropriate, the child, is to be obtained at the initial Functional Behavior Assessment.

Mechanical Restraint:

- A. Any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body by using an appliance or device manufactured for this purpose; but
- B. Does not mean a device used by trained student personnel, or used by a student, for the specific and approved therapeutic or safety purpose for which the device was designed and, if applicable, prescribed, including:
 - 1. Restraints for medical immobilization;
 - 2. Adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
 - 3. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent:

- A. A biological or adoptive parent;
- B. A guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the state if the child is a ward of the state);

- C. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
- D. A surrogate parent who has been appointed in accordance with O.A.C. §3301-51-05 (E); or
- E. Any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of a child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: the use of physical contact in a way that immobilizes or reduces the ability of an individual to move the individual's arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes:

- A. To break up a fight;
- B. To knock a weapon away from a student's possession;
- C. To calm or comfort;
- D. To assist a student in completing a task/response if the student does not resist the contact; or
- E. To prevent imminent risk of injury to the student or others.

Positive Behavior Intervention and Supports: a multi-tiered, school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes and increasing learning for all students.

Positive Behavior Intervention and Supports Leadership Team: the assigned team at the School and building level that plans, coaches, and monitors positive behavior intervention and supports implementation in the School and building. Positive behavior intervention and supports leadership teams may include, but are not limited to, School administrators, teacher representatives across grade levels and programs, staff able to provide behavioral expertise, and other representatives identified by the School such as bus drivers, food service staff, custodial staff, and paraprofessionals.

Prone Restraint: physical or mechanical restraint while the individual is in the face-down position.

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

Student: an individual enrolled in a School.

Student Personnel: teacher, Head Administrator, principal, counselor, social worker, school resource officer, teacher's aide, psychologist, bus driver, or other School staff members who interact directly with students.

Timeout: a behavior intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or

her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

PROFESSIONAL DEVELOPMENT

The following are requirements for professional development to be received by student personnel to implement positive behavior intervention and supports on a system-wide basis:

- A. Occurs at least every three years;
- B. Provided by a School positive behavior intervention and supports leadership team or an appropriate state, regional, or national source in collaboration with the School positive behavior intervention and supports leadership team;
- C. The trained positive behavior intervention and supports leadership team will provide professional development to the School in accordance with a School developed positive behavior intervention and supports training plan. The School shall retain records of completion of the professional development; and
- D. The professional development will include the following topics:
 - 1. An overview of positive behavior intervention and supports;
 - 2. The process for teaching behavioral expectations;
 - 3. Data collection;
 - 4. Implementation of positive behavior intervention and supports with fidelity;
 - 5. Consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors; and
 - 6. Consistency in discipline and discipline referrals.

PROHIBITED PRACTICES

The following are prohibited under all circumstances, including emergency safety situations:

- A. Prone restraint as defined in Executive Order 2009-13S;
- B. Corporal punishment, as defined in O.R.C. 3319.41;
- C. Child endangerment as defined in O.R.C. 2919.22;
- D. Seclusion or restraint of preschool students in violation of the provisions of O.A.C. 3301-37-10 and/or O.A.C. 3301-35-15;
- E. The deprivation of basic needs;
- F. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following techniques:

1. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
 2. Pinning down with knees to torso, head and/or neck;
 3. Using pressure points, pain compliance and joint manipulation techniques;
 4. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
 5. Using other students or untrained staff to assist with the hold or restraint;
 6. Securing a student to another student or to a fixed object;
 7. Otherwise involves techniques that are used to unnecessarily cause pain.
- G. Mechanical or chemical restraints;
- H. Aversive behavioral interventions; and
- I. Seclusion of students in a locked room.

RESTRAINT

School employees are expressly prohibited from using the emergency safety intervention techniques of "prone restraint" (physical or mechanical restraint while the student is in the face down position), which includes any physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student's primary mode of communication.

Student personnel may use physical restraint only as a last resort and in accordance with this Board policy and O.A.C. 3301-35-15.

Physical restraint may be used only:

- A. If a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective method of intervention is available;
- B. If the physical restraint does not obstruct the student's ability to breathe;
- C. If the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication; and
- D. By student personnel who are trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Physical restraint may not be used for punishment or discipline or as a substitute for other less restrictive means of assisting a student in regaining control.

Employees authorized to use the technique of physical restraint must:

- A. Only use those techniques of restraint for which they have been trained and authorized to use.

- B. Be appropriately trained to protect the care, welfare, dignity and safety of the student;
- C. Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- D. Use the least amount of force necessary, for the least amount of time necessary;
- E. Use communication strategies and research-based de-escalation techniques in an effort to help the student regain control;
- F. Immediately remove the student from physical restraint or seclusion when the risk of physical harm to himself/herself or others has dissipated;
- G. Conduct a debriefing with all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- H. Complete all required reports and document all staff observations of the student and submit such material to the School's administrative office.

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

If, at any point, the staff assesses that the intervention is insufficient to maintain the safety of all involved, appropriate emergency contacts shall be made according to the School's crisis policy.

If a student repeatedly engages in dangerous behavior that leads to instances of restraint, the School shall conduct a functional behavioral assessment to identify the student's needs and more effective ways to address those needs. If necessary, the functional behavioral assessment will be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

SECLUSION

Seclusion is a last resort safety intervention that provides an opportunity for the student to regain self-control. Seclusion may be used only if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective method of intervention is possible. Seclusion shall never be used as a punishment or to force compliance, and should only be used in a manner that is age and developmentally appropriate.

A room or area used for seclusion shall provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student. The room or area used for seclusion shall never be locked, nor shall it prevent the student from exiting the area should staff become incapacitated or leave the area. The technique of seclusion shall be used for the least amount of time necessary.

Seclusion shall not be used for:

- A. The convenience of staff;
- B. As a substitute for an educational program;
- C. As a form of discipline or punishment;

- D. As a substitute for less restrictive means of assisting a student in regaining control, such that it is reflective of the cognitive, social, and emotional level of the student;
- E. As a substitute for inadequate staffing;
- F. As a substitute for staff training in PBIS, supports framework, and crisis management; or
- G. As a means to coerce, retaliate, or in a manner that endangers a student.

Staff using the technique of seclusion must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- B. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use communication strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- D. Remove the student when the immediate risk of physical harm to self or others has dissipated;
- E. Conduct a de-briefing, including all involved staff, to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. Complete all required reports and document all staff observations of the student and submit such material to the School's administrative office.

If, at any point, the staff assesses that the intervention is insufficient to maintain the safety of all involved, appropriate emergency contacts shall be made according to the School's crisis policy.

MULTIPLE INCIDENTS OF RESTRAINT AND SECLUSION

- A. After the third incident of physical restraint or seclusion in a school year of a student who has been found eligible for special education services or has a 504 plan, the requirements are as follows:
 - 1. The student's individualized education program ("IEP") or 504 team will meet within 10 school days of the third incident;
 - 2. The IEP or 504 team will consider the need to conduct or develop a functional behavior assessment or behavior intervention plan, or amend an existing functional behavior assessment or behavior intervention plan.
- B. For students not described in (A), above, a team, consisting of the parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members will meet within 10 school days of the third incident to discuss the need to conduct or review a functional behavior assessment and/or develop a behavior intervention plan.
- C. Nothing in this section is meant to prevent the completion of a functional behavior assessment or behavior intervention plan for any student who might benefit from these measures, but has fewer than three incidents of restraint or seclusion. The School may still

conduct an evaluation or other obligation it determines appropriate under the Individuals with Disabilities Education Act.

TRAINING AND PROFESSIONAL DEVELOPMENT

All student personnel shall be trained annually on the Ohio Department of Education and Workforce's ("DEW") policy regarding PBIS and restraint and seclusion, O.A.C. §3301-35-15, and this policy. Such training shall be kept current in accordance with the requirements of the provider of the training. The School shall maintain written or electronic documentation on such training, which shall include a list of all employees who have participated in the training. Further, an adequate number of employees in each building in the School shall be annually trained in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion. The minimum training requirements are as follows:

- A. Proactive measures to prevent the use of seclusion or restraint;
- B. Crisis management;
- C. Documentation and communication about the restraint or seclusion with appropriate parties;
- D. The safe use of restraint and seclusion;
- E. Instruction and accommodation for age and body size diversity;
- F. Directions for monitoring signs of distress during and following physical control;
- G. Debriefing practices and procedures;
- H. Face-to-face training;
- I. Allow for a simulated experience of administering and receiving physical restraint; and
- J. Ensure that participants demonstrate proficiency in these minimum training requirements.

The School shall maintain written or electronic documentation that includes the following:

- A. The name, position, and building assignment of each person who has completed training;
- B. The name, position, and credentials of each person who has provided the training;
- C. When the training was completed; and
- D. What protocols, techniques, and materials were included in training.

As part of the training, student personnel are to be trained to perform the following functions:

- A. Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- B. Use preventative assessments that include at least the following:
 - 1. A review of existing data;

2. Input from parents, family members, and students; and
3. Examination of previous and existing behavior intervention plans

REQUIRED DATA AND REPORTING

- A. Any incident of seclusion or restraint shall be immediately reported to building administration and the parent and also be documented in a written report that is issued to the parent immediately or within 24 hours. This written report is thereafter maintained by the School, including the county board of developmental disabilities or the educational service center in the event the School delegates this responsibility.
- B. The School shall annually report information regarding its use of restraint and seclusion to the DEW in the form and manner as prescribed by the DEW.

COMPLAINT PROCESS

A parent may choose to file a complaint with the DEW, Office of Integrated Student Supports, in accordance with the complaint procedures outlined below.

- A. The parent forwards a copy of the complaint to the School serving the child at the same time the party files the complaint with the DEW.
- B. A sufficient complaint includes the following:
 1. A statement that the School has violated this policy;
 2. The facts on which the statement is based; and
 3. The signature and contact information for the parent.
- C. Timeline of the complaint:
 1. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.
 2. The DEW, Office of Integrated Student Supports has a time limit of 90 days after the complaint is filed to:
 - a. Provide the School with the opportunity to respond to the parent, including, at the discretion of the School, a proposal to resolve the complaint;
 - b. Give the parent the opportunity to submit additional information, either orally or in writing, about the allegations of the complaint;
 - c. Review all relevant information and make an independent determination as to whether the School is violating a requirement;
 - d. Carry out an independent investigation, whether on-site or off-site, if the DEW determines that an investigation is needed;

- e. Issue a written decision to the complainant that addresses each allegation in the complaint and contains findings of fact and conclusions and the reasons for the DEW's final decision.
- D. This rule does not limit the ability of a parent of a student with a disability to file a complaint under any other provision of law.

MONITORING AND COMPLIANCE

The implementation of this policy shall be monitored. The School shall make its records concerning positive behavior intervention and supports and restraint and seclusion available to staff from the DEW upon request.

In addition to filing complaints with the DEW, Office of Integrated Student Supports pursuant to the Complaint Process set forth above, parents of School students may file a complaint with other public agencies such as law enforcement, the Department of Job and Family Services, or the office of professional conduct within the DEW. Parents also may submit written complaints to the Head Administrator regarding an incident of restraint or seclusion. Upon receipt of such complaint, the Head Administrator shall initiate an investigation of the incident, and shall make reasonable efforts to have an in-person follow-up meeting with the parent within 30 days of receiving the parent's complaint.

The School will review this policy annually and will provide parents an annual notice to inform them of this policy, including the complaint process. The School will provide a support plan for substitute teachers to assist with positive behavior intervention and supports or crisis management and de-escalation, which includes restraint and seclusion.

LEGAL REF.: O.A.C. §3301-35-15

TECHNOLOGY

TECHNOLOGY USAGE POLICY

STUDENT E-MAIL, INTERNET AND COMPUTER USE (6.47)

Access to the Internet is being offered by the Oakstone Community School. Only students, employees, Board of Trustees members and persons/organizations that have an official written relationship with the School are eligible for accounts. Accounts are closed when the person's/organization's status with the School is discontinued.

Personal Responsibility

By signing this policy, the student and parent are agreeing to follow the rules contained in this policy and to report any misuse of the network to the person(s) designated by the school or School for such reporting. Misuse means any violation of this policy or any other use that is not included in the policy but has the effect of harming the system or the property of others.

Term of the Permitted Use

A student who submits to the school, as directed, a properly signed policy and follows the policy to which he or she has agreed will have computer network and Internet access. Access to the computer network and the Internet will expire when the student is no longer enrolled in the School, when access has been terminated by the School, or when the parent or guardian revoke their agreement in writing.

Internet – Terms and Conditions

- 1) **Acceptable Use** – The purpose of the School computer account is to support educational research in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work and communications. If the student has any doubt about whether a contemplated activity is for educational purposes, he or she may consult with the person(s) designated by the school to assist the student in deciding if a use is appropriate. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities or product advertisement is not acceptable.
- 2) **Privileges** – The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will determine what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. Administrators may deny, revoke or suspend the use of an account. Faculty and staff of the School may also request the appropriate administrator to deny, revoke, or suspend specific user accounts.
- 3) **Unacceptable Use**– Among the uses of the network that are considered unacceptable and which constitute a violation of this policy are the following:
 - a) Uses that violate federal or state law or encourage others to violate the law. Users should not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the School's Student Discipline Policy and Code of Student Conduct; view, transmit or download obscene or pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and

download or transmit confidential, trade secret information or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.

- b) Uses that cause harm to others or damage to their property. Users should not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that another person is communicating or otherwise use another's access to the network or the Internet; upload a worm, virus, "trojan horse," "time bomb," or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
 - c) Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. Users should not disclose or share their password with others or impersonate another user.
 - d) Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Users should not give others private information about themselves or others, including credit card numbers and social security numbers.
- 4) **Netiquette** – All users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
- a) Be polite. Do not get rude or abusive in messages to others.
 - b) Use appropriate language. Do not swear or use vulgar, suggestive, obscene, belligerent, threatening, harassing or any other inappropriate language.
 - c) Avoid language and uses which may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material which contains or is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, disability, or sexual orientation.
 - d) Do not assume that a sender of e-mail is giving his or her permission to forward or redistribute the message to third parties or to give his or her e-mail address to third parties. This should only be done with permission or when it is known that the individual would have no objection.
 - e) Do not use the network in such a way that would disrupt the use of the network by other users.
 - f) Be considerate when sending attachments with e-mail (when this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format which the recipient can open.

Internet Safety

- 1) **General Warning; Individual Responsibility of Parents and Users.** All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials that are inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites.

Parents of minors are the best guide to materials to avoid. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to the person designated by the school.

- 2) **Personal Safety.** Be safe. In using the computer network and Internet, users should not reveal personal information, such as a home address or telephone number. Users should not use their last name or reveal any other information that might allow a person to locate the user without first obtaining the permission of a supervising teacher. Users should not arrange a face-to-face meeting with someone they "meet" on the computer network or Internet without parental permission (if under 18). Regardless of age, users should never agree to meet a person they have only communicated with on the Internet in a secluded place or in a private setting.
- 3) **"Hacking" and Other Illegal Activities.** It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use that violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or that violates any other applicable law or municipal ordinance, is strictly prohibited.
- 4) **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is over 18 years of age, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by Ohio law, for internal administrative purposes or approved educational projects and activities.
- 5) **Active Restriction Measures.** The school, either by itself or in conjunction with the site providing Internet access, will utilize filtering software or other technology protection measures to prevent all users from accessing visual depictions that are (a) obscene, as that term is defined in 18 U.S.C. §1460, or (b) child pornography, as that term is defined in 18 U.S.C. §2256; and to prevent students from accessing visual depictions that are harmful to minors. The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors, as determined by the Board and/or Head Administrator or designee.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 U.S.C. §254(h)(7)), as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- 6) The school shall provide education to minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Privacy

Network and Internet access is provided as a tool for education. The School reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School and no user shall have any expectation of privacy regarding such materials.

Warranties/Indemnification

The School makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages or costs (including attorney fees) of any kind, suffered directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for their use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the Board, the school, and the site that provides computer and Internet access to the School and all of their Board members, administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the school in the event the school initiates an investigation of the user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the School's network.

Charges

The user will be responsible for any monetary charges incurred for use or purchase through computer accounts.

Failure to Follow Policy

The user's use of the computer network and Internet is a privilege and not a right. A user who violates this policy shall, at a minimum, have his or her access to the computer network and the Internet terminated, which the School may refuse to reinstate for the remainder of the student's enrollment in the School. A user violates this policy by his or her own actions or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network or Internet, including any user whose access has been denied or terminated. The School may also take other appropriate disciplinary action.

Updates

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents/guardians) or the new policy must be signed if the user wishes to continue to receive service. If, after account information has been provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

Acceptance of Terms and Conditions

All terms and conditions as stated in this document are applicable to the Oakstone Community School. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Ohio, and the United States of America.

STUDENT'S AGREEMENT

Every student, regardless of age, must read this policy and sign below:

I have read, understand, and will abide by the above Terms and Conditions for Use of the Internet. I further understand that any violation of the policy set forth above is unethical, a violation of the Code of Student Conduct, and may constitute a criminal offense. Should I commit any violation or in any way misuse my access to the School's computer network and the Internet, I understand and agree that my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken against me.

Student Name (Print or type clearly)

Home Phone

Student Signature

Date

Address

User (place an "X" in the correct blank): I am 18 or older ____ I am under 18 ____

If I am signing this policy when I am under 18, I understand that, when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy

.....
PARENT'S OR GUARDIAN'S AGREEMENT

Student's Name

To be read and signed by parents or guardians of students who are under 18:

As the parent or legal guardian of this student, I have read, understand, and agree that my child or ward shall comply with the School's Terms and Conditions for Use of the Internet set forth above. I understand that this access is being provided for educational purposes only. I also recognize that it is impossible for the Board of Trustees to restrict access to all offensive and controversial materials and understand and acknowledge my child's or ward's responsibility to abide by this policy. I am therefore signing this policy and agree to indemnify and hold harmless the school, the Board of Trustees, and the site that provides the opportunity to the School for computer network and Internet access against any and all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing policy, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access

is outside the school setting. I hereby give permission to issue an account for my child or ward to access the School's computer network and the Internet and certify that the information contained on this form is correct.

Parent or Guardian (please print): _____

Home Phone

Signature _____ Date ____/____/____

Address

TECHNOLOGY AND SOCIAL MEDIA RULES

1. Students may only access the school network and/or Internet by using the designated network account. Use of another person's account/password is prohibited. Students may not intentionally seek information on, obtain copies of, or modify files, data, or passwords belonging to or misrepresent other users on the network.
2. Students are permitted to use networked software and school supplied software.
3. Students may not download, copy, install, or delete programs from the internet onto any school technology.
4. Students should only use computer programs and iPad applications approved by the classroom teacher.
5. Students are not to enter the network's operating system.
6. All copyright laws are to be enforced.
7. Students are not to change any computer device or network connections.
8. Students are not to complete any "updates" on iPads.
9. Students are not to remove, modify, damage, or destroy any school technology
10. Students are not to modify or remove any identifying labels on computer equipment.
11. Students are to advise school staff when they observe any violation of the school's policy for the use of the school's computers, iPads, or social media devices (including personal cell phones).
12. Students are to advise their teacher when a school's computer or iPad malfunctions in any way (e.g: a program does not open or close correctly).
13. The use of all electronic devices for recording purposes must have prior approval.
14. Student use of electronic communication devices ("ECDs") and cellular telephones is subject to Policy 6.52 as stated immediately below.

ELECTRONIC COMMUNICATION DEVICES (Policy 6.52)

For purposes of this policy, electronic communication devices ("ECDs") means any device that is powered by batteries or electricity and that is capable of receiving or transmitting communications from or to another ECD or person. An ECD includes, but is not limited to a cellular telephone. A student has no expectation of privacy in the use of an ECD on School property.

Students are prohibited from using ECDs, including cellular telephones, during the instructional day, unless otherwise authorized by the student's teacher or an administrator for purposes of student learning or to monitor or address a health concern, or unless a student's individualized education plan or 504 plan permit such use. The need for a "health concern" to be monitored or addressed during the instructional day through the use of an ECD, including a cellular telephone, must be affirmed with a written statement from the student's physician providing that such use is required, which must be submitted to the student's building principal for authorization. Students may use ECDs, including cellular telephones, in accordance with the building's comprehensive emergency management plan if permitted thereunder.

Use of ECDs must comply with state and federal law, Board Policy, and the Student Code of Conduct.

No student shall use an ECD to record images, video, or audio of another student or staff member without the express permission of the person being recorded. ECDs shall not be used to record images, video, or audio at any time or place on School property where a reasonable expectation of privacy exists, such as in locker rooms, bathrooms, shower facilities, or any other place where persons may be found in a state of undress.

Students are prohibited from using ECDs to facilitate academic dishonesty by way of recording and/or transmitting test materials or information.

Violations of this policy will result in the ECD being confiscated. A confiscated ECD will only be returned to the student's parent or guardian at the end of the school day. A student who violates this policy may also be subject to discipline, including suspension and/or expulsion, and/or may have the privilege of using an ECD suspended or revoked.

If, in the judgment of the student's building administrator, a violation of this policy potentially constitutes an illegal act, the ECD may be provided to law enforcement.

As with any other item of personal property, students are solely responsible for the safety and security of their own ECDs.

This policy shall be made publicly available, posted in a central location in each school building, and posted prominently on the School's publicly accessible website.

USE/MISUSE OF TECHNOLOGY

Technology can greatly enhance the instructional program, as well as the efficiency of the OCS. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. Computers and use of the school network or on-line services support learning and enhance instruction, as well as assist in the administration. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in revocation of the user's access privilege.

Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of the Ohio Revised Code dealing with students' and employees' rights to privacy;
2. any violation of copyright law;
3. using the network for financial gain, for commercial activity or for any illegal activity;
4. accessing and/or viewing inappropriate material; and
5. using software or web sites intended to circumvent the district's web filtering CIPA compliance filtering system.

Employees, students and parents of students must be aware that the privileges to access on-line services are withdrawn from users who do not respect the rights of others or that do not follow the rules and regulations established. Along with monitoring the online activities of minors, the staff will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

SEXTING, TEXTING, AND EMAILING

In accordance with Ohio Revised Code 2907.323, possessing, taking, disseminating, receiving, keeping, or sharing of nude, obscene, pornographic, lewd, or otherwise illegal photographic images by electronic data transfers does constitute a crime under state and/or federal law. Any person involved in any of the above can be punished and may be reported to the appropriate law enforcement agencies. Students and families should be aware of these guidelines as legal charges and/or convictions do constitute some long lasting penalties. For additional clarification, please refer to the state and federal laws mentioned above.

SCHOOL SAFETY

SAFETY POLICY

OCS safety policy will include, at a minimum, the following regulations:

1. OCS staff shall always have immediate access to a working telephone located within the school building.
2. If neglect or abuse of a child is suspected, an administrator will be notified and will comply with all "major unusual incident procedures" set forth by the State of Ohio.
3. Students are released from school only to those persons listed on the Drop Off/Release Form.
4. It is the parent's responsibility to pick up their student or their child(ren) at the designated time. Parents not complying with this policy could be at risk of being considered negligent.
5. Parents are responsible for ensuring that emergency information is current and that a parent or designee is also available by phone. Any change of address should be changed by the parent/guardian in RenWeb or to the front desk of the school.
6. OCS will request written permission from the parent or guardian of a child before the child shall be permitted to swim or otherwise participate in water play activities in bodies of water two or more feet in depth.

SCHOOL CLOSINGS

If OCS is closed for any reason, staff will contact local TV and radio stations, as well as the school alert system beginning at 6:00 am.

Closings should air by 7:00 am on these stations: WCMH-4, WSYX-6, WBNS-10, WTTE-Fox 28

SCHOOL SAFETY PLAN

In case of an emergency, OCS staff will follow the School Safety Plan in order to ensure the safety of the children to the best of their ability. This plan specifies steps to be followed should an emergency arise that threatens the well-being of students, staff and the public while on/utilizing school property. In addition to the steps outlined in the Plan, our staff is trained annually on multiple drills, including fire, tornado, and rapid evacuation as well as in-school safety lockdowns in accordance with ORC 3313. 536.

The School Safety Plan is located in the front office of the school. In addition, every room has a diagram of evacuation routes posted near the door. OCS is also required to have an annual fire inspection, and that report will be available upon request.

Should an emergency arise during the school day that requires closing and/or early dismissal, parents or their listed emergency contact persons will be notified by telephone. If time permits, radio and television announcements will also air on the stations noted above. If the situation causes a delay in the start of the school day or a change in release time, parents will be notified via an automated message from Renweb and/or email.

PARENT INFORMATION/RESOURCES

PARENTAL INVOLVEMENT IN EDUCATION (9.01)

The Board of Trustees believes that parent/guardian involvement is an important part of the educational program.

All parents/guardians of students enrolled in the School are encouraged to take an active role in the education of their children, and such persons will be informed of the following:

- A. The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;
- B. How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;
- C. Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society.

LEGAL REFS: O.A.C. 3301-35-06 R.C. 3313.472

PARENT CODE OF CONDUCT

OCS is committed to providing quality education to every student. To that end it is important that we know about situations that can impact your child's learning skills. Open lines of communication between parents and staff help us sustain the best learning environment for your child and the student body. We at OCS will make every effort to address your concerns in a timely manner.

Regardless of the situation, however, the following rules must be observed:

- 1. OCS staff members are to be treated with respect at all times.

While we hope that cordial relationships will always be maintained, certain behaviors will not be tolerated. These include but are not limited to; name-calling, prolonged shouting, and the use of profanity.

- 2. No weapons may be brought onto school property.

This is both the law and school policy. Any visible weapon will be immediately reported to the police and the person carrying it will not be permitted to enter the building. Exceptions will be limited to those specific times determined by the administration when an educational purpose is served, for example when a police officer makes a presentation for a class.

- 3. Violence, the threat of violence, and/or act of physical intimidation against an OCS staff member, student, or OCS property will NOT be tolerated.

Violent behavior places everyone at risk. OCS recognizes the student and staff safety as first priority.

PARENT RESOURCES AND INFORMATION

To provide support for parents confronted with the many challenges of parenting, OCS serves as a family resource center for parents whose child/ren are currently enrolled. OCS holds a monthly Board meeting which is open to the public. Parents are emailed in advance of meetings.

Parent-Teacher Conferences: Each student's developmental progress shall be reviewed and reported to parent(s) at established intervals. Parent-teacher conferences are scheduled at least twice a year. Additional conferences will be scheduled as needed or at the request of the parents.

Progress Reports: Written progress reports related to a student's individual education plans will be sent home quarterly.

Parent Visits/Visitors: Parents are welcome any time. Any parent of a student shall be permitted access to the school during its hours of operations to contact his/her child, evaluate the care provided by the program, the premises, or for other purposes approved by the Superintendent. Upon entering the premises, the parent shall report to the school office. All visitors are to schedule visits with the main office and student visitors need prior approval from the Superintendent.

PARENTS' BILL OF RIGHTS NOTICE

OCS is required by Ohio law to notify the parents of Students of their right to file a written concern regarding the topics addressed in either Board Policy 9.47, the Parents' Bill of Rights, or R.C. 3313.473 with the Principal. For more information on the process for filing a written concern, please consult Board Policy 9.47, which is available on the School's website.

EDUCATION PROGRAM from PREVENTION and RELOCATION of MISSING CHILDREN

Oakstone Community School utilizes materials from the Ohio Attorney General Missing Children Clearinghouse and resources from the National Center for Missing and Exploited Children in order to educate students, parents and community members about the risks of abduction and exploitation of children. Many of the resources utilized for educational purposes can be found at:

<http://www.missingkids.com> or
<http://www.ohioattorneygeneral.gov/missingchildren>

To support efforts to prevent abductions and to recover missing children, from time to time the School may cooperate with legal law enforcement agencies in the voluntary fingerprinting of students enrolled at the School. Parents are also encouraged to maintain a copy of the fingerprints of all children living in the home for purposes of identification.

DIVORCING PARENTS/DOMESTIC RELATIONS

1. OCS does not show partiality in divorces or domestic relations matters between parents;
2. OCS requests documentation of custody papers showing educational rights of the parent(s) as indicated by the court order;

3. All custodial parents have the same rights of access to their children and their children's school records unless those rights are modified by a court order;
4. It is the obligation of the parent who obtains an order that affects custody or other parental rights, to provide a copy to the school. OCS cannot rely on a verbal representation that is not accompanied by a court order; and
5. OCS does not provide space or supervision for parental visitations related to divorce or other domestic relations matters.

OCS will not serve as a communication or delivery system between parents or their children. If parents involved in a divorce or other domestic relations matter need to communicate with their children regarding school-related matters that must be shared during the school day (e.g. doctor appointment cancellation, family emergency, etc.) or must deliver items to their children that are needed for school-related activities taking place on that day (e.g. forgotten lunch or homework, etc.) those communications and/or deliveries will be permitted. No other communications or deliveries will be accepted.

Divorces and domestic relations matters can be very emotional; however, parents are required to maintain proper decorum on school property and with school personnel at all times. Neither the safety of the students and OCS staff nor the educational environment of OCS will be allowed to be compromised in order to accommodate divorce/domestic relations situations.

FOOD SERVICES

OCS does not offer a lunch program. Students are required to bring their own lunch from home and eat in the building's designated area.

THIS HANDBOOK HAS BEEN BOARD APPROVED:

8/17/2015

10/26/2016 (AMENDED)

8/9/2017 (AMENDED)

6/27/2018 (AMENDED)

12/5/2018 (AMENDED)

03/27/2019 (AMENDED)

08/06/2019 (AMENDED)

08/17/2021 (AMENDED)

08/11/2022 (AMENDED)

08/15/2023 (AMENDED)

08/14/2024 (AMENDED)



Parent and Student Acknowledgement of Receipt of Handbook

Parents/Guardians,

After reading the handbook, complete this form and return it to the Front Desk of the student's building.

I acknowledge that I have read the OCS Handbook.

I understand that the OCS Handbook is not all-inclusive, and that OCS may make reasonable decisions in areas not specifically covered in the handbook, Board policy, or administrative regulations.

I understand that OCS may change its Board policies, administrative regulations, and rules. If there is a conflict between the information in this Handbook and any law, policy, or rule, then that law, policy, or rule is the controlling authority.

I understand that if I have any questions about the handbook, I may call the school for clarification.

Parent Signature _____

Date _____

Printed Name _____

Parent Signature _____

Date _____

Printed Name _____

Student's Signature _____

Date _____

Printed Name _____