



2016-17 Parent and Student Handbook

Insight School of Ohio
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Columbus, Ohio 43219
www.k12.com/isoh

ISOH Handbook 16-17

Adopted 07/21/2016
Updated 08/15/2016
Updated 09/19/2016
Updated 10/24/2016
Updated 2/27/2017
Updated 4/17/2017

Welcome to ISOH

Welcome to Insight School of Ohio (ISOH). The purpose of this parent and student handbook is to clarify mutual expectations.

Insight School of Ohio (ISOH)

Insight School of Ohio was approved by the acting State Superintendent, Dr. Richard Ross, in the state of Ohio in July of 2013 and operates as an Ohio public community school. It is a non-profit community (charter) school that is funded by state revenue, governed by and subject to Ohio State charter-school laws, applicable federal laws and the terms of its contract with its charter sponsor.

ISOH is currently chartered in Franklin County through a charter contract with the Buckeye Community Hope Foundation with the authority for operating ISOH vested in its Governing Board, Buckeye Urban Education Solutions (BUES).

The BUES has secured the curriculum, technical, and management services of K12 inc., a provider of virtual education to students throughout the United States and around the world. ISOH's school office is located in Columbus, Ohio. ISOH teachers, all Ohio-licensed and Highly Qualified according to federal No Child Left Behind standards, are located throughout the State of Ohio and teach students based on their areas of expertise and licensure.

Students in grades 6-12 who are under the age of 22 and reside in Ohio are eligible to enroll. The Ohio Department of Education enforces a monthly FTE (Full Time Equivalent) enrollment cap on all online community schools, including Insight School of Ohio. In the event the FTE enrollment cap is met, the school will implement an enrollment lottery according to board policy.

ISOH Mission

Insight School of Ohio's mission is to keep students in the public school system and help them to reach their individual potential. Insight School of Ohio will provide an excellent education alternative and student supports for students throughout Ohio who, for a variety of reasons, do not attend school, or who may benefit from a non-traditional school setting. The educational program and philosophy of Insight School of Ohio is structured to support these students towards earning their high school diploma.

The K12 and FuelEd Curriculum

ISOH offers its students the K12 and FuelEd curriculum, programs developed by K12 Inc. of Herndon, Virginia, covering traditional subjects with more than 700 lessons per grade. BUES has chosen the K12 curriculum because it is designed to help your child exceed state, national, and international standards. For an overview of the educational approach, please visit the "Educational Approach" section of K12's web site at: <http://www.k12.com/>

Community School Enrollment

The Insight School of Ohio 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 diagnostic and achievement 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 on this matter, contact the school administration or the Ohio Department of Education.

ISOH Anti-discrimination Policy

ISOH does not discriminate on the basis of race, color, or national origin, that any person(s) be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination.

ISOH does not discriminate on the basis of sex, that any person(s) be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity for which ISOH is responsible.

Additionally, no otherwise qualified handicapped person(s) shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for which ISOH is responsible.

Child Find

The 1997 Amendments to the Individuals with Disabilities Education Act mandate that every school district in the country develop a system to identify children with disabilities, birth through age 21, residing in the district. ISOH will make a concerted effort to identify, locate, and evaluate children below 22 years of age, who enroll in the school and have a confirmed or suspected disability in accordance with all federal regulations and state standards. In addition, it shall be the policy of the school that the child with a disability and his/her parent/guardian shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free appropriate public education to the child. Any child that you suspect has a disability should be referred to the Special Education Manager.

Special Education

The Insight School of Ohio offers a full special education program for students who have been identified with special needs in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA). General education teachers will work with the Special Education Manager and with the Intervention Specialist teachers to identify and serve children with disabilities.

Eligibility is based on definitions outlined in Ohio Administrative Code 3301-51-01 and is made by a team of professionals as well as the student's parent. Students who are identified with a disability must meet the eligibility criteria set forth in the Operating Standards for Ohio Educational Agencies serving Children with Disabilities. Not all students who learn differently will meet the eligibility criteria for special education services. General education teachers will provide added supports for those students who may not meet eligibility criteria. Students serviced in special education are expected to meet regularly with their Intervention Specialist and general education teacher.

Students with related services can be serviced either virtually or face-to-face. A properly licensed therapist will determine if the student's related service goal can be met virtually. Insight School of Ohio contracts with properly licensed therapists throughout the state and work closely with parents to set these services up for students who qualify however, final staffing decisions remain the discretion of the school.

English Learners

Insight School of Ohio will strive to increase English proficiency of English Learners and to meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content area.

Do you need an interpreter? A free, professional interpreter may be requested at any time by contacting the school directly at 614.300.2766.

All parents and guardians of ISOH students may request free language translation services at any time. Parents and guardians may request information about programs and activities in a language they can understand.

For more information on the school's ELL (English Language Learner) program, please contact Alana Ipock at 614.300.2766 or send an email to aipock@insightoh.org.

504 Plans

In an effort to determine and provide comprehensive support for all students, it is necessary that parents provide the school with all documentation, including any medical history that identifies a diagnosis or limitation that impacts your child's ability to be successful in the educational setting. ISOH adheres to all federal and state guidelines for identifying students with special needs and providing all students with educational support. It is urgent that the above information is submitted early in the year or when the child first enrolls at ISOH.

The parent/legal guardian is responsible for providing the information to school officials. It is critical that the information is submitted so that attendance and/or academic progress is not impacted due to the student's inability to complete the course requirements due to a medical, physical, or mental condition that has a negative impact on learning and progress. If the student has a medical, physical, or mental condition that is negatively impacting his/her education, parents are **required** to submit documentation of a diagnosis from a qualified licensed physician in order for school officials to determine eligibility that will provide additional support for the student. The notification and documentation must be submitted as soon as possible after a diagnosis has been made or within ten days of the school requesting documentation in order for students to avoid lack of progress in their courses and any truancy issues.

McKinney-Vento Homeless Assistance Act- Statement of Policy

Title VII- B; Education for Homeless Children & Youth Program

Definition:

The Insight School of Ohio defines any homeless children and youth according to the Federal McKinney-Vento Homeless Definition, as individuals who lack a fixed, regular, and adequate nighttime residence.

The term includes-

- Children and youth who are:
 - Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - Living in emergency or transitional shelters;
 - Abandoned in hospitals or
 - Awaiting foster care placement;
- Children and youth who have a primary residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory children who qualify as homeless because they are living in circumstances described above.

Responsibilities of Insight School of Ohio:

With regard to Homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney-Vento Act, Insight School of Ohio shall ensure that-

- homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- appoint a homeless student district liaison responsible for the coordination of services for such children;
- homeless students enrolled in Insight School of Ohio will have a full and equal opportunity to succeed in curriculum;
- homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental, and other appropriate services;
- parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- parents and guardians and unaccompanied youth are fully informed of all transportation services;
- enrollment disputes will be mediated in accordance with the requirements of the McKinney-Vento Act;
- public notice of educational rights of homeless students will be disseminated appropriately at the Insight School of Ohio enrollment office and provided to parents upon enrollment

In meeting these responsibilities, Insight School of Ohio will coordinate with homeless families in the following activities:

- the immediate enrollment in school and accessing school services;
- services for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;
- providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;
- informing parents, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials;
- working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- provide homeless children and youth with access to technology and proper materials to be successful in the adapted K¹² curriculum;
- helping to coordinate access to academic services for homeless children and youth;
- collaborating with State Coordinators for the Education of Homeless Children and Youth
- implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal;
- provide professional development and awareness to Insight School of Ohio personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness;

Resources:

McKinney Vento Resources:

<http://education.ohio.gov/Topics/Other-Resources/School-Safety/McKinney-Vento-Homeless-Children-and-Youth-Program>

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Surrogate Parents for Children with Disabilities

A surrogate parent will be appointed if no parent can be identified, the parent cannot be located, the child is a ward of the state or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. The appointment may either be made by a court or the Head of School in accordance with the Individuals with Disabilities Education Improvement Act (IDEA) and the Operating Standards for Ohio's Educational Agencies Serving Children with Disabilities. An individual who serves as a surrogate parent for a child with a disability is appointed to act in place of a parent to make educational decisions for the child, such as all matters relating to the child's identification, evaluation and educational placement and in the provision of a free appropriate public education.

The Head of School may appoint an individual, as a surrogate parent, if all four conditions below apply. The appointed surrogate must:

- Not be an employee of the Ohio Department of Education (ODE), ISOH or any other agency that is involved in the education or care of the child;
- Have no personal or professional interest that conflicts with the interest of the child being represented;
- Have knowledge and skills that ensure adequate representation of the child; and
- Have successfully completed training prescribed by ODE prior to acting on behalf of the child.

The Head of School may consult with ISOH's sponsor for assistance in determining whether a child needs a surrogate parent as well as appointing an appropriate surrogate parent for a child.

Fees

Attendance at ISOH is tuition free and no specific fees are charged for programs or services provided to families. However, as with many school programs, certain expenses do fall within the responsibility of enrolled families, such as printer cartridges/ink and paper, art supplies, and the cost of admission and transportation to and from ISOH-sponsored events. Although ISOH pays a semester fee to provide connection service to qualified families, any extra expense incurred (such as a family's voluntary upgrade to wireless) is not the responsibility of ISOH.

Computer Availability Policy

Each student enrolled in ISOH is entitled to a computer; however, families may elect to waive any or all of their ISOH provided computers. Each student in grades 6-12 should have an individual computer. Parents are responsible for returning each computer in good working order as soon as his/her student is no longer enrolled in ISOH.

Materials and Equipment

All instructional materials, including computer equipment and related hardware, are the property of Insight School of Ohio. Before the enrollment acceptance of a student in ISOH, the parent must return a signed Agreement for Use of Instructional Property form to the school. Families should handle ISOH property with care and ensure an accurate inventory of these materials is maintained in the home. At the end of the school year, or upon withdrawal of a student from ISOH, K12 provides instructions for returning materials.

Computer Use Policy

Access to the Internet via computer equipment and resource networks provided to you as a result of your enrollment in ISOH are intended to serve and pursue educational goals and purposes. Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore the following is prohibited:

- Any computer use that violates federal, state, local law, ordinance or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of ISOH internet-related systems to access, transmit, store, display, or request inappropriate materials including the downloading or installation of photos, electronic images, games, online programs, or Internet-based music.

ISOH Assumption Provision

ISOH assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. ISOH assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. ISOH also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of ISOH, its affiliates, or its employees. ISOH assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Enrollment/Compliance

Before a student can be enrolled into the Insight School of Ohio, the parents or legal guardians must complete and return (electronically or hard copy) the following:

- enrollment form/ online enrollment
- copy of birth certificate
- current proof of residency
- education rights statement
- copy of immunizations
- release of school records form
- emergency medical form
- family income form
- custodial paperwork, if applicable

The following items will be requested but are not required for enrollment:

- achievement tests or other standardized test scores
- previous school's report card
- transcript from previous school (for high school students)

Students must reside in the state of Ohio to be eligible for enrollment. Parents must also review and agree to the parent responsibilities outlined during the enrollment/registration process.

Registration for the following school year will take place in the spring before the school year closes. Re-enrolling families will need to supply current proofs of residency (if residency has changed) and complete the online registration in MyInfo.

Change of Address:

Parents should notify the school within 2 weeks of a change of address through a Email to the advisor. Parents may contact their advisor with the following information:

Student Name(s):
 Legal Guardian's Name:
 Old Address:
 New Address:
 Move-in Date:
 New School District residing in:
 Phone Number:

In order for the change to go into effect the parent will also need to supply a Proof of Residency.

Self-Supporting Students

Students who are at least eighteen and live apart from their parents and support themselves by their own labor shall be their own Legal Guardian and Learning Coach. Documentation of self-supporting requires proof of residency that is apart from the parent's residency, proof of labor such as a pay stub or a bank statement showing the direct deposit. If a student who is over eighteen cannot provide self-supporting documentation outlined above, the student shall be their own Learning Coach but not Legal Guardian.

Internet Service Provider (ISP) Reimbursement

Consistent Internet access is a requirement for enrollment in the Insight School of Ohio. A portion of the costs associated with Internet access is provided by a reimbursement for low income (determined by the completed Family Income Form) students enrolled in our school each semester.

Insight School of Ohio will reimburse families with at least one enrolled student a maximum of \$12.95 per month towards the partial costs associated with their student's high speed Internet access. The reimbursement period is September through May. **Additional students do not result in increased reimbursement. No family, regardless of the number of ISOH students, will receive more than \$12.95 per month.**

Families must participate in the Online School, as well as have compliant, consistent attendance throughout the semester as described in the parent and student handbook, in order to qualify for ISP reimbursement.

Families must submit their internet bills within 2 weeks of the end of the semester. Bills should be scanned and submitted through the school website. Instructions can be found on the website. If the bill is not submitted within 2 weeks of the end of the semester, the family will not be reimbursed for that semester. The address on the billing statement must match the current mailing address on file for the student(s).

Reimbursement payments are mailed twice each year:

- Within six weeks after the last day of Semester 1
- Within six weeks after the last day of Semester 2

Late enrollment will result in pro-rated/partial reimbursement

Students must be enrolled through the end of the semester in order to be eligible for reimbursement for that semester.

Work Permit

All minors between fourteen and eighteen years of age and who work full or part-time should have a work permit. The student must ensure all forms are filled out completely and signed by the appropriate persons to submit a completed application to the advisor. Once a completed application is submitted, the principal will examine the student's current progress and attendance. The principal shall not issue a work permit if a student is not in good standing.

Personalized Onboarding Plan

Enrollment in an eSchool is an important decision and Insight School of Ohio values the decision. Transitioning to online learning or to a new eSchool requires a personalized orientation period to ensure success. Each student of Insight School of Ohio completes a Personalized Onboarding Plan (POP). The POP includes an orientation course on the learning platform, several live online information sessions for students and families and activities to reflect mastery of learning tools. The assigned advisor sets deadlines and works closely with the family to complete the POP.

During POP a student is not attending school for attendance purposes and should continue enrollment in current school. Once the enrollment process is complete, students receive an enrollment date. This date is not the first date of attendance. As an eSchool in Ohio, ISOH students must receive a computer and participate in a learning activity in order to be considered enrolled for attendance-taking purposes. (Please see Attendance section for details of attendance.) POP cohorts typically start every two weeks, beginning the first day of school.

Attendance

The Ohio Department of Education requires that ISOH offer at least 920 hours of learning opportunities to its students. Not only is there a direct correlation between attendance and student achievement, ISOH's operational funding is based on each student's achievement of the required 920 hours of attendance. Students who are enrolled the entire year should complete at least 920 attendance hours by the last day of the school year in order for us to receive full state funding. Depending on the date of enrollment, the required number of hours will decrease accordingly.

Each lesson requires approximately 60 minutes of attendance. In order for ISOH to prove that a student is attending school, a student's progress must match the attendance recorded. Since ISOH does not see students interacting with the curriculum face to face, we monitor and certify attendance based on course login, daily progress made in the curriculum, reported daily attendance within the online school, online Class Connect sessions attendance, and internal assessments completion.

It is expected that all students complete lessons daily, complete internal assessments, and attend online Class Connect sessions.

Physical Education

Students are required to complete 36 attendance hours of physical education activities per year, up to a maximum of 72 hours per year. Hours are prorated for students who enroll after the first day of school. Physical Education activities eligible for attendance credit are to be structured, organized, and supervised. Ohio Senate Bill 210 requires all public schools to evaluate all high school students once during grades 9-12 as required by the new adopted Ohio Physical Education Standards. Students who take a physical education course may be required to attend a face to face outing or submit a video that meets the requirements. Parents and students will be notified and sent information in advance of any required face to face meetings or submissions of videos.

Related Services Attendance

Therapy services may be determined by the IEP team as necessary for the student to be successful in the school environment. If the student does not attend therapy, the benefits of these services will not be realized. In this regard, it is critical that the student attends all scheduled therapy sessions. In addition, as

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Adopted 07/21/2016

Updated 08/15/2016

Updated 09/19/2016

Updated 10/24/2016

Updated 2/27/2017

Updated 4/17/2017

most of our therapists are independent contractors there are additional charges incurred by the school when students do not show for scheduled sessions. The flexibility of our school environment enables families to work directly with the assigned therapist to determine a schedule that works best. Please be aware of the school's therapy attendance policy below.

Makeups: Notice of absence is required 24 hours prior to scheduled therapy session in order to be eligible for make up session. Make up session is dependent on availability of therapist and student.

Makeup sessions must be held within one calendar week of the originally cancelled session otherwise they are forfeited.

If the student does not show to a scheduled session and/or does not notify the therapist & teacher at least 24 hours prior to the session of the absence then the session is forfeited and may not be made up at a later date.

Therapy Absenteeism: After **three consecutive** no shows or cancellations, the parent is notified by the therapist that they are removed from the therapy schedule until the parent initiates communication to resume therapy and reset the schedule. Any therapy hours missed after notification of removal from weekly schedule until parent initiates communication to resume schedule are forfeited.

If a student misses more than **2 weeks** of therapy without notification to the therapist and school OR has a history of habitual absenteeism, the assigned special education teacher will schedule an IEP meeting for the IEP team to discuss possible barriers that may be preventing student from attending therapy.

Online Therapy: If the therapy scheduled is an online service and the student is unable to attend due to unresolvable technical issues (poor internet connectivity), the student will be referred to a therapist who can provide the service face to face. Any missed sessions during the transition from online to face to face services will be made up.

If an online therapy session is missed due to technical issues that are resolvable (missing or damaged hardware) but are not corrected within 2 weeks of first missed session, the student will be referred to a therapist who can provide the service face to face. Any missed sessions during the transition from online to face to face will NOT be made up.

State Assessments

The Ohio Department of Education has established a plan to assess the academic proficiency of the public school students in the state. Since the Insight School of Ohio is a public community school, ISOH's students are required to participate in the state Assessments according to the parameters and schedule that have been established by the state. State assessments and tests are administered at regional testing sites. Parents must make arrangements for transportation to ensure their child's presence at all required state tests and are expected to help the school comply with ISOH's responsibility to fulfill the state testing requirements.

Students who fail to take one or more of the required grade level tests in the spring for two consecutive years will be withdrawn from ISOH, and may be denied enrollment in any other eSchool.

State assessments are used to evaluate the school and are reported on the State Report Card. In addition, individual student results are used to support a student's academic needs. More information regarding the state assessments, including an up-to-date test schedule, can be accessed by visiting the Ohio Department of Education web site.

ISOH Truancy Policy

Ohio law requires school attendance for all students between the ages of 6 and 18. ISOH defines student attendance as the time a student has spent logging into classes **and** completing coursework or working within offline resources. Attendance hours must meet the state requirements or a student will be considered truant. Parents or learning coaches are to log attendance hours on the ISOH OLS server daily. Insight School of Ohio has a responsibility to enforce Ohio's Compulsory Educational Laws. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of daily attendance. If attendance is logged for a student but there is no evidence of course work or offline resources being completed ISOH considers that the student has not "commenced participation in learning opportunities" and will assume that the attendance hours that were recorded are not accurate and the hours will be removed per the teacher certified attendance procedure.

A student can prove that they have "commenced participation in learning opportunities" by working within the curriculum and offline resources. In order for ISOH to demonstrate that a student is attending school, a student's progress must match the attendance recorded. Each lesson requires approximately 60 minutes of attendance. Since ISOH does not see students interacting with the curriculum face to face, we monitor attendance based on progress made in the curriculum, assignment submissions, online Class Connect sessions attended, completion of internal assessments, and other offline resources. There must be evidence of learning in order for ISOH to consider the attendance hours valid. If an ISOH teacher or academic advisor cannot see evidence of learning they will follow the teacher certified attendance procedures.

The Ohio Department of Education requires that ISOH offers at least 920 hours of learning opportunities to its students. Not only is there a direct correlation between attendance and student achievement, ISOH's operational funding is based on each student's achievement of the required 920 hours of attendance. Required hours of attendance will be prorated for late enrollees. Students should complete at least 920 attendance hours by the last day of the school year in order for us to receive full state funding. It is expected that all students complete lessons daily, complete internal assessments, and attend online Class Connect sessions.

If the student is going to be out (not logging in) for an expected period of 3 days or more, the academic advisor and/or classroom teachers must be contacted in advance. One week prior to the absence is the general expectation (see examples below). If the reason for the absence falls outside of the "reasonable" situations set forth below, the academic advisor or teacher will consult with the principal to determine whether or not the absence will be excused. An excused absence does not change the required amount of attendance hours for the school year. It is the student's responsibility to make arrangements with each teacher regarding missed assignments and complete lessons. It is the preference of the school that students, whenever possible, "work ahead" prior to an absence rather than falling behind and having to "catch up".

The following factors are considered to be "reasonable" excuses for not logging into the online school:

- Personal illness – written physician's statements may be required to verify extended or repeated illness
- Serious illness in the immediate family that would prohibit school attendance
- Death in the immediate family
- Observation or celebration of a religious holiday
- Other such good cause as determined by the principal

The Head of School or designee reserves the right to verify such statements and to investigate the cause of each individual absence or prolonged absence.

- Students whose absences are excused for one of the above reasons will be permitted to make up all school work missed with no loss of credit. However it is the responsibility of the student to arrange make up assignments/times with his/her teachers.
- Unexcused absences are those which are not based on any of the conditions listed in the previous paragraph.
- **Reporting of Absences** – A parent should immediately notify the teachers and the student's academic advisor of an unplanned absence through email. Students may not be able to make up missed quizzes and tests unless the absence has been verified by a parent by phone.
- Regardless of excused or unexcused absences, students must maintain expected online and offline attendance hours to avoid truancy.

In the case of a planned absence, a parent must notify the teachers and the academic advisor at least one week in advance and the student will be expected to work ahead on all assignments and turn in the assignments and complete the expected online and offline hours before leaving for the planned absence.

It is important to note that Insight School of Ohio courses are available 24 hours per day and 7 days per week. Missed hours of school during the week can be made up on the weekend or completed over the course of several days. In order to avoid truancy and issues with assignment due dates, communicate with teachers and academic advisors regarding any planned vacations or illnesses that may be misinterpreted as truancy. Contact with the academic advisor or teachers concerning absences must be made by the learning coach, although students are encouraged to contact the teacher to learn the details of missed assignments. Students may not facilitate the absence notification on their parent's behalf.

In any instance where technical difficulties are a problem with your school-supplied computer or other hardware or software, it is required that the learning coach contact K12 technical support immediately at **1.866.626.6413** so qualified technicians can assist in resolving your problem. A student or parent must request the name of the technician and the ticket number and report them to the academic advisor or teacher within 24 hours. Computer problems are not valid reasons for seeking extended time on assignments or test due dates or as a reason why a student has not been working in his/her assigned courses, unless the student and learning coach can provide evidence of having sought assistance from K12 Tech Support by providing the Technician's name and ticket number through email to their academic advisor or teacher.

If you are having connectivity issues with your Internet provider, contact the provider immediately. Again, seek the name of the customer service representative and make note of the intended action to be taken on the part of the provider. Make a note of the expected time line for a resolution. Is there a ticket number? If so, record this number and provide it to your academic advisor or teacher within 24 hours through email or by phone. In order to stay on target with assignment due dates and expected attendance hours, all students are expected to seek alternative ways to access the Internet, such as a library or family member's computer. The computer is your classroom and it needs to be available every school day.

An ISOH student will be considered truant if he or she does not attend class, the parent or learning coach fails to log/record any attendance hours, **or** show any learning is taking place during recorded attendance, at 50 missing hours. If a student has attendance recorded but no physical proof of learning (i.e. time spent logged into the course) can be shown upon academic advisor or other ISOH staff request the attendance hours will be removed by ISOH following the teacher certified attendance procedure. Attendance hours may only be counted for actual learning time. Attendance cannot be recorded if the student did not complete any K¹² lessons, assignments, assessments, attend online Class Connect sessions, or offline course work. Students must be able to show proof of academic progress in order to verify attendance hours.

An ISOH student with 50 or more missing hours will be placed in the Attendance Outreach program with the Family Compliance Liaison (FCL). The family will receive a formal notification of truancy status mailed from the administrative office. The FCL will begin the Attendance Outreach Progress Report, notifying the family of the truancy status and sending a Email version of the truancy warning letter. If no contact is made within five school days, the FCL may implement a home visit and will report the missing student to the local children services based on student's residence. When contact is made, the FCL will:

- Use the Attendance Outreach Checklist
- Educate the family on attendance requirements
 - The FCL will hold weekly Parent Attendance Help Sessions on topics such as:
 - Understanding the Attendance Requirements at ISOH
 - What to do when an illness or emergency happens
 - What to do when technology or internet problems happen
 - What to do if you have full-time employment or children at home
 - Motivating your child/student to attend school
 - Other topics as determined by family need or open office hours to answer questions
 - The FSL will also provide handouts on attendance requirements
- Notify the Family Resource Coordinator if the referral needs to be moved to the Family Resource Coordinator for a crisis situation, guidance counselor for personal/social concerns, or to the student's academic advisor for lack of engagement.
- Notify the FAST admin if the student needs referred to the Intervention Assistance Team or a Family Success Liaison depending on considered individual student circumstances.
- The Special Education department will hold a manifestation determination review where the misconduct (non-attendance) will be determined by a group of persons knowledgeable about the child whether it is a manifestation of the student's disability

The Attendance Outreach program will continue until the student shows regular attendance patterns. Once established, the FCL will end the progress report if the family expresses that they have no need for services, they understand the attendance requirements, agree to attend school and the student shows regular attendance. IAT or FASL support will continue based on individual student and family needs.

Continued truancy accumulating to **105 missing hours, results in an automatic withdraw from ISOH.** A written notification of truancy will be issued at the 50 hour absence mark. The student will not be considered for reenrollment into ISOH until they have withdrawn for one complete school year. (EX. If a student is withdrawn in December of 2016, the 2016-17 school year, the student would not be considered for reenrollment until the 2018-19 school year.) Exceptions to this practice may be approved by the Head of School or designee.

Family Academic Support Team

Insight School of Ohio is happy to provide a Family Academic Support Team (FAST) for our ISOH families. Upon your student's enrollment acceptance, you will be assigned to a FAST team member for the first few weeks of your involvement with ISOH as an extra support to you. This FAST member will ensure you know the requirements of our program, how to navigate the various platforms, how to access your student's daily plan, how to log attendance, and how to participate in our electronic classrooms (Blackboard Collaborate). The FAST team is not a replacement for your student's teachers; instead they are an additional support for you as you acclimate to our educational model.

If your student, or you, as the Learning Coach, struggles throughout the year with engagement in our program or truancy, your child's teacher or advisor may refer you to our FAST team so they can provide more intensive support for you. A referral to the FAST team is not punitive; again this team is in place to offer support to you. Working with a FAST member, you will develop a Back On Track (BOT) plan that will help facilitate success. When working with a FAST member with a BOT in place, your student is

considered to be on a Tier 2 level, with the general school population being Tier 1. Your FAST team member will work closely with you to monitor your progress and provide assistance and accountability. Should your student not complete the requirements of his or her BOT, your FAST team member will escalate your student to a Tier 3 level and assign family engagement points (FEPs). The purpose of the family engagement points is to provide additional accountability to you and your student. If your student does not complete items on the BOT plan, the family engagement points will be added. If your student accumulates ten (10) FEPs, he or she will be escalated to Tier 4 and will face a curriculum lock that could result in a truancy withdrawn from ISOH. Please know it is always FAST's purpose and goal to support you and your student and provide assistance to foster your student's academic success.

Family Engagement Protocol

The following are the expectations of ISOH students and parents/legal guardians/learning coaches:

1. **Courses:** Daily participation in all classes on D2L.
2. **Attendance:** Daily attendance to Class Connect sessions.
3. **Attendance:** Daily, accurate attendance entered by learning coach.
4. **Required Testing:** Attendance at and completion of all required testing, such as state testing, MAP, and interims.
5. **Communication:** Respond to communication attempts by school faculty and staff. Initiate communication when needed.
6. **Back on Track:** Complete Back on Track plan and work with FAST if student falls behind in school work.

Family Engagement Points Chart

Engagement Protocol	Point Value	Minimum Expectation	When Recorded
Daily participation in all classes	1 point for school day with no log-in	Participate in each class 3-5 days per week.	Weekly
Communication	1 point for school day with no response to communication attempt	Respond to communication within 24-48 hours	After 48 hours
Daily attendance to Class Connect sessions	1 point for school day with no Class Connect attendance	Attend class each day. Attend Back on Track meetings. Attend conferences with teachers or other staff.	Weekly
Daily, accurate attendance entered by LC	1 point for school day with no attendance entered	Enter accurate attendance hours each school day	Weekly
Required testing	1 point for missed testing	Attend and complete all required testing, such as state testing, MAP, and interims.	When test is missed/not completed by deadline
Back on Track plan	1 point per day with no progress made toward goals	Make progress each school day towards accomplishing BOT goals.	Weekly

Withdrawal Process

Parents who decide to withdraw their student from ISOH will complete an online form to report the reason for withdrawal, the name and the date of enrollment of the new school. Click here to access form: <https://na2.docusign.net/member/PowerFormSigning.aspx?PowerFormId=1cc4849f-4024-4d55-928e-2d8f2e5d7a00> The fact of the withdrawal and the reason for it will be immediately transmitted to the advisor and registrar. The student's new school should fax the Request of Records, including the first day of attendance, to 614-448-2739, Insight School of Ohio's fax line. Once received, the Insight School of Ohio will proceed in accordance with Ohio law. The Head of School, or designee, will communicate the withdrawal of the student to the superintendent of schools of the district in which the child resides through the state reporting system. K12 will send pre-paid shipping labels to help expedite the return shipments, and the supplied computer hardware and materials must be returned in a timely manner.

ISOH Communication Guidelines

Parent/Teacher communication is one of the most critical factors to insure student success at school. In an exclusively online school, it is helpful to have clear expectations to help parents and teachers manage their communications effectively. Teachers may have over 200 students and parents with whom they need to communicate. Therefore, it may be up to 24 hours before a teacher can respond to a phone call or a Email. In times of heavy volume, teachers may not be able to meet this timeline, but will make an effort to acknowledge receipt of your communication. They will let you know if they need time to develop a thorough response. On the Course Home tab, teachers will indicate whether they have a preferred mode of communication (phone or Email). Please understand that this is just a preference; as a parent, you are encouraged to use the method that makes the most sense to you. If their preferred mode is not convenient for you, be aware that teachers are committed to respond to your communication, no matter how it is sent.

When needing to contact administration, call 614.300.2766. When leaving voice messages, please be sure to spell the full last name of the student and provide a number to return the call. Phone messages are checked regularly. Please allow for 2 business days for a response. Note that classroom questions concerning your child should be addressed with your child's teacher before contacting the administration.

Parent Complaint Process

Parent satisfaction is an important goal for ISOH. This process has been designed to ensure that all student/family grievances are considered expeditiously and fairly:

1. The teacher is the first point of contact for an expression of complaint, informal or formally written. If the teacher is the subject of the complaint, the issue should be settled through parent/teacher communication.
2. If the subject of the complaint is another school employee and cannot be settled at the teacher level, the parent or legal guardian should escalate the concern to the principal in writing. The principal will respond to the parent's written note of concern within 48 hours of receipt.
3. If the issue or complaint is not resolved within 10 working days, the parent may escalate an issue or complaint to the Head of School. The Head of School will respond within 48 hours of initial parent or principal notification of the complaint and investigate.
4. If the matter cannot be settled satisfactorily, it may be brought before the Governing Board of the school at one of the public Board meetings. The board President must be notified of the matter by the Head of School and/or the parent prior to the meeting.

Parent Involvement Policy

Insight School of Ohio agrees to implement all of the following statutory requirements contained within the Elementary and Secondary Education Act (ESEA) which are applicable to it:

- ISOH will put into operation programs, activities, and procedures for the involvement of parents consistent with section 1118 of the ESEA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, ISOH will work to ensure that the required parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school parent compact consistent with Section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, ISOH will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the Local Education Agency (LEA) plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, ISOH will submit any parent comments with the plan when it submits the plan to the State Department of Education.
- ISOH will involve parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.
- ISOH will be governed by the statutory definition of parental involvement as participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in Section 1118 of the ESEA.

Part II. Description of how ISOH will implement the required parental involvement policy components.

- ISOH will take the following actions to involve parents in the joint development of its district wide parental involvement plan under Section 1112 of the Elementary and Secondary Education Act (ESEA):
 - Develop and involve Parent Advisory Council parents in the plan’s development
 - Communicate the plan to parents
 - Consider improvements to the plan on an ongoing basis based on parent feedback
- ISOH will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - Conduct formal surveys regarding parent/student satisfaction with the school’s operations and academic and instructional programs
 - Parents Mentoring Parents
 - Ongoing Parent Advisory Council (PAC) meetings for parent feedback on programs and practices
 - Conduct ongoing communication at each academic level using print and digital communication formats: face-to-face and virtual meetings, newsletters, K12 Parent Network, Annual Report, progress reports, Email, and other means available
 - Request parental input from Parent Advisory Council members and ISOH families

- ISOH will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of ISOH. The evaluation will seek to identify barriers to parental involvement. Particular attention will be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. ISOH will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise (if necessary and with the involvement of parents) its parental involvement policies.
 - Provide support and information to help students/families succeed
 - Conduct formal online surveys regarding parent/student satisfaction with the school's operations and academic and instructional programs and the parent involvement policies and programs
 - Provide Parent Involvement information using school communication tools and at various school activities when appropriate
 - Conduct virtual parent forums to review program improvements
- ISOH requires all adults serving as volunteer on a field trip (for children other than their own) or in any capacity with the potential to be alone with a child (other than their own) must complete BCI and FBI background checks prior to serving in the role. ISOH recognizes and appreciates the valuable service that parent volunteers lend to the school. At the same time, the safety and wellbeing of students and staff is of paramount importance. Parents and other adults will not be permitted to serve in these positions until BCI and FBI criminal background checks have been conducted and reviewed by the Head of School or designee. Both BCI (Ohio) and FBI (National) background (fingerprint) checks can be completed at a local Educational Service Center. Please call the office for a complete list.

ISOH Parent Advisory Council (PAC)

The ISOH Parent Advisory Council is comprised of dedicated parent volunteers who serve parents and school staff. Their mission is: To serve Insight School of Ohio families as liaisons by communicating suggestions and needs to staff, and to support a unified school community by promoting parent engagement in school programs.

ISOH Parent Advisory Council Goals:

- **Parent Liaisons:** To represent the needs and concerns of parents and Learning Coaches to the school administration.
- **School Choice:** To assist ISOH parents with engaging their state and national legislators to support ISOH's continued option as a public school choice in the state of Ohio.
- **Parent Support:** To foster a supportive school community which offers strategies to help Learning Coaches succeed in ISOH and strengthen student academic growth.

Teacher and Family Communication

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions. Respectful, productive communication is expected parent to teacher, and teacher to parent. The teacher is also an important link of communication from the ISOH administrative office. Therefore, parents are expected to maintain responsiveness and open communication with the teacher and the school.

The following are required communications that must be maintained by parents:

- Personal Information (FERPA)

The Head of School, who may delegate certain responsibilities to the school administrative assistant or other administrators, is responsible for maintaining the personal information systems utilized by ISOH. Specifically, the Head of School is responsible for maintaining confidentiality of directory information, if the parents have requested, and other information in a student's educational record. All ISOH personnel and administrators who collect, maintain, use, or otherwise have access to student records must maintain such records in the manner prescribed by law and/or by ISOH and its Governing Board.

The Head of School or designee shall prepare an annual notice to parents/eligible students which shall inform them of their rights to (1) inspect and review the student's educational records; (2) request an amendment to the records if appropriate; (3) limit disclosure of personally identifiable information defined as directory information; (4) request a hearing if ISOH refuses to amend records believed to be misleading or inaccurate and to file a complaint with the Department of Education if dissatisfied with the results of the hearing; and (5) obtain a copy of ISOH's policy on student records. The notice may be found online and/or placed in the student handbook.

The Head of School or designee shall maintain and post a current listing of employees and other persons who are authorized to access personally-identifiable information and provide public inspection of such listing. In addition, the Head of School shall prepare a listing of the types and locations of records collected, maintained or used by ISOH. This list shall be provided to parents/eligible students upon request.

The Head of School or designee shall obtain written and detailed consent from parents/eligible students prior to disclosure of student records. Such consent shall consist of the records that may be disclosed, the purpose for which disclosure may be made, to whom disclosure may be made, and whether the parents/eligible student wishes to have a copy of the records disclosed. Prior consent will not be required if Board policy allows for disclosure without consent.

- Parents: Disclosure, Inspection, Review of Records

The Head of School shall permit parents/eligible students, upon request, to retrieve information from and to inspect and review, records relating to the student's education and maintained by ISOH. The Head of School may place certain conditions on such access consistent with applicable laws, regulations and school policies.

- Third Party: Disclosure, Inspection/Review, and/or Copies of Records

When authorized, the Head of School shall permit inspection and review of a student's educational records, disclose specified information, or provide copies of educational records only after the requesting party has agreed not to share the information with a third party unless the parents/eligible students have so consented or the particular circumstances meet the requirements of the Federal regulations on third-party disclosure.

- Amendment of Records

The Head of School shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their student is inaccurate, misleading, or violates the student's privacy. Upon receipt of a written request to amend records, the Head of School shall determine whether such record shall be amended and inform the parents/eligible student of such decision and their right to a hearing. If a hearing is requested, the President of the Governing Board shall select a hearing officer, who may be an official with the school who does not have a direct interest in the outcome of the hearing. The hearing officer shall arrange a hearing within ten (10) business days at a mutually agreed time and place. The hearing officer shall inform the parent/eligible students that they may present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense. The hearing officer shall be responsible for maintaining the student's records during the appeal process so that no information is lost or destroyed. Within ten (10) business days following the conclusion of the hearing, the hearing officer shall provide a summary and findings to the President of the Board or designee. Based upon a review of this report, the President of the Board or designee shall send a letter, within ten (10) business days, to the parent/eligible student

stating the decision and justification of the decision. If the parent/eligible student disagrees with the decision, they may submit a statement explaining why they disagree with the decision which shall be maintained with the contested record. If an amendment is made, then the Head of School shall send written confirmation that the amendments have taken place.

- Emergency Release

The Head of School may release any personally-identifiable information (without parent's/eligible student's consent) to appropriate parties in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of a request for emergency information, the Head of School shall ascertain whether the request constitutes a health/safety emergency and, if so, provide the requested information immediately.

- Transfer of Records To Other Public and Private Schools and School Districts

Student records, including disciplinary records regarding any current suspensions and expulsions, must be transferred within fourteen (14) days of request. Records shall not be withheld by the school for a student's failure to pay any fees, fines, or charges imposed by ISOH.

The Head of School shall transfer a student's records to another school when a written request by the private or public school or school district in which the student is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis. If parents/eligible students request a copy of the records being transferred, they shall be provided a copy without cost. If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

- Disclosure for Student Financial Aid

The Head of School may release, **without parents' consent**, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be used only to determine the eligibility of the student for financial aid, to determine the amount of financial aid, to determine the conditions which will be imposed regarding the financial aid and/or to enforce the terms or conditions of the financial aid. Financial aid means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.

- Disclosure for Purposes of Marketing or Selling Information

ISOH does not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). For purposes of this section, "personal information" means individually identifiable information including: (1) a student or parent's first and last name; (2) a home or other physical address (including street name and the name of the city or town); (3) a telephone number; or (4) a Social Security identification number.

Confidentiality

Every effort will be used to maintain the confidentiality of students attending the Insight School of Ohio. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is password protected or encrypted, and can only be decrypted by another party employed or assigned by ISOH. Student files are accessible only to employees of ISOH or employees of K12 who have an interest in the student's education. Parents and students should be careful not to share their K12 Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the OLS to change the username and password.

Student Records

In order to provide appropriate educational services and programming, ISOH must collect, retain, and use information about individual students. In order to safeguard students' privacy, ISOH restricts access to students' personally identifiable information.

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:

- The right to inspect and review the student's education records within 45 days after the day the Insight School of Ohio receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 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 Insight School of Ohio to amend their child's or their education record should write the school principal, 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.

- 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 or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district 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.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Insight School of Ohio 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

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

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- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Military Access to Students and Student Information

Unless a parent or legal guardian requests otherwise, federal law requires that all schools and colleges provide military recruiter’s access to students. This access to students includes the release of names, addresses, and telephone numbers. The school will release information to military recruiters unless a student’s school counselor receives a formal written request from the parent asking that his/her information be withheld. A form will be provided for this purpose upon request.

Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Insight School of Ohio, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Insight School of Ohio may disclose appropriately designated “directory information” without written consent, unless you have advised the school to the contrary in accordance with Insight School of Ohio’s procedures. The primary purpose of directory information is to allow the school to include information from your child’s education records in certain school publications. Examples include:

- Honor roll or other recognition lists;
- Graduation programs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings –

unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Insight School of Ohio to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the principal in writing by two weeks after the first day of school or date of enrollment. Insight School of Ohio has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Dates of attendance
- Grade level
- Degrees, honors, and awards received

Instructional Model

The ISOH instructional model will rely on:

- rigorous academic standards and expectations
- highly qualified educators providing synchronous and asynchronous instructional support
- student-to-student and student-to-teacher interaction using a variety of learning technologies
- traditional grading scale and grade reporting, cumulative GPA, and formal transcripts
- opportunities for student leadership and participation in school-sponsored activities
- post-secondary preparation, career planning, exploration, and support

In this education model, teaching and learning include the accessibility of teachers via Email, telephone, and ClassConnect live sessions (via the Blackboard web conference site) involving individual students, and small or large group instruction. In addition, students participate in online threaded academic discussions and class postings.

Students participate in school on a daily basis for an average of 7-8 hours. Students will be assessed frequently to determine achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, semester exams, and final exams. Students and parents can view grades, student progress, and the amount of time the student spends in each class at any time.

Instructional and Academic Information

Course Materials

Students will be provided with materials to use in specific high school courses; however, the majority of coursework will be accessed on-line through the Learning Management System (LMS) and via the student's teachers. Students will be expected to return some items at the end of the year (except for any optional materials students purchase).

Time Management

Time management is critical to success because many activities will be accomplished asynchronously—meaning students don't have to be online at the same time as the teacher or other students. The advantage of learning "anytime, anywhere" also makes it easier to put off logging on and participating in class. As with any traditional course, students risk earning a lower grade if they fall behind because it gets more difficult to get caught up and improve course grades.

Keeping a Calendar

Each course a student takes will have a calendar within the course that lists due dates for the assignments. In order to remain on target and move forward successfully in school, students need to check this calendar daily, and consider printing it to check off things as completed.

Tips for Success

Students need to:

- stick to a schedule and work every day on schoolwork.
- know the due dates for each course assignment and keep up.
- post questions for teachers in their offices within their courses, send them an email through Email, use instant messaging, or call teachers on the phone. Each teacher's contact information is on the course's homepage.
- regularly attend live class sessions
- participate in office hours with teachers and ask for extra help when needed.
- read feedback from teachers and learn how to improve course work.
- talk with the learning coach every week and be honest about how the student is doing academically in each course.
- seek a solution if something goes wrong so the student doesn't fall behind.

The ISOH Student Code of Conduct applies at all times to student behavior within the Learning Management System, at school-related events, and while using the ISOH-provided computer. This includes postings for chats, online threaded discussions, email responses, document sharing, shared journals, and ClassConnect sessions.

Technical Issues

In any instance where technical difficulties are a problem with your school-supplied computer or other hardware or software, contact K12 technical support immediately at **1.866.626.6413** so qualified technicians can assist you in resolving your problem. A student or parent must request the name of the technician and the ticket number and report them to the academic advisor. Computer problems are not valid reasons for seeking extended time on assignments or test due dates unless the student can provide evidence of having sought assistance from K12 Tech Support – Technician's name and ticket number. If you are having connectivity issues with your Internet provider, contact the provider immediately. Again, seek the name of the customer service representative and make note of the intended action to be taken on the part of the provider. Make a note of the expected time line for a resolution. Is there a ticket number? If so, record this number and provide it to your academic advisor. In order to stay on target with assignment due dates, you are expected to seek alternative ways to access the Internet, such as a library or family member's computer. The computer is your classroom and it needs to be available every school day.

Grading Procedures

Students' grades will be determined based on how students perform on teacher-graded activities within each course. Teacher-graded activities will include any or all of the following:

- Daily Assignments
- Live Class Connect sessions
- Labs, Journal Entries, Projects
- Threaded Class Discussions
- Quizzes
- Tests
- Exams

ISOH School Grading Scale (%)

Classroom Grading Scale	Quality Points	GPA
A	100 - 90	4.0
B	89-80	3.0
C	79-70	2.0

D	69-60	1.0
F	59 - 0	0

Course Selection and Scheduling

High School students will be asked for input concerning course selection each year. The courses scheduled for the student will be determined by the following criteria: availability of the course; previous courses completed; courses needed to meet Ohio graduation requirements and ISOH requirements. Guidance counselors will advise students on the best path to reach graduation.

Course Changes

Once a course is assigned and classes have begun, course change requests must be communicated to and supported by the student's school counselor during the first 2 weeks of the semester. Students may not simply cease working in a course and assume that he/she is no longer enrolled or accountable for progress and attendance in that course. Incomplete course work will receive an F on the grade card, resulting in a drop in the student's overall quarterly and cumulative GPA. Consideration may be given to modifying the course level assignment at the conclusion of a semester if it recommended by the current teacher, and approved by the receiving teacher and/or counselor.

Course Credit

High school graduation is based on the accumulation of high school credits. In order for students to move up from one course level to the next in courses where there are pre-requisite skills, full course credit must be earned in the prior level course. Grade-level promotions take place once a year except by permission of the Head of School or designee (see section entitled *Grade Promotion/Class Placement*). Actual percentages earned rather than letter grades are used to calculate final grades. Grades for each semester are recorded as letter grades.

Course Failure and Repeat Credit

Students are permitted to retake failed courses. Failed courses will be recorded as an "F" on the student's transcript, and a zero will be computed as the quality point for the course in determining the GPA. Courses required for graduation must be retaken until they are passed. The lower (failing) grade for any courses taken at Insight School of Ohio will be removed and the passing letter grade will show on the student's transcript.

Pre-High School Credit

Middle school students may complete high school courses for high school credit. Students who earn an A or B in a high school course taught by a high school certified teacher, may elect to receive high school credit and have it carried over to their high school transcript. Courses receiving high school credit become the basis for the student's official high school transcript. In situations where a middle school student takes a high school course but earns less than an A or B, he/she will not be eligible for high school credit and must re-take the course upon entering the freshman year.

Middle School Students Taking High School Courses

Middle School students may take High School level courses for credit in the following areas: Math, English, Science, and Foreign Languages.

Requirements are as follows:

In order to take Math, English, and/or Science courses, students must have demonstrated an advanced ability or interest in these areas. Approval will be based on past engagement and mastery of material.

Students may be asked to take an assessment or provide work samples in order to determine content mastery and/or placement suitability. Final determination will be made by the Middle School Principal.

Late Assignments

Assignments are due according to the course due dates communicated by teachers in the ISOH Learning Management System (LMS). Unless otherwise agreed upon in advance with the student by the course instructor, due dates are final. Late assignments may contribute to students receiving lower grades on these assignments. Extenuating circumstances will be considered on an individual basis, but a deduction in earned points may still result.

Report Cards

At the conclusion of each quarter, students will be notified of their progress and parents encouraged to fully review the online class gradebooks. First semester reports will be sent via Email attachment. Year-end grade reports will be sent via US mail. Note: Students and learning coaches can access student grades at any time in each course.

Transferring Course Credit/Mid-Year Course Placements

Students who enter ISOH after the official start of the school year, and who provide a current grade card or transcript showing courses in progress and current achievement in the course(s), will be placed into the corresponding course(s) at the appropriate starting points in the curriculum.

ISOH teachers may request assessments in order to determine the most appropriate placement within the ISOH course. The ISOH teacher will adjust the placement to take into consideration past performance and prior learning which has been verified on the student's transcript or grade card from their most recent school and ISOH course assessments. A final determination on course placement, placement within individual courses, and quarter and semester grades rests with the individual subject teachers, school counselor, and Head of School.

If a student was not taking a corresponding course in their previous educational setting, it may be difficult to successfully complete the course prior to the quarter's end due to the rigorous nature of the ISOH curriculum. In this case, the student will receive no academic credit or grade for the course. Students entering from home schooling must provide evidence of the curriculum plan submitted to their local school district. These students may be asked to participate in course assessments or other assessment testing in order to better determine the course placement within the K12 curriculum.

Grade Point Average

Grade point averages are determined by dividing the number of quality points achieved by the number of credits received. GPAs are determined on a semester-basis only. The cumulative (composite) GPA is determined using the semester averages beginning with the first semester of the freshmen year.

Grade Promotion/Class Placement

Students move from one grade level to another at the conclusion of each school year based on their freshmen cohort year: the year a student first attends high school. The placement will be:

- Freshmen: 2017
- Sophomore: 2016
- Junior: 2015
- Senior: 2014 or later.

A minimal of 3 credits earned while in enrolled are required to be eligible to graduate from Insight School of Ohio, unless approval is obtained by Head of School or designee after review of transcripts and current academic record.

Graduation Requirements

Ohio's graduation requirements depend on the year of expected graduation. There are two separate requirements depending on the year the student first entered ninth grade. A student who entered ninth grade for the first time in the 2014-15 school year and beyond will follow the graduation requirements for the class of 2018 – Beyond. A student who entered ninth grade for the first time before the 2014-15 school year or earlier will follow the graduation requirements for the classes of 2014-2017. Use the following links to find your graduation requirements based on the first year you entered ninth grade. If you need any help or have any questions, please reach out to the guidance department at 614.300.2766.

Graduation Requirements for Classes of 2014-2017: <http://education.ohio.gov/getattachment/Topics/What-s-Happening-with-Ohio-s-Graduation-Requiremen/Graduation-Requirements-2014-2017/Graduation-Checklist-2014.pdf.aspx>

Graduation Requirements for Class of 2018 – Beyond: <http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2018-and-Beyond>

College Credit Plus

College Credit Plus is a program that gives high school students an opportunity to be enrolled in both high school and college course work at the same time. Students must follow the higher learning institutions' acceptance policies and procedures. If approved by the institution(s), the school will bear all tuition costs.

For the student who is eligible for College Credit Plus, he/she must be academically ready for college level courses and be willing to follow the procedures outlined by the higher learning institution(s) while still in high school. Students will enjoy the following benefits:

- Students may earn (transcripted) college credit and high school credit upon successful completion of the course
- Accelerate achievement of educational goals
- Eliminate duplication of high school and college course content
- Increase the rigor and challenge of course offerings while in high school
- Decrease the cost of college with course tuition paid for by the school

If you are interested in more information about College Credit Plus, please contact your guidance counselor and visit this website: <https://www.ohiohighered.org/ccp>

Flexible Credit Options

The majority of students will find a variety of courses to meet their needs. Insight School of Ohio offers a well-rounded curriculum with several different courses in English, Science, Mathematics, Social Studies, as well as, several elective courses in a variety of disciplines. For students who would like to extend beyond what Insight School of Ohio offers, there is the flexible credit option. Flexible credit allows students to earn course credit for graduation. Flexible credit may be earned in the following ways:

- 1 Testing out
- 2 University courses
- 3 Online or distance learning courses
- 4 Physical Education
- 5 Educational Options
- 6 Independent Studies

Students who do not find their learning plan in the above options will have to work closely with their assigned school counselor to develop a plan of study. All credits earned through the flexible credit option will receive a grade which will be calculated into the student's GPA and appear on their final transcript.

Students interested in pursuing flex credit will need to contact their assigned school counselor for the flex credit application. Students will need to fill out the application for flexible credit and then submit the completed application to and work with their assigned counselor to develop a learning plan. Students and parents must attend a mandatory meeting with their assigned school counselor, principal, and a teacher of record. This must be completed prior to the student's flex credit experience.

Standard deadlines for the school year are as follows:

First Semester - All applications must be submitted by August 1.

Second Semester - All applications must be submitted by third day after school resumes following the winter break.

Summer - All applications must be submitted by May 1.

**All tests for the testing out process must be taken during the assigned test dates in August.

Grade Level Promotion/Retention for 6-8

Each student shall move forward in a continuous pattern of achievement and growth in harmony with his/her own development. A child will be either promoted to the next grade level or retained in the current grade level based on the progress and content mastery demonstrated during the academic school year. If the student has been truant for more than 10% of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level, the student will be retained.

Student Activities

Students are encouraged to participate in both online club activities and required to attend Face-to-Face (F2F) school events. Student clubs are available through K¹² and/or ISOH. For K¹² National Clubs, visit <http://www.k12.com/k12-student-clubs>.

School Counselor Services

School counseling is the assistance given to students as they learn to make decisions throughout their high school years. It is the high school counselor's job with the assistance of the academic advisors to help students make choices that will be good for them, especially regarding:

Academic concerns – choosing courses suited to a student's needs, abilities, achievement levels and future goals.

Personal concerns – exploring feelings about themselves, their values and their relationships with their family, friends, and school.

In addition, the following services are provided throughout the school year:

Counseling: When a student feels the need to talk to someone about a personal crisis and doesn't feel as if he/she can speak with a parent or other adult family member, the student may contact a school counselor. Conversations are confidential and private.

Parent Conferences: Counselors can help parents explore various educational and personal opportunities for their students.

Information: Counselors provide information about careers, colleges, Armed Services, financial aid, and scholarships for post-high school education. ACT and SAT registration information is also available.

Group Sessions: During the school year, the counselor and/or academic advisor may meet with students in groups to interpret test results, help with scheduling, career information, and college applications.

Student Code of Conduct

This code applies to student conduct on school property, on live web conferencing and while in the control or custody of the school, regardless of whether on or off school premises, or at a school-related activity, regardless of location.

Accountability

- Use only your own user name and password, and do not share these with anyone.
- Posting anonymous messages is not permitted unless authorized by the course's online teacher.
- Impersonating another person is also strictly prohibited.
- Do not interfere with other users' ability to access ISOH or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Do change your password(s) frequently, at least once per semester or course is encouraged.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-ISOH commercial activities, non-ISOH product advertising, or political lobbying on an ISOH owned instructional computing resource.
- Do not use ISOH instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on ISOH instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any ISOH server.

Inappropriate behavior includes:

- Insults or attacks of any kind against another person, including students, teachers, or administrators.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content or cyberbullying.

Use of Tobacco

The Principal is committed to providing students, staff, and visitors with an indoor tobacco-free environment. The negative health effects of tobacco use for both the users and nonusers, particularly in connection with second hand smoke, are well established. Further, providing an indoor tobacco-free environment is consistent with the role-modeling responsibilities of teachers and staff to our students.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, ISOH prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco products by students on school premises, in vehicles used for school purposes, within any indoor facility owned or leased or contracted for by the school, and used to provide education or library services to children, and at all school-sponsored events. Smoking clove cigarettes or other substances is also prohibited under the same rules.

Drug Free Schools

In accordance with Federal Law, the Insight School of Ohio prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related activity. Drugs include any alcoholic beverage, anabolic steroid, and dangerous controlled substance as defined by State statute or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law,

ISOH will also notify law enforcement officials. ISOH is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in their local community. Students and their parents should contact the school Principal or counseling office whenever such help is needed.

Student Internet Safety

- Do not reveal on the internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the ISOH.
- Do not agree to meet in person anyone you have met only on the internet and who is not affiliated with the ISOH.

Network Etiquette

As an ISOH student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled ISOH students. Enrolled students may print or photocopy material from the website for their own use but distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using ISOH computer resources. This includes copyrighted graphics of cartoon characters or other materials that you found that may appear to be non-copyright protected.

Academic Integrity

All work submitted by a student is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

Plagiarism

Plagiarism is the act of submitting someone else's work as your own original, creative production. If you use another person's writing or original work, you must cite their words using an appropriate manuscript style in the Works Cited page, Endnotes, or in a Bibliography. The exact wording should be in quotation marks or paraphrased in the paper and referenced as such in the paragraph in which it appears. You may not copy and paste directly from the internet without giving appropriate credit to the author. Plagiarism is a serious academic violation. Plagiarism will result in no credit and will also be considered as a disciplinary issue and may result in removal from ISOH.

Source Citation

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a web site, provide the complete web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available.

Testing

State achievement testing or any other form of diagnostic or standardized testing is required for all students enrolled in ISOH. Failure to test places ISOH at risk and will jeopardize the student's continued enrollment in ISOH.

Monitoring Email, Computer Downloads to ISOH Computers, and other Material

ISOH reserves the right to review any material transmitted using ISOH instructional computing resources or posted to an ISOH instructional computing resource to determine the appropriateness of such material. ISOH may review this material at any time, with or without notice. Students and parents using ISOH instructional computing resources should have no expectation of privacy regarding all material found or transmitted on these resources. Email transmitted via ISOH instructional computing resources is not private and may be monitored.

ANTI-HARASSMENT

General Policy Statement

It is the policy of the Governing Board to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School operations, programs, and activities.

All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment.

This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Governing Board.

The Governing Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, or any other unlawful basis, and encourages those within the School community as well as third parties, who feel aggrieved to seek assistance to rectify the problems.

The Governing Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Governing Board will take immediate steps to end the harassment.

Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School community" means students, administrators, teachers, staff, and all other school personnel, including Governing Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Governing Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Governing Board, and other individuals who come in contact with members of the School community at school-related events/activities (whether on or off School property).

Other Violations of the Anti-Harassment Policy

The Governing Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Physical assault.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Inappropriate boundary invasions by a School employee or other adult member of the School community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Sexual conduct/relationships with students by School employees or any other adult member of the School community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of

the criminal charge of “sexual battery” as set forth in Ohio Revised Code 2907.03. The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to School employees or other adult members of the School community.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s race or color and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity.

Such harassment may occur where conduct is directed at the characteristics of a person’s race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s religion or creed and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity.

Such harassment may occur where conduct is directed at the characteristics of a person’s religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s national origin and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity.

Such harassment may occur where conduct is directed at the characteristics of a person’s national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s disability and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person’s disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Reports and Complaints of Harassing Conduct

Members of the School community and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School official so that the Governing Board may address the conduct before it becomes severe, pervasive, or persistent.

Members of the School community or third parties who believe they have been unlawfully harassed by another member of the School community or a third party are entitled to utilize the Governing Board’s complaint process.

Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs.

While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The names and titles of the Anti-Harassment Complaint Coordinators with whom complaints of sexual and other forms of unlawful harassment should be filed are set forth in the administrative trainings that supplement this policy.

The names and titles of these individuals will be published annually on the School's web site.

The Head of School shall establish trainings describing both a formal and an informal process for making a charge of harassment, a process for investigating claims of harassment, and a process for rendering a decision regarding whether the claim of harassment was substantiated.

This Policy and the training material will be readily available to all members of the School community and posted in appropriate places throughout the School.

Any Governing Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Complaint Coordinators.

Thereafter, the Complaint Coordinator must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), to advise s/he/them of the Governing Board's intent to investigate the alleged misconduct, including the obligation of the Complaint Coordinator or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Privacy/Confidentiality

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Governing Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

All records generated under the terms of this policy and its related administrative trainings shall be maintained as confidential to the extent permitted by law.

Informal Process for Addressing Complaints of Harassment

The administrative trainings will include an informal complaint process to provide members of the School community or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns.

Members of the School community or third parties who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so.

The administrative trainings will include as a requirement the prerequisite that the informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Those members of the School community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process. However, all complaints of harassment involving a School employee or any other adult member of the School community against a student will be formally investigated.

Formal Process for Addressing Complaints of Harassment

The administrative trainings will also include a formal complaint process. While the formal complaint process may serve as the first step to resolution of a charge of unlawful harassment, it is also available in those circumstances when the informal complaint process fails to satisfactorily resolve a concern.

Because of the need for flexibility, no specific time lines are established for initiating the formal complaint process; however, once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within thirty-one (31) calendar days of the complaint being received).

Members of the School community or third parties who feel they have been unlawfully harassed should file a formal written complaint with the principal of their school building or with one of the Complaint Coordinators.

Oral complaints of harassment will be reduced to writing by the individual receiving the complaint and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Complaints received by a school building principal will be immediately reported to the appropriate Complaint Coordinator.

After a complaint is filed, the Complaint Coordinator or designee shall conduct a prompt and timely investigation.

The investigation may include interviews of the complainant, the individual accused of engaging in harassing behavior, and any other witness who may reasonably be expected to have information relevant to the situation.

All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

At the conclusion of the investigation the Complaint Coordinator or designee will prepare and deliver to the Head of School a written report summarizing the evidence gathered during the investigation and providing his/her recommendations regarding whether or not the complaint of unlawful harassment has been substantiated.

The written report must be based on the totality of the circumstances involved in the complaint, the nature of the alleged conduct, the context in which the alleged conduct occurred, and the ages and maturity of the individuals involved.

Upon review of the written report the Head of School will either issue a final decision regarding whether or not the complaint of unlawful harassment was substantiated, or request that further investigation be conducted.

A copy of Head of School's action will be delivered to both the Complainant and the individual accused of the harassing conduct.

A Complainant who is dissatisfied with the Head of School's decision may appeal it to the Governing Board by submitting written notice to the Head of School within ten (10) days of the date of the Head of School's decision.

Upon receipt of a notice of appeal, the Governing Board shall meet in executive session at its next regularly scheduled meeting, which is scheduled to occur at least ten (10) days after the Head of School's receipt of the appeal notice, to review the complaint and the summary of the investigation.

Following the meeting, the Governing Board will issue a decision either affirming, modifying, or rejecting the Head of School's decision.

The decision of the Governing Board shall be final.

The Complaint process set forth in the policy and in the administrative trainings is not intended to interfere with the rights of a member of the School community or a third party to pursue a complaint of unlawful harassment with the

United States Department of Education, Office for Civil Rights, the Ohio Civil Rights Commission, or the Equal Employment Opportunity Commission.

The Governing Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School community or third party alleging the harassment pursues the complaint.

The Governing Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy and administrative trainings or in such other manner as deemed appropriate by the Governing Board or its designee.

Sanctions and Monitoring

The Governing Board shall vigorously enforce its prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law.

When imposing discipline, the Head of School shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Governing Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Governing Board policies.

Where the Governing Board becomes aware that a prior remedial action has been taken against a member of the School community, all subsequent sanctions imposed by the Governing Board and/or Head of School shall be reasonably calculated to eliminate such conduct in the future.

Education and Training

In support of this Anti-Harassment Policy, the Governing Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices.

The Head of School or designee shall provide appropriate training to all members of the School community related to the implementation of this policy.

All training regarding the Governing Board's policy and harassment in general, will be age and content appropriate.

R.C. 4112.02

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

29 U.S.C. 621 et seq.

29 U.S.C. 794

42 U.S.C. 12101 et seq.

20 U.S.C. 1681 et seq.

42 U.S.C. 1983

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Governing Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students.

The Governing Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated.

This prohibition includes aggressive behavior, physical, verbal, and psychological abuse. The Governing Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

This policy applies to all activities in the School, including activities on school property or while en route to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, School employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means any intentional written, verbal, graphic, or physical act that a student or group of students exhibits toward another particular student(s) generally more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s) and violence within a dating relationship. Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being.

This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability.

It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means electronically transmitted acts (e.g., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student or a group of students exhibits toward another particular student(s) generally more than once and the behavior both causes mental and/or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the recipient of aggressive behavior should immediately report the situation to the school counselor, building principal or assistant principal, or the Head of School.

The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Governing Board official.

Complaints about aggressive behavior against the building principal should be filed with the Head of School.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Every student is encouraged and every staff member is required to report any situation that they believe to be aggressive behavior directed toward a student.

Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated.

The building principal or appropriate administrator shall prepare a written report of the investigation upon completion.

Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action.

This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Governing Board members.

Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated.

Such retaliation shall be considered a serious violation of Governing Board policy and independent of whether a complaint is substantiated.

Suspected retaliation should be reported in the same manner as aggressive behavior.

Making intentionally false reports about aggressive behavior is similarly prohibited and will not be tolerated.

Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that action has been taken.

If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the parent/guardian of the recipient of aggressive behavior of such findings.

In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

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

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying.

Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses.

Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review, investigation, and action.

Students and/or their parents/guardians may make informal complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel.

Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment intimidation, and/or bullying, and the names of any potential student or staff witnesses.

A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing.

This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Privacy/Confidentiality

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Governing Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

All records generated under this policy shall be maintained as confidential to the extent permitted by law.

Students who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint.

Reporting Requirement

At least semi-annually, the Head of School shall provide to the President of the Governing Board a written summary of the number of verified acts of harassment, intimidation, and/or bullying.

The summary shall be posted on the School website.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. School personnel shall cooperate with investigations by such agencies.

Immunity

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 this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy.

Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be **annually** circulated to and posted in conspicuous locations in all school buildings and departments within the School and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building.

All new hires will be required to review and sign off on this policy and the related complaint procedure.

Education and Training

In support of this policy, the Governing Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying.

The Head of School shall provide appropriate training to all members of the School community related to the implementation of this policy.

All training regarding the Governing Board's policy and aggressive behavior and bullying in general, will be age and content appropriate.

The Head of School is directed to develop administrative trainings to implement this policy. Training shall include reporting and investigative procedures, as needed.

The complaint procedure established by the Head of School shall be followed.

R.C. 3313.666, 3313.6676
State Board of Education Model Policy (2007)

STUDENT DISCIPLINE

The Governing Board acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Governing Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Governing Board has zero tolerance of violent, disruptive or inappropriate behavior by its students.

The Governing Board shall require each student of this School to adhere to the Student Code of Conduct/Student Discipline Code adopted by the Governing Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.

The Student Code of Conduct/Student Discipline Code designates sanctions for the infractions of rules, excluding corporal punishment, which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for his/her actions;
- C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Students may be prohibited by authorized school personnel from participating in all or part of co-curricular and/or extra-curricular activities without further notice, hearing or appeal rights.

A student who has been disorderly on a school bus may be suspended from transportation services consistent with Governing Board policy and the Student Code of Conduct/Student Discipline Code.

The Head of School shall publish to all students and their parents the rules of this School regarding student conduct and the sanctions which may be imposed for breach of those rules.

The Head of School shall inform the Governing Board periodically of the methods of discipline imposed by this School and the incidence of student misconduct in such degree of specificity as shall be required by the Governing Board.

The Head of School and other administrators shall have the authority to assign discipline to students, subject to the Student Code of Conduct/Student Discipline Code and, where required by law, to the student's due process right to notice, hearing, and appeal.

Teachers, school bus drivers, and other employees of this Governing Board 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 Governing Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

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

If a student becomes a serious discipline problem on a vehicle, the Head of School and/or his/her designee may suspend the transportation privileges of the student providing such suspension conforms with due process.

The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Policy - Due Process Rights.

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained.

If a parent cannot be contacted, the student should be detained on another day.

R.C. 3313.20, 3313.66, 3313.661, 3315.07

A.C. 3301-35-03, 3301-83-08

SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES

In addition to following the requirements and procedures set forth for all students in Policy REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS, the Governing Board shall also abide by State and Federal laws and regulations when disciplining students with disabilities through removal by suspension and/or expulsion.

20 U.S.C. Section 1401 et seq.
Section 504, 1973 Rehab. Act
29 U.S.C. 701 et seq.
34 C.F.R. 300.530-537

REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS

The Governing Board recognizes that exclusion from the educational program of the schools, whether by emergency removal, out-of-school suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student in this School, and one that cannot be imposed without due process.

However, the Governing Board has zero tolerance of violent, disruptive or inappropriate behavior by its students.

No student is to be removed, suspended out-of-school, expelled and/or permanently excluded unless his/her behavior represents misconduct as specified in the Student Code of Conduct/Student Discipline Code approved by the Governing Board.

The Code shall also specify the procedures to be followed by school officials when implementing such discipline. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, additional procedures and considerations shall apply to students identified as disabled under the IDEA, ADA, and/or Section 504 of the Rehabilitation Act of 1973. [See Policy "Suspension/Expulsion of Students with Disabilities."]

Students may be subject to discipline for violation of the Student Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Governing Board but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Governing Board, or conduct that, regardless of where it occurs, is directed at a School official or employee, or the property of such official or employee.

For purposes of this policy and the Student Code of Conduct/Student Discipline Code, the following shall apply:

- A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to School property or persons in the School or whose behavior presents an on-going threat of disrupting the educational process provided by the School. [See Policy "Emergency Removal of Students"]
- B. "Suspension" shall be the temporary exclusion of a student by the Head of School, principal, assistant principal, or any other administrator from the School's instructional program for a period not to exceed ten (10) school days. Suspension may extend beyond the current school year, if at the time a suspension is imposed, fewer than ten (10) days remain in the school year. The Head of School may apply any or all of the period of suspension to the following year. The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Policy "Due Process Rights".
- C. "Expulsion" shall be the exclusion of a student from the schools of this School for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in this policy and the Student Code of Conduct/Student Discipline Code. Only the Head of School may expel a student. The procedures for expulsion are set forth in the Student Code of Conduct/Student Discipline Code and Policy "Due Process Rights".

1. **Firearm or Knife**

Unless a student is permanently excluded from school, the Head of School shall expel a student from school for a period of one (1) year for bringing a firearm or knife to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Governing Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Governing Board, except that the Head of School may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the Head of School shall expel a student from school for a period of one (1) year for possessing a firearm or knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Governing Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or

controlled by the Governing Board, except the Head of School may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. The Head of School shall refer any student expelled for bringing a firearm (as defined in 18 U.S.C. 921(a)(3)) or weapon to school to the criminal justice or juvenile delinquency system serving the School.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes, but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

A knife is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.

The Head of School may, in his/her sole judgment and discretion, modify or reduce such expulsion in writing, to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
- b. The degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student's intent and awareness regarding possession of the firearm or knife; and/or
- c. The academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

2. **Violent Conduct**

If a student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act:

- a. would be a criminal offense if committed by an adult;
- and
- b. results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6)

The Head of School may expel the student for a period of up to one (1) year. The Head of School may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Head of School may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
- or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the suspension or expulsion, there are fewer days remaining in the school year than the number of days of the suspension or expulsion, the Head of School may apply any or all of the remaining period to the following school year.

3. **Bomb Threats**

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Head of School may expel the student for a period of up to one (1) year. The Head of School may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Head of School may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for the following reasons:

- a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student's educational needs;
- or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the suspension or expulsion, there are fewer days remaining in the school year than the number of days of the suspension or expulsion, the Head of School may apply any or all of the remaining period to the following school year.

- D. "Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio. See Policy PERMANENT EXCLUSION OF NONDISABLED STUDENTS)

If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Head of School shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

If the Head of School determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

Any such suspension must comply with due process and the Student Code of Conduct/Student Discipline Code.

The Governing Board authorizes the Head of School to provide for options to suspension/expulsion of a student from school which may include alternative educational options.

The Head of School shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Governing Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion.

The expulsion must be imposed for the same duration it would have been had the student remained enrolled.

The Governing Board may temporarily deny admittance to any student who has been expelled from the schools of another Ohio School or an out-of-state School, if the student's expulsion period set by the other School has not expired.

The expelled student shall first be offered an opportunity for a hearing. This provision also applies to a student who is the subject of a power of attorney designating the child's grandparent as the attorney-in-fact or caretaker authorization affidavit executed by the child's grandparent and is seeking admittance into the schools of this School.

The Governing Board may temporarily deny admittance to any student who has been suspended from the schools of another Ohio School, if the student's suspension period set by the other School has not expired. The suspended student shall first be offered an opportunity for a hearing before the Governing Board.

When a student is expelled from this School, the Head of School shall send written notice to any college in which the expelled student is enrolled under Postsecondary Enrollment Options at the time the expulsion is imposed.

The written notice shall indicate the date the expulsion is scheduled to expire.

If the expulsion is extended, the Head of School shall notify the college of the extension.

A copy of this policy is to be posted in a central location in each school and made available to students and parents upon request. Key provisions of the policy should also be included in the parent-student handbook.

R.C. 2919.222, 3313.534, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663

R.C. 3313.664, 3321.13 (B)(3) and (C), 3327.014

18 U.S.C. Section 921

20 U.S.C. 3351, 20 U.S.C. 7151, 20 U.S.C. 8921

PERMANENT EXCLUSION OF NONDISABLED STUDENTS

In accordance with the law, the Governing Board may seek to permanently exclude a student, sixteen (16) years of age or older, who has been convicted of or adjudicated delinquent for the reason of the following offenses:

- A. carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordnance on property owned or controlled by a Governing Board or at an activity held under the auspices of this Governing Board
- B. possessing, selling, or offering to sell controlled substances on property owned or controlled by a Governing Board or at an activity under the auspices of this Governing Board
- C. complicity to commit any of the above offenses, regardless of where the complicity occurred

In accordance with law, any student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

- A. rape, gross sexual imposition or felonious sexual penetration
- B. murder, manslaughter, felonious or aggravated assault
- C. complicity to commit offenses described in paragraphs A and B, regardless of where the complicity occurs

The above statement of policy on permanent exclusion is to be posted in a central location in each school as well as made available to students, upon request.

If the Head of School has adequate evidence that a student, sixteen (16) years old or older at the time of the offense, has been convicted of or is an adjudicated delinquent resulting from any of the above offenses, s/he shall submit a written recommendation to the Governing Board that the student should be permanently excluded from the public schools by the State Head of School of Public Instruction.

The recommendation is to be accompanied by the evidence, other information required by statute, and the name and position of the person who should present the School's case to the State Head of School.

The Governing Board, after considering all the evidence, including the hearing of witnesses, shall take action within fourteen (14) days after receipt of the Head of School's recommendation.

If the Governing Board adopts the resolution, the Head of School shall submit it to the State Head of School, together with the required documents and the name of the person designated by the Governing Board as its representative to present the case to the State Head of School.

A copy of the resolution shall be sent to both the student and his/her parents.

If the Governing Board fails to pass the resolution, it shall so notify the Head of School, in writing, who, in turn, shall provide written notification of the Governing Board's action to both the student and his/her parents.

If the State Head of School rejects the Governing Board's request, the Head of School shall readmit the student in accordance with statute and School guidelines.

If the State Head of School acts on the Governing Board's request, his/her actions and those of the School shall be in accord with the procedures described in statute.

R.C. 2151.27, 2903.03-.04, 2903.11-.12, 2907.02, 2907.05, 2907.01(A), 2923.12

R.C. 2923.22, 2925.03, 2923.01-.02, 2923.122 R.C. 3313.66, 3313.661, 3313.662

IN-SCHOOL DISCIPLINE

It is the purpose of this policy to allow for an alternative to out-of-school suspension.

The availability of in-school discipline options is dependent upon the financial ability of the Governing Board to support them.

In-school discipline will only be offered at the discretion of the principal for offenses found in the Student Code of Conduct/Student Discipline Code.

The Head of School is to establish administrative trainings for the proper operation of such programs. As long as the in-school disciplinary alternatives are served entirely in the school setting, they will not require any notice, hearing or appeal rights.

R.C. 3313.66, 3313.661

EMERGENCY REMOVAL OF STUDENTS

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either in a classroom or elsewhere on school premises, then the Head of School, principal or assistant principal may remove the student from curricular activities or from the school premises.

A teacher may remove the student from curricular activities under the teacher's supervision, but not from the premises. If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing, as soon as practicable.

No prior notice or hearing is required for any removal under this policy. In all cases of normal disciplinary procedures where a student is removed from a curricular activity for less than one (1) school day and is not subject to further suspension or expulsion, the following due process requirements do not apply.

If the emergency removal exceeds one (1) school day, then a due process hearing will be held within three (3) school days after the removal is ordered.

Written notice of the hearing and the reason for the removal and any intended disciplinary action will be given to the student as soon as practical prior to the hearing.

If the student is subject to out-of-school suspension, the student will have the opportunity to appear at an informal hearing before the principal, assistant principal, Head of School designee and has the right to challenge the reasons for the intended suspension or otherwise explain his/her actions.

Within one (1) school day of the decision to suspend, written notification will be given to the parent(s)/guardian(s) or custodian of the student and Treasurer of the Governing Board. This notice will include the reasons for the suspension, the right of the student or parent(s)/guardian(s) to appeal to the Governing Board or its designee and the student's right to be represented in all appeal proceedings.

If it is probable that the student may be subject to expulsion, the hearing will take place within three (3) school days and will be held in accordance with the procedures outlined in the Policy Due Process Rights. The person who ordered or requested the removal will be present at the hearing.

If the Head of School or principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be given written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the misconduct is disposed of either by reinstatement, suspension or expulsion.

R.C. Chapter 2506, 3313.66, 3313.661, 3313.662

SUSPENSION OF BUS RIDING/TRANSPORTATION PRIVILEGES

Students on a bus or other authorized Governing Board transportation vehicles are under the authority of and directly responsible to the bus/vehicle driver.

The driver has the authority to enforce the established regulations for bus/vehicle conduct. Disorderly conduct or refusal to submit to the authority of the driver will be sufficient reason for refusing transportation service to any student.

A student may be suspended from school bus/vehicle riding privileges for all or part of a school year for any violation of established regulations for bus conduct and/or for conduct occurring on the bus/vehicle in violation of the Student Code of Conduct/Student Discipline Code.

Any additional guidelines regarding conduct on school buses/vehicles, as well as general information about the school transportation program, will be made available to all parents and students and posted in a central location.

R.C. 3319.41, 3327.01, 3327.014

A.C. 3301-83-08

PROHIBITION FROM EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities, including interscholastic sports, is a privilege and not a right. Therefore, the Governing Board authorizes the Head of School and other authorized personnel employed by the School to supervise or coach a student activity program, to prohibit a student from participating in any particular or all extra-curricular activities of the School for offenses or violations of the Student Code of Conduct/Student Discipline Code for a period not to exceed the remainder of the school year in which the offense or violation of the Student Code of Conduct/Student Discipline Code took place.

Students prohibited from participation in all or part of any extra-curricular activity are not entitled to further notice, hearing, or appeal rights.

This policy shall be posted in a central location in each school building and will be available to students upon request.

R.C. 3313.664

DUE PROCESS RIGHTS

The Governing Board recognizes that students waive certain constitutional rights, regarding their education.

Accordingly, the Governing Board establishes the following procedures:

A. Student subject to suspension:

When a student is being considered for an out-of-school suspension by the Head of School, principal, or other administrator:

1. The student will be informed in writing of the potential suspension and the reasons for the proposed action.
2. An attempt will be made to notify parents or guardians by telephone if a suspension is issued as well as in writing.
3. Within one (1) school day of the suspension the Head of School, principal, or other administrator will notify the parents, guardians, or custodians of the student. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Governing Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Governing Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Governing Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Governing Board or the Head of School within five (5) calendar days after the date of the notice to suspend. If the offense is one for which the School may seek permanent exclusion, then the notice will contain that information.
4. Notice of this suspension will also be sent to the:
 - a. Head of School;
 - c. student's school record (not for inclusion in the permanent record).
5. If a student leaves school property without permission immediately upon violation (or suspected violation) of a provision of the Student Code of Conduct/Student Discipline Code or prior to an administrator conducting an informal hearing as specified above, and the student fails to return to school on the following school day, the principal, assistant principal, Head of School, or any other administrator, may send the student and his/her parent(s)/guardian(s) notice of the suspension, and offer to provide the student and/or his/her parents an informal hearing upon request to discuss the reasons for the suspension and to allow the student to challenge the reasons and to explain his/her actions, any time prior to the end of the suspension period.

Appeal of Suspension to the Governing Board or its designee

The student who is eighteen (18) or older or the student's parent(s) or guardian(s) may appeal the suspension to the Governing Board or its designee. They may be represented in all such appeal proceedings.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent, or guardian, if held before the Governing Board.

The procedure to pursue such appeal will be provided in regulations approved by the Head of School. Notice of appeal must be filed, in writing, with the Treasurer or the Head of School within five (5) calendar days after the date of the notice to suspend.

Appeal to the Court

Under Ohio law, appeal of the Governing Board's or its designee's decision may be made to the Court of Common Pleas.

B. Students subject to expulsion:

When a student is being considered for expulsion by the Head of School:

1. The Head of School will give the student and parent, guardian, or custodian written notice of the intended expulsion, including reasons for the intended expulsion.
2. The student and parent or representative have the opportunity to appear before the Head of School or designee to challenge the proposed action or to otherwise explain the student's actions. The written notice will state the time and place to appear, which must not be earlier than three (3) school days nor later than five (5) school days after the notice is given, unless the Head of School grants an extension upon request of the student or parent.
3. Within one (1) school day of the expulsion, the Head of School will notify the parents, guardians, or custodians of the student and Treasurer of the Governing Board. The notice will include the reasons for the expulsion and the right of the student, parent, guardian, or custodian to appeal to the Governing Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Governing Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the expulsion to the Governing Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Governing Board or the Head of School within fourteen (14) calendar days after the date of the notice of expulsion. If the offense is one for which the School may seek permanent exclusion, then the notice will contain that information.

Appeal of Expulsion to the Governing Board

A student who is eighteen (18) or older or a student's parent(s) or guardian(s) may appeal the expulsion by the Head of School to the Governing Board or its designee. They may be represented in all such appeal proceedings and will be granted a hearing before the Governing Board or its designee.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent, or guardian.

The procedure to pursue such appeal will be in accordance with regulations approved by the Head of School. Notice of appeal must be filed, in writing, within fourteen (14) calendar days after the date of the Head of School's decision to expel with the Treasurer of the Governing Board or the Head of School

While a hearing before the Governing Board may occur in executive session, the Governing Board must act in public.

Appeal to the Court

Under State law, the decision of the Governing Board may be further appealed to the Court of Common Pleas.

C. Students subject to emergency removal:

Students whose conduct warrants emergency removal shall be dealt with in accordance with the rights and procedures outlined in Policy Emergency Removal of Students.

D. Students subject to permanent exclusion:

Students whose conduct is that for which permanent exclusion is warranted shall be dealt with in accordance with the rights and procedures outlined in Policy Permanent Exclusion of Nondisabled Students.

E. Students subject to suspension from bus riding/transportation privileges:

Students whose conduct warrants suspension from bus riding and/or transportation services shall be dealt with in accordance with the rights and procedures outlined in Policy Suspension of Bus Riding/Transportation Privileges.

The Head of School shall ensure that all members of the staff use the above procedures when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

These procedures shall not apply to in-school disciplinary alternatives including in-school suspensions.

An in-school suspension is one served entirely within a school setting. Nor shall these disciplinary alternative procedures apply to students who are prohibited by authorized school personnel from all or part of their participation in co-curricular, interscholastic, and/or non-interscholastic extra-curricular activities.

R.C. 3313.20, 3313.66, 3313.661

This handbook was developed to answer many of the commonly asked questions that may have during the school year and to provide specific information about certain board policies and procedures. Please take time to become familiar with the important information contained in this handbook and keep the handbook available for reference. Please note that the majority of information is standardized and applies to all students 6-12. If you have any questions that are not addressed in this handbook, please reach out to your teacher. The Governing Board will review the policies from time to time and may make changes deemed appropriate. If any of the policies referenced herein are revised, the language in the most current policy or administrative guideline prevails. Copies of current board policies are available upon request.