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The Charles School at Ohio Dominican University

Student and Family Handbook for 2026-2027

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The Charles School at Ohio Dominican University
Member of the Graham Family of Schools | This institution is an equal opportunity provider |
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Mission

The mission of The Graham Family of Schools is to help all our students grow in their academic and social and emotional learning, ongoing. Our aim is to continuously advance students' skills and demonstration of: critical analysis and problem solving; collaborative teamwork; thoughtful reflection on experiences; and sharing in responsibility for academic success and a safe learning community for all.

Enacting the Mission

All our efforts are toward preparing students to be successful in achieving this mission as they work toward full readiness for the next grade level and ultimately college and careers. At our schools, we will:

- Maintain and promote a growth-mindset toward all students and staff such that everyone has an expectation to grow in their intelligence and its display.
- Foster in students a commitment to: self-direction in their learning; and, the school and wider community in which they live.
- Teach at all grade levels with sensitivity to brain development in children, including course and class lessons that focus on human brain development and its relation to learning and growth academically, socially and emotionally.
- Utilize the community outside the school doors as a resource to advance experiential learning for our students.
- Treat all students and staff with compassion, honesty and respect.
- View academic achievement as a reflection of both student and teacher jointly teaming for success.
- Create, state and display the norms for how people are expected to act at school regarding academic work and behavioral interactions.
- Design an operational strategy at each TGFS school for advancing our work in academic achievement, social and emotional learning, grade advancement, and college and career readiness.

Our Schools

The Graham Family of Schools (TGFS) is a group of public charter schools located in Columbus, Ohio, begun in the 2000-01 school year and focused on bringing experiential education to urban students. It now has three schools: Graham Elementary and Middle School (GEMS), a K-8 school near The Ohio State University; The Charles School at Ohio Dominican University (TCS), an Early College high school, on Brentnell Avenue near ODU; and The Graham School (TGS), a high school, on Indianola Avenue in Clintonville.

TGFS believes the Columbus community is a vital resource for our students to learn in and with, and partners widely with businesses and organizations in Central Ohio and beyond. Students and staff at our schools interact with these partners for a variety of educational experiences that enhance our academic mission.

GEMS, TGS and TCS are formally affiliated with EL Education, a national organization bringing expeditionary learning and best practices to K-12 schools nationwide. TCS partners with Ohio Dominican University, Columbus State Community College, and the Middle College National Consortium in New York City to support its work as an early college high school.

Administrators, teachers and staff at our schools are highly qualified in their teaching or support areas, and serve our students with challenging and caring academic work and social and emotional support. The Boards governing our schools are engaged community leaders, deeply committed to the mission of our schools. The schools are authorized and sponsored by the Educational Service Center of Central Ohio, and all our work is overseen by the Ohio Department of Education and the state's Board of Education.

The parent or guardian of each student enrolled at The Charles School may request information on the professional qualifications of each classroom teacher who provides instruction to their student and the school will provide this information on each applicable teacher in a timely manner.

Dear Students and Families,

Welcome to the 2026-27 year at The Charles School at Ohio Dominican University. We are delighted that you are part of our learning community.

The policies and procedures outlined in this student and parent handbook are intended to make our community a better, more productive learning environment for everyone. Please take time to read all the enclosed information. Our goal is to:

- ➢ maintain optimal learning opportunities for students and
- ➢ help them to develop skills & behaviors, necessary for healthy social interactions, both present & future.

We encourage you to discuss school policies and procedures as a family.

The intention of all our work is to:

- ➢ move students toward attaining greater control of their daily experiences,
- ➢ good decision making, and
- ➢ develop responsibility & character including self-discipline.

All our policies and procedures focus on respect for individuals as well as the community to which we belong. A prime concern always is the safety and health of students, employees, families and visitors, and adherence to the laws of our city, state and nation.

We appreciate your active participation in our school, and look forward to a productive year of learning for all.

Sincerely,
The Charles School @ Ohio Dominican University Faculty & Staff

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Nondiscrimination Policy: *The Charles School @ Ohio Dominican University has a policy of nondiscrimination on the basis of race, age, sex, religion, sexual orientation, color, national origin, handicap or disability, as applicable in its educational program, activities and employment policies. This policy is in compliance with Title* IX *of the* 1972 *Educational Amendments, Title VI of the Civil Rights Act of* 1964, *Section* 504 *of the Regulations of the Rehabilitation Act of* 1973, *the Americans with Disabilities Act and all other applicable state, federal and local laws and ordinances.*

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Introduction

The Student and Parent Handbook is designed to provide an overview of the intent and operation of **The Charles School at Ohio Dominican University** in order to help ensure the greatest opportunity for success. Any questions about the contents of this handbook, or the school as a whole, should be directed to the school office. We welcome parents/guardians to visit the school, to contact staff, and to participate as partners with us in the education of their children.

The Charles School Mission:

The mission of TCS is to provide a diverse population of Ohio's high school students access to, and support for, an immersive and successful college experience while completing rigorous high school coursework and preparing for careers.

The Charles School Vision:

TCS pursues excellence by providing a safe and innovative learning environment that cultivates a growth mindset and supports social and emotional learning, while bridging the transition to post-secondary aspirations.

TCS@ODU Family and School Agreement of Mutual Support

The Charles School at Ohio Dominican University is grateful for the ambitious choice that its parents and guardians have made to enroll their students in our college preparatory environment. We know TCS@ODU is a different type of environment, as evidenced in the Handbook you are reviewing, but we believe we are the type of school that can and will produce amazing results for your child, if we can work in partnership with you to do so.

To provide that excellent education, we ask quite a bit of our students every day, such as their energized participation in our school day, their commitment to a positive school culture, and their efforts to pursue excellence of academics and character outside of the school.

We are honored to provide our students with support when they are with us during the school day. We know that support has to come just as much from the home setting as it does from TCS@ODU in order for our students to be in the best position to truly pursue success in college and life. For this reason, we ask our families to commit to the following guidelines to help us provide your student with the best education possible this year:

1. It is essential that our students arrive at school on time every day, stay the entire day, and that they are in attendance every school day. We ask our families to fully commit to ensuring that students are here with us at 7:45am every morning, in their seats, ready to learn.
2. Your student will be enrolled in a small group advisory period daily that we call Crew. In Crew, your student will set challenging and courageous goals, learn more about themselves, and develop strong bonds with their classmates. In addition, they will also learn about social and emotional topics which will help them better understand their changing brains and emotions. This research-based curriculum has been found to be hugely beneficial for teenagers. Finally, career-interest topics will also occur in Crew. We ask that families support the teaching, learning, and bonding that their students will do in Crew.
3. Our students will often set ambitious goals in our Crew setting within our school that are meaningful to them outside of the school, or require support outside of the school. We ask our families to be active participants in supporting their pursuit of those goals outside of the school, whenever possible, in combination with your student's Crew advisor, teachers, counselors and deans.
4. Our school is excited to make frequent communication with each of our families on a consistent basis. Many times, we will call just to provide an update or to tell you about a success your student had during the day. Other times, we will need to call to communicate with the family about growth we want our students to make, academically or behaviorally. It is the expectation of TCS@ODU that all calls are answered or returned by our families in a timely manner, no more than 24 hours after the call is placed. We will leave a voicemail or follow up with a text or email if we do not get a hold of you when we call.
5. In the same way, families will be provided with interim academic reports and quarterly report cards. These reports provide students and families with regular updates on behavior, attendance and grades. It is essential that we know these documents are being given to the family, as they are our primary methods of family communication.
6. Expect students to have homework on a regular basis. All homework is expected to be completed to the best of the student's ability on its due date. We ask that our families take an active role in supporting our students' homework effort and completion every evening.
7. There may be times when families and our school need to work together to find context and solutions for academic, disciplinary or other decisions that may happen in the school. Families may contact the school at any time at 614-258-8588, and staff members are available by email. We ask that requests for conversations are made with the appropriate person, beginning first with the student's teacher or Crew advisor, then the deans. Requests to speak with a specific staff member in person will require an appointment. We are honored to share the same goal that you have for your child—success in college and life—and will conduct all conversations with families with this in mind. We ask that all families do the same.

8. Sometimes, we need to meet with our families for a mandatory behavioral meeting, especially in the case of an Out-of-School Suspension. These meetings will be essential to setting strong, clear next steps that everyone can agree upon about your student's progress at our school. Additionally, if your student receives special education services, there will be times that our Intervention Specialists will need to legally conduct an ETR/IEP review with you present at the meeting. If any of these meetings are necessary, it is your responsibility to work with us to be present at a time that is convenient for both your schedule and the school's.
9. Finally, it is absolutely essential that our students are picked up at the end of each school day, on time. Our school day ends at 2:30. It is essential that our students board their bus or are picked up at our building in the timeliest fashion possible for their safety and security.

We ask that our families adhere to these guidelines so that we, as a school, can do everything we can on a daily basis to provide your students a truly excellent, well-rounded education. We are so excited for that opportunity and so honored by your trust. We ask that you read our entire Student and Family Handbook carefully to know all of our school's policies, and call our deans with any questions you may have. Additionally, it is essential that you read and sign this Family and School Agreement of Mutual Support (the last page of the handbook). Signing this agreement lets us know that you are committed to making this school year the success that we know it can be, one in which your student will take an ambitious step towards college preparation.

Once again, we are truly honored that you have chosen TCS@ODU for your child's education. We look forward to working with you this year!

Melissa Rulong
Steve Owens
Trina Hurt

Process for Addressing Concerns of Parents and Families:

Guardians may contact the school at any time by calling 614-258-8588.

1. They may request to speak with a specific staff member by appointment only.
2. Other personal concerns such as the student's health or behavior are best addressed through direct contact with one of the school's administrators.
3. If concerns of parents are not resolved at the initial level, parents are encouraged to make an appointment to meet with an administrator. Administrators are not always available when a parent visits the school.

Parents and families may bring any matter to the attention of The Charles Schools' Board of Education, either through individual contact with a member of the Board, or by addressing the full Board at its monthly public meeting. Concerns brought before the Board at public meetings will receive formal notice of grievance disposition by U.S. Mail.

Parent and Family Communication

We support families by communication with them through the following measures:

1. Our school meets with families prior to the beginning of the school year with an Open House.
2. Families & students are given the Student & Family Handbook at the beginning of each school year. The handbook is also available at: https://www.thegrahamfamilyofschools.org/TCSParents.aspx
3. Information related to school and family/parent programs, meetings, and other activities are communicated to all families through the school's weekly family communication and monthly Family Engagement meetings. Information about all of these can be found on the school's website.
4. Emergency or vital information is communicated through automated phone calls, text messages, and email. We encourage families to provide an updated telephone number or e-mail address and alert the school of changes.
5. Families are given opportunities to meet & share ideas at the monthly Family Engagement meetings or at special events.
6. Teachers and administrators are available by appointment for meetings with all students and families.
7. Families are informed each quarter by teachers through PowerSchool on the academic progress of their student(s). Staff will also make contact home for failing grades at the interims and the end of each quarter.
8. Parents will be notified of behavioral concerns either via email or phone.

9. Teacher and staff e-mail addresses are found on-line through TCS website.
10. Families with computer access are able to view and monitor their student's grades, assignments, and homework online via PowerSchool and Google Classroom.

Promoting Parental and Family Involvement and Volunteerism

The Charles School is committed to creating a welcoming environment for parents and families in the school by ensuring that office staff greet parents, provide signage near the entrances and that any other interactions with parents creates a climate in which parents feel valued and welcomed. Every effort is made to schedule family-teacher conferences at times when parents can attend and participate.

Parents that visit TCS @ ODU are asked to follow school policies and conduct themselves appropriately, following the directions of administrators and/or staff. Parents are asked to sign-in and wear a visitor's badge while on school property to be in compliance with the school's emergency/safety policies.

Lunches:

1. A parent who wishes to provide a lunch for the student instead of the one provided by TCS @ ODU is required to bring the lunch to the school office where the student will be called to obtain it during the student's lunch period.
2. If the parent desires to eat lunch with the student, the parent will be required to sign-in as a visitor and wear a *Parent Visitor* badge.
3. As always, parents visiting for lunch are asked to follow the directions of school staff.
4. Parents who become disruptive to school order and refuse to follow the directions of school staff and/or TCS @ ODU policies may, at the school administrator's discretion, be asked to leave school property.
5. Students are not allowed to receive lunch deliveries from hired services (such as DoorDash and GrubHub). Lunches may only be dropped off by a parent or an individual on the approved contact list for each student.

Monthly Family Engagement Group*:*

The Charles School recruits parents to serve as leaders. This team develops plans to mobilize parents in support of their students and the school. TCS @ ODU provides monthly meetings during the school year, where parents may formulate suggestions and participate in

decision-making about the education of their students. The Charles School Family Engagement Group encourages and supports parental involvement in the following capacities:

1. Provides a forum for advice on all matters related to parental involvement, activities and programs.
2. Builds community while raising funds for school activities.
3. Assists staff in maintaining a safe & attractive facility, including outdoor furniture, sporting equipment, and landscaping.

Parent & Family Volunteer Program

The staff is encouraged to value parental and familial contribution and involvement in all aspects of classroom and experiential teaching. They are encouraged to give families opportunities to support their commitment to TCS @ ODU by contributing to school activities on a regular basis while under staff supervision.

1. Parents that are unable to volunteer in the school building are encouraged to help in other ways—at home or at their place of employment.
2. Parents volunteering with students without staff supervision must have an acceptable and current BCI/FBI report and fingerprinting done at their own expense.

The Charles School is committed to continuously improving its educational practices in the following ways:

1. Parents are encouraged to provide feedback to staff about the effectiveness of the school at all public assemblies, including the orientation, frequent open house meetings, and parent meetings convened monthly during the school year.
2. Staff provides regular meetings, at parents' requests, where parents may formulate suggestions and participate in decision-making about the education of their children.

Policy on the Limits of Confidentiality

It is important that students and their families understand the limits of confidentiality within the school setting: Teachers, administrators, counselors, psychologists, social workers, and many other select licensed persons who work with the public are considered by Ohio Revised Code, Mandatory Reporters. As such, those persons are MANDATED BY LAW to report suspected child abuse and/or neglect. Those suspicions may be directly observed, expressed by students or parents in conversation, or may be inferred through observation of mood, physical appearance, etc. They may also be physical, emotional, or psychological in nature.

If a situation arises that would prompt a suspicion of abuse or neglect, the school employee will be compelled to make such a report to Children's Services. No Charles School employee may hold confidential information of that nature.

Students and families should be aware that students sometimes share information in a confidential manner with teachers. As employees of The Charles School, there are times that those conversations may be confidentially shared with supervisors or administrators as necessary.

Honors and Awards

The Charles School recognizes outstanding achievement in Academics with special recognition at the end of each school year.

1. ***Academic Awards:***
    a. Each academic area – Mathematics, Social Studies, English, Science, and Global Language – recognizes one student each year from each grade as the Exceptional Student in that discipline. Awards are given for Honor Roll (3.0 – 3.49 GPA and above) and Deans List (3.5 – 4.0 GPA and above).
    b. A student is also recognized for achievement in the English Language Learners (ELL) program, Fine Arts, Physical Education, Health, Attendance, Excellence in the Early College Programs, and "The Biggest Leap Forward Award."
    c. The Charles School Administrators each recognize a student with "The Dean's Award for Courage," "The Gabe Gaiusbayode Award for Community Leadership," "The Dean's Award for Grit," "The Dean's Award for Integrity," and the "True Panther Award." These awards represent our panther pillars.

Special Education

Special education services and adaptations to the regular education program are provided for students who are eligible for special education. People with questions concerning these services and eligibility issues should contact a dean.

School Counseling

A school counselor is available for students during the school day to support them in their academic, college, career, and social/emotional needs.

Transportation and Busing

1. **To and From TCS @ ODU:** Students who live within the Columbus City School District (CCSD) and are two or more miles from TCS are eligible to be bussed.
    a. All other students must arrange their own transportation.
    b. Questions on this matter should be directed to the front office.
2. **Dropping off and Picking up Students at TCS @ ODU:** Parents, guardians and other responsible adults who are planning to either drop off or pick up students at TCS must follow the designated traffic pattern. Families are asked to follow staff directions during arrival and dismissal for the purposes of safety and efficiency.

3. **Driving to TCS @ ODU:** Student parking passes are available for purchase by TCS @ ODU students who have a valid driver's license and proof of automobile insurance.
    a. Parking passes cost $30.
    b. Parking passes are a privilege and will be distributed primarily upon need, location of student residence, and the availability of alternative transportation.
    c. Parking passes will be revoked if a student abuses the privilege.
    d. *Parking passes are available on a limited basis.*
    e. If you or your student have not purchased a parking pass to park on the lot, the car may be subject to tow, as it is parked illegally and without permission of TCS @ ODU.

Arrival and Dismissal Procedures

In the 2026-27 school year, we will be using the same arrival and dismissal procedures as in 2026-27. This helps us have a more calm and orderly start and end to our day. It is our goal that all of our students will be able to get to class in a calm and orderly manner each morning. Bus and family drop off locations will remain the same. A staff member will greet students from the bus each morning. Students being dropped off by families will be dropped off in the exact same fashion and will be greeted at the front doors. When students come into the building, they may pick up their free breakfast immediately in the gym. Students will remain in the gym or the front hallway until 7:40AM. At that time, all students should immediately report to their first period classrooms. Classes begin at 7:45AM every day and students will be tardy if they are not seated and ready for class at 7:45AM. Tardies impact students' ability to be successful in their classes and also add to chronic absenteeism.

At the end of the day, students will be dismissed in a quick but orderly fashion. Buses will pick up students in the main building parking lot. Car riders will be picked up in the church parking lot. Car riders and students who drive will exit the south doors next to classrooms 1 & 2. Bus riders and walkers and COTA bus riders will exit the main building doors next to the gym.
Car Riders: Families picking up their students will be asked to pull into the church parking lot and form a single car line with the first car in line near the north side exit but far enough away to ensure that other cars can pass. We will form two lines which will help speed up the process. A Dean and a few other staff members will be present in the lot 5 minutes prior to the end of the day in order to direct traffic. The Dean will dismiss car riders from their 8th period classes as soon as their ride arrives. Car riders will exit the south doors next to classrooms 1 & 2. We ask that families picking up their students not enter the main parking lot or the parking lot outside of the Brentnell Recreation Center.

Bus Riders: Buses will pull into the main building parking lot. Bus riders will exit the building through the main building exit by the flagpole. A staff member will be present to help speed up the boarding and seating process.

Drivers: Students who drive themselves and those who go with them, will be dismissed as soon as the church parking lot is reasonably clear. The Dean and staff members who are present in the lot will be present to help speed up the process and be sure that the lot is clearing safely. Students who are Drivers will exit the building via the south doors next to classrooms 1 & 2.

Walkers/COTA Bus Riders/Rec Center: Walkers, COTA Bus Riders, and students going to the Brentnell Recreation Center will exit the building via the main building doors next to the gym. A Dean and other staff members will be outside to ensure that students get to where they're going. The COTA #9 going South leaves the #1845 stops at 3:16PM. The COTA #9 going north (#1844 stop) leaves that stop at 3:18PM.

Remaining students: Periodically, students need to wait for their rides. We will have students waiting in the Gym, in the front of the building for their rides. If families arrive after 3PM, they are asked to come up to the building. They can check in at the Front Desk and we will get their student from the Gym. The building will close at 3:30PM and all students will need to wait outside or go to the Recreation Center at that time, if their ride has not arrived.

If you have questions about these procedures please do not hesitate to ask. We will have the parking lots signed and cones present so as to help direct traffic. We also ask for your cooperation so that we can keep safety and order at the heart of our students' day. With everyone's cooperation, dismissal will be urgent, safe, and orderly.

The Charles School Building Hours

The Charles School building will be open for students, Monday through Friday from **7:15am to 3:30pm** (one-half hour before school begins and one hour after school ends). The school and/or individual teachers may have scheduled events before or after these hours. In every case, TCS @ ODU will have staff supervision whenever it is open to students.

The Academic Program at The Charles School

Graduation Requirements

Beginning with the Class of 2025, to graduate from The Charles School at Ohio Dominican University, a student must meet the following standards adopted by the State of Ohio and The Charles School at Ohio Dominican University Board. These requirements include all requirements set forth by Ohio law for students in the Class of 2023 and beyond (those students entering ninth grade on or after July 1, 2019) as well as The Charles School at Ohio Dominican University's requirements that exceed the state minimum.

Students must complete and pass the required courses, demonstrate competency on state tests, and demonstrate readiness through earning seals. Additionally, The Charles School at Ohio Dominican University requires students to participate in College and Career Preparation programming. The ultimate responsibility for tracking and completing necessary credits for graduation lies with the students and parents. Any student who fails to meet the district's graduation requirements shall not participate in commencement exercises or receive a diploma.

1) Course Requirements: The Charles School at Ohio Dominican University - In order to graduate, a student must earn twenty-one units of credit which satisfy the following minimum subject area requirements:

Subject Area	Credits	Details
English/Language Arts	4 units	
Mathematics	4 units	● 1 unit Algebra 1 ● 1 unit Geometry ● 1 unit Algebra 2 or equivalent ● 1 unit other math
Science	3 units	● 1 unit physical science ● 1 unit life science ● 1 unit advanced study in chemistry, physics, or other physical science, advanced biology or other life science, astronomy, physical geology, or other earth or space science, or computer science
Social Studies	3 units	● ½ unit American History ● ½ unit American Government

		● ½ unit World History ● 1 ½ other social studies American History, American Government and World History may each be taught for 120 hours, earning 1 credit each. In this case, no other social studies will be required.
Global Language	2 units	Per Section 3313.603 of Ohio Revised Code, a student may apply one unit of instruction in computer coding to satisfy one unit of foreign language. If a student applies more than one computer coding course to satisfy the foreign language requirement, the courses shall be sequential and progressively more difficult.
Fine Art	1 unit	
Health	½ unit	
Physical Education	½ unit	One semester of PE that equals 60 hours is equivalent to ¼ unit in PE. Students must take and pass two semesters equaling 120 hours to earn ½ unit.
Financial Literacy	½ unit	Students can use this course to substitute a one-half credit elective, or a one-half credit of math required for graduation. The one-half credit of math cannot be Algebra 1 (or Math 1 if using an integrated approach), Geometry (or Math 2 if using an integrated approach), Advanced Computer Science or Algebra 2. Financial literacy cannot count for social studies credit. It must be counted at Math or Elective.
Elective Credits	2 units	These credits can be earned through world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.
Crew	½ - 2 units	Students must participate in Crew every year they attend The Charles School. If a student begins at TCS in the 9th grade, 1½ credits are required for graduation; if a student begins at TCS in the 10th grade, 1 credit is required; if a student begins at TCS in the 11th grade, ½ credits are required; if a student

		begins at TGS in the 12th grade, ½ credits are required.
Total Credits Required	21+ units	

2. Demonstrating Competency - Students will demonstrate competency in the foundational areas of English language arts and mathematics. The Ohio Department of Education, after gathering feedback from education stakeholders and business communities of Ohio, determined that "competency" would be set at a score of 684 for both the English language arts II and Algebra I tests. This requirement can also be met through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.

3. Demonstrating Readiness - Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills. Students must have at least one state-defined seal to fulfill graduation requirements. Students are encouraged to earn more than two seals. Below is a list of the twelve seals the State of Ohio has defined:

- Ohio Means Jobs Readiness Seal: State Defined
- State Seal of Biliteracy: State Defined
- College-Ready Seal: State Defined
- Science Seal: State Defined
- Honors Diploma Seal: State Defined
- Technology Seal: State Defined
- Citizenship Seal: State Defined
- Industry-Recognized Credential Seal: State Defined
- Military Enlistment Seal: State Defined
- Student Engagement Seal: Locally Defined
- Community Service Seal: Locally Defined
- Fine and Performing Arts Seal: Locally Defined

4. College and Career Preparation - Students must choose and complete a pathway for college and career preparation from the following options:

A. Earn 12 semester credit hours from Ohio Dominican University
B. Earn 12 semester credits through College Credit Plus
C. Become a CTE concentrator by earning a cumulative score of proficient or higher on three or more WebXams in the TCS@ODU CTE IT pathway or earn 12 points in Industry Recognized Credentials (IRCs) in the IT pathway
D. Career Experience
    a. Participate in a pre-apprenticeship program offered through school-community partnerships OR
    b. Complete one or more internship experience totaling at least 250 hours through Work-Based Learning

Graduation Requirement Exceptions and Credit Flexibility

Credits toward either curricula may be granted for "advanced work" by students below the ninth grade if taught by a properly licensed instructor and specifically designated by the Board as meeting the high school curriculum requirements.

Units earned in English language arts, mathematics, science, and social studies that are delivered through integrated academic and technical instruction (typically in a vocational school setting) will also satisfy the unit requirements set forth above.

Credits earned through The Ohio Dominican University Early College Program or the College Credit Plus Program can fulfill high school graduation credit requirements. School leadership and the school Registrar determine the courses that meet these requirements on an annual basis.

Physical education, a minimum ½ unit of the Ohio Core curriculum, may be waived by policy for any student who, during high school, has participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two full seasons or in the junior reserve officer training corps for at least two full years. Students who are granted the physical education waiver must, however, "fill in" the ½ unit with other course work consisting of at least 60 hours of instruction.

The School retains the right to impose "even more challenging" course requirements than those set in this Policy. This includes the right to require more than 20 units of academic credit. If, however, a School wishes to require a foreign language as a graduation requirement, students must be allowed to substitute instruction in computer coding for a foreign language on a unit-for-unit basis.

Transferring students who previously attended an Ohio school complying with state minimum standards or an out-of-state school approved by the Department of Education must be placed at a grade level that corresponds to their previous placement, with full recognition for graduation units of credit previously earned. However, the specific academic subject grades from the previous school shall be accepted and the School shall translate the specific academic grades received at the previous school whenever this is deemed necessary due to the use of different grading scales or methodologies.

There are three major credit flexibility concepts:

1. A broad authority given to schools to integrate course content from different academic subject areas into a single course, including a career-technical education course, for which the student may then receive graduation credits in multiple subject areas.
2. The authority to grant units of high school credits to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education. Boards of education wishing to grant credit for subject area competencies

demonstrated in these ways may do so in accordance with a framework developed by the Department of Education.

3. Students may be able to "test out" of the required class time or to earn such credits through other alternative means. Under a "credit flexibility" plan, students may earn high school credits by demonstrating competency in the subject area on a test or through the pursuit of other educational options.

College Credit Plus Policy

The Governing Authority understands that its students may benefit by participating in college-level courses offered by accredited colleges and universities in Ohio. Accordingly, Eligible Students may participate in the College Credit Plus Program (the "Program"), which permits students to receive school credit for completing college-level classes.

Program

Eligible Students that participate in the Program may enroll in one of two options.

- *Option A.* Eligible Students enroll in college courses and seek only college credit for the course(s) taken. The student pays for all tuition and costs of all textbooks, materials, and fees associated with the course. Under this option, a student is not considered enrolled in the school.

- *Option B.* Eligible Students enroll in college courses and seek college credit *and* high school credit. If the student successfully completes the course, the college and school shall award high school credit and the student will not pay any tuition or any fees. The student will not be charged any other fees. If the student does not complete the course, the student may be responsible for tuition and costs of all textbooks, materials, and fees. Under this option the student is considered enrolled.

Participation Requirements

Students in grades 7-12 are eligible to participate provided the student meets all criteria required by law.

Beginning in the Academic Year 2018-2019, students must meet the following eligibility requirements:

1. Students must be remediation-free in accordance with one of the assessments in the Uniform Statewide Standards for Remediation-Free Status document.

2. If a student scores within one standard error of measurement (SEM) below the remediation-free threshold and the student has a 3.0 GPA, the student is eligible to participate.

3. If a student scores within one SEM below the remediation-free threshold and the student receives a recommendation from a school counselor, principal or career-technical program advisor, the student is eligible to participate.

To participate, the following must occur:

- Prior to April 1 of each year, the student or the student's parent/guardian shall inform the School of intent to participate in the Program for the following year. If notice is not given by this date, a Dean's written consent is required. If the Dean does not provide written consent, the student may appeal to the Superintendent or Governing Authority. Within 30 days of notice, the appropriate entity shall hear the appeal and decide to either grant or deny that student's participation.
- The student must apply to an eligible college or university and meet that institution's standards for admission and course placement.
- The student and the student's parent/guardian shall sign a form stating they have received counseling and understand the responsibilities they must assume in the program.

The amount of credit a student may receive toward high school graduation is proportionate to the number of years a student has remaining.

- 7th-9th Grade students may not receive credit toward high school graduation for more than the equivalent of four years.
- 10th grade students may not receive credit toward high school graduation for more than the equivalent of three years.
- 11th grade students may not receive credit toward high school graduation for more than the equivalent of two years.
- 12 grade students may not receive credit toward high school graduation for more than the equivalent of one year.

<u>Course Eligibility</u>

Ohio's College Credit Plus program designates college courses as "Level I" or "Level II." A "Level I course" means a college course that is any of the following:

(1) a transferable course;

(2) a course in computer science, information technology, anatomy, physiology, or foreign language, including American sign language, that is not eligible to be a transferable course;

(3) a technical certificate course;

(4) a course included in a model pathway developed under section 3365.13 of the Revised Code that a student participating in the college credit plus program elects to pursue;

(5) a course designed to teach study skills and other skills for academic and career success to first-year college students;

(6) an internship course; or

(7) another course approved by the chancellor of higher education under a pathway or required sequence of courses.

A "Level II course" means a college course that is not a Level I course.

A student participating in the College Credit Plus program shall complete 15 semester credit hours of "Level I" courses that may be applied toward a certificate or degree prior to taking a "Level II" course, except as follows:

(1) a student may take a Level II course in the same subject prior to completing the required fifteen semester credit hours upon successful completion of a Level I course;

(2) a student may take a Level II course that has a Level I course as a prerequisite if the student, in accordance with the course placement guidelines of the college/university in which the student enrolls, has demonstrated by an assessment or other means that the student is academically prepared for the course; or

(3) a student may count an advanced placement course or international baccalaureate diploma course completed in the District toward the fifteen semester credit hours of courses with evidence that the student attained the required score on an examination covering the coursework. In the case of an advanced placement course, the required score shall be the

passing score set forth in the standards adopted under R.C. 3333.163. In the case of an international baccalaureate diploma course, the required score shall be the passing score specified by the college/university in which the student enrolls that the college/university considers sufficient to award college credit for the course.

After successfully completing 15 semester credit hours as set forth above, the student may enroll in a Level II course that may be applied toward a certificate or degree.

Except as provided below for a predetermined pathway or required sequence of courses, a student may not receive credit under the College Credit Plus program for the following "non-allowable" courses:

(1) an applied course that involves one-on-one private instruction such as instruction in instrumental music, voice, or art;

(2) a course for which the fees (as defined in the rules and R.C. 3345.49) exceed an amount established by the chancellor of the Ohio Board of Regents;

(3) a study abroad course or similar course;

(4) a physical education course;

(5) a course that is graded on a pass/fail or satisfactory/unsatisfactory basis rather than using letter grades, with the exception of an internship course. (This does not apply to a transferable course that is graded on a pass/fail basis for all students not participating in the College Credit Plus program);

(6) a remedial or non-college-level course as prohibited by R.C. 3365.02;

(7) a sectarian course as prohibited by R.C. 3365.02.

If a non-allowable course as set forth above is a part of a predetermined pathway or required sequence of courses leading to a certificate or degree, a college/university, on behalf of one or more students who are enrolled in the college/university through the College Credit Plus program and have shown progress on that pathway or sequence of courses through their previous coursework, may request the chancellor of higher education to allow payment for the course under R.C. 3365.07.
Effect of Expulsion

If a student is expelled from the School, the Dean shall send a written notice to any college in which the student is enrolled at the time the expulsion is imposed. The Notice shall indicate (1) the date the expulsion expires, (2) that the school has adopted a policy pursuant to R.C. 3313.613 to deny high school credit for courses taken under College Credit Plus during an expulsion. The School shall notify the college of any expulsion extensions.

If a college withdraws acceptance of an expelled student, the School shall not award high school credit for the college courses the student was enrolled in. The School may require the student to return or pay for any textbooks and materials provided free of charge.

Awarding Credit

In order to receive high school credit, the student must enroll in Option B prior to beginning the course. The student will receive high school credit upon successfully completing the course. Students who fail or do not complete the course will not be awarded high school credit.

The amount of credit received shall be determined by the School. If the School offers a comparable course, the School shall award comparable credit. If the School does not offer a comparable course, the School shall grant an appropriate number of credits in a similar subject area. Disputes regarding the number of credits received may be appealed to the Ohio Department of Education. The Department of Education's decision is final.

All classes taken for credit will be transferred to the student's permanent record. Included in the record shall be the course completed and the name of the college/university where the courses were earned. The grade earned may be averaged in the student's high school grade point average.

Information Regarding and Promotion of the Program

Pursuant to Ohio law, the School shall provide information about the Program to students and their parents/guardians in grades six (6) through eleven (11) by February 1st of each year.
The School shall promote the program on its website. The School shall also schedule at least one informational session per school year with partnering colleges located within thirty miles of the School.

Underperforming Students

If a student enrolled in Program courses is classified as an “underperforming student”, the School shall place the student on academic probation. An underperforming student is a student who meets at least one of the following conditions:

(a) Has a cumulative grade point average of lower than 2.0 in the college courses taken through the Program;

(b) Withdraws from, or receives no credit for, two or more courses in the same term.

In the event that a student is classified as underperforming, the School shall promptly notify the student, the student's parents/guardians and each institution of higher education in which the student is enrolled of the student's status and shall notify the student and the student’s parents/guardians as to the requirements to continue with the Program.

When a student is on probation, the student shall enroll in no more than one college course in a term, and shall not enroll in a college course in the same subject as a college course in which the student earned a grade of "D" or "F" or for which the student received no credit. If the student had already enrolled in more than one course or an improper course for the next term before being placed on probation, then the student shall request that the college dis-enroll the student for any courses beyond the one allowed. In the event that a student fails to dis-enroll, the School shall notify the student and the student’s parents/guardians that the student shall be responsible for all tuition, fees, and textbook costs for those courses, and that the student shall be declared ineligible and dismissed from the Program for the next term.

If a student takes a college course after being placed on probation and the course grade raises the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the student shall be removed from probation and may participate in the Program without restrictions. If the student meets the requirements again at a later point, they will be placed back on probation.

If a student meets the definition of an underperforming student for two consecutive terms of enrollment, that student shall be classified as an “ineligible student”, and the School shall dismiss the student from the Program. The School shall promptly notify the student, the student's parents/guardians, and each institution of higher education in which the student is enrolled of the student's dismissal.

A student who has been dismissed from the Program shall not take any college courses through the Program. If the student had registered for any college courses for the next term prior to being dismissed, the student shall request each applicable institution of higher education to dis-enroll the student from those courses. In the event the student fails to dis-enroll from courses, the School shall promptly notify the student and the student's parents/guardians that the student shall be responsible for paying all tuition,

fees, and textbook costs for courses from which the student was required to dis-enroll and that the student's dismissal from the program shall continue for an additional term.

After one term of dismissal, a student may request the School to allow the student to participate in the Program. The School shall review the student's full high school and college academic record to determine the student's academic progress. In order to be considered for reinstatement in the Program under probation terms, the student must show at least a 2.0 cumulative grade point average, including both college courses and high school courses. In order to be reinstated in the Program without restrictions, the student must show at least a 2.5 cumulative grade point average, including both college courses and high school courses. Failure to make sufficient academic progress as outlined above shall result in an extension of the dismissal.

Upon receiving a request for reinstatement, the School shall issue a decision to continue the student's dismissal, place the student on probation, or allow the student to participate in the Program without restrictions. Summer shall count as a term of dismissal from the Program only if the student is enrolled in one or more high school courses during the summer.

The student may appeal a decision of the School to the Governing Authority as set forth in Ohio Administrative Code 3333-1-65.13. The student shall request an appeal within five business days after being notified of the dismissal or probation that prohibits the student from taking a course in a subject. The School shall promptly notify any institution of higher education in which the student is enrolled that the student has requested an appeal. The Governing Authority of the School shall issue a decision on the student's appeal within ten business days after the date the appeal is made. The decision shall be final. The School shall promptly notify any institution of higher education in which the student is enrolled of the decision.

Reimbursement Where Student Fails Course

If the Dean determines that a student participant has not attained a passing final grade, the School may seek reimbursement for state funds paid to the college. Unless the student was expelled the School shall not seek reimbursement if the student is identified as economically disadvantaged. The School may withhold grades and credits received until the participant provides reimbursement.

Appeals Policy

The College Credit Plus Probation Appeals policy for The Charles School at Ohio Dominican University is based on the requirements of Ohio Administrative Code 3333-1-65.13. Students who have been placed on CCP Probation, which prohibits the student from taking a course in the same subject and wish to appeal,

must notify the district superintendent within five business days after being notified of the CCP Probation status. TCS@ODU will notify the college or university in which a student is enrolled that the student has requested an appeal. The district superintendent's designee will issue a decision on the student's appeal within ten business days after the date of the appeal is made. The decision of the superintendent is final.

To request an appeal, a student must provide a written explanation of why the student should be permitted to take a course in the same subject while on CCP Probation. The district superintendent's designee will review the written explanation and will consider the following possible activities that a student has taken:

- Completion of high school courses with an established grade point average
- Completion of tutoring, extra course assistance, as available
- Development of an individual pathway plan that includes high school graduation requirements and possible college courses

The district superintendent has the discretion to allow a student to participate in the program if the student meets other factors to demonstrate readiness. In general, TCS@ODU follows the CCP Probation guideline that the student may only enroll in one CCP course one college term during probation. However, TCS@ODU supports students re-enrolling in a failed course

Note: The CCP Probation policy (OAC 3333-1-65.13) does not alter, supersede, or affect any college policy or procedure on academic probation or dismissal through the college. Students wishing to appeal the college's policy must do so by following the college's procedures.

Ohio: R.C. 3365.
R.C. 3313.613

Experiential

The Charles School at Ohio Dominican University is founded on an experiential approach to education. Much of the curriculum in all subject areas relies on authentic, hands-on experiences, including, but not limited to, the opportunity students have to take courses on a college campus. It is through these experiences that our students develop the critical thinking, self-knowledge, and collaboration skills necessary for success in college and the professional world.

Earning Academic Credit – Evaluation System

In accordance with our partner institution, Ohio Dominican University, The Charles School awards traditional A-B-C-D-F grades. The Charles School combines methods that have proven to be successful at other schools with unique methods of our own to produce an evaluative approach that recognizes that students need to acquire and be able to use essential skills to be successful in high school and in life after high school.

Using our Graduation Plan, closely tracking student progress in earning credit, and individual classroom instruction, we seek to promote self-direction within our students. We want our students to eventually take ownership of and responsibility for their educational objectives. The Charles School issues final grade evaluations at the conclusion of a course that are founded on students meeting expectations within a class. As a course progresses, students will be issued quarterly progress summaries at the end of each quarter, as well as other progress reports in the event that additional communication is necessary.

Our evaluative structure measures expectations with the following progress indicators and final evaluative marks:

A: This evaluation indicates that a student has exceeded the expectations that were established for this student by the classroom teacher. Students earning an A as a final evaluative mark for a semester class or for a year-long class **will earn academic credit for the course.**

B and C: These evaluations indicate that a student has met the expectations that were established for this student by the classroom teacher. Students earning a B or a C as a final evaluative mark for a semester class or for a year-long class **will earn academic credit for the course.**

D: This evaluation indicates that a student has made strides toward meeting the expectations that were established for this student by the classroom teacher. The student is on the way toward earning a passing grade but is not there yet. Students earning D as a final evaluative mark for a semester class or for a year-long class **will not earn academic credit for the course.**

F: This evaluation indicates that a student in a particular class or placement is, in fact, just beginning and has not yet seriously begun to address and achieve the expectations that were established for this student by the classroom teacher. Students earning an F as a final evaluative mark for a semester class or for a year-long class **will not earn academic credit for the course.**

AU: The audit is a grade given for a student that has participated in a course, but does not intend to be awarded credit for that course. This grade is primarily reserved for students that join a class after such time as the student could not reasonably be expected to complete the requirements for earning credit. Students auditing a course **will not be awarded academic credit for that course.**

IN: The incomplete is a grade that indicates that there is considerable work that a student would need to submit prior to an accurate evaluation being made. This grade is primarily reserved for students that have had an extended absence from school. The incomplete is a temporary grade that, if awarded as a final evaluative mark, will be converted to a different, permanent grade no later than two weeks from the conclusion of the grading period.

At the end of each quarter, the teacher will provide the student with two progress indicators:

1. A progress indicator for the student's performance during the quarter in question. This indicates the student's recent performance, and is not necessarily a summarizing grade for the student's performance in the course's entirety.
2. A progress indicator for the student's performance to that point in the course. This indicates the entirety of the student's performance in the course.

Final evaluative marks and quarterly progress reports will, in addition to the letter grade, include a narrative, written by the teacher, so that the student, the parent/ guardian and other interested parties will have a greater understanding of the totality of the student's performance in a variety of identified essential skills and academic objectives.

Grade Level Determination and Eligibility for the OST Test

Student class level is based on the number of academic credits that have been earned.

1. Ninth grade students are those that have earned fewer than 5.5 credits.
2. Tenth grade students have no fewer than 5.5 credits.
3. Eleventh grade students have no fewer than 11 credits, and
4. Twelfth grade students have no fewer than 16.5 credits.

Testing

The State of Ohio requires its students to participate and pass the state of Ohio standardized, graduation test (OST), and adheres to the guidelines for when each age/ grade a student must be included in each testing group.

1. Attendance on each of these testing days is required unless a parent or doctor's note is submitted to the office, specifically stating that the student is unable to attend.
2. Missed test(s) will be made up, within the testing window, upon the student's return to school.

Parents/Guardians should make sure that their student is well-rested on the day of each test and has had a healthy breakfast to ensure that the student has the best possible chance for success.

STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES POLICY

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

The school shall administer the State-mandated tests to students at the times designated by the State Board of Education. The school may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student in the designated follow-up time provided by the state's guidelines for administering the tests. The school shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated tests to the State Board of Education.

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

These duties shall include:

- communicating standards of ethical assessment practice;

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

The school shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The school shall develop a program of testing that includes:

- administration of state-mandated tests at no cost to students, in accordance with the provisions of A.C. 3301-13-02;
- performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;
- aptitude tests;
- school or teacher-made achievement or performance tests;
- vocational inventories;
- tests of mental ability;
- portfolios.

"Achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."

"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means "an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three, as defined in R.C. 3301.079."

"Ohio State Tests" means "the achievement tests", aligned with academic content standards and model curriculum, designed to measure a student's level of academic achievement expected at the end of the tenth grade in writing, reading, mathematics, social studies, and science." In the case of the Charles School, the Ohio Graduation Tests are given beginning at the 10th grade.

"Performance standards" means "a score adopted by the State Board of Education indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment."

"Statewide tests" means "any assessment that is provided by the Ohio Department of Education (ODE) for use in all participating schools in the State."

The school shall develop:

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

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the school shall provide appropriate intervention services commensurate with the student's test performance in each such test area,

including intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012.

The school shall require that:

- parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy;
- the aggregate results of each school-wide test be made part of the public record.

The school shall keep records for each student including the following:

- a unique state student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2);
- a list or designation of which tests are required and which tests are not required;
- a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period;
- score for each test taken, required or not;
- whether each student attained the requisite performance standard designated for each required test;
- what if any tests must still be taken;
- whether or not intervention must be provided for each test required for graduation, the date passed must be recorded on the student's transcript.

No information shall be on the student's transcript for a test not passed. When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

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

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

Except as authorized by state law, the school shall not use any student's failure to attain a specified score on any state-mandated test as a factor in any decision to deny the student promotion to a higher grade level. The school does prohibit the promotion of a student to the next grade level 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 dean and teachers of any failed subject areas agree the student is academically prepared for the next grade level.

All identified students with disabilities in the school shall be considered for participation in the state-mandated testing. The extent of the student's participation shall be determined by the IEP Team.

Accordingly, the student's IEP shall require that s/he take:

- the required assessments in the same manner as other students;
- the required assessments with accommodations appropriate for his/her disability;
- or an alternate assessment that has been approved by the State Department of Education.

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

The school shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

Testing Materials Security

All testing materials will be kept in the testing administrator's office in a locked cabinet while not in use. During the testing periods, no tests will be given out to students prior to the start of the testing time periods. At the end of each testing day, all tests that have been used will be inventoried to ensure that all have been returned and then they will be locked up in the administrator's cabinet. At the end of the testing period, all testing materials will again be inventoried to ensure that all tests that were received are being returned to the testing company that is overseeing the process.

This policy shall be reviewed and updated annually.

R.C. 3301.079, 0710, .0711, .0714, .0715, 3313.608, 3313.608(D), 3313.6012

A.C. 3301-13, 3301-35

Textbooks

Students are loaned textbooks for some classes at the beginning of the year and throughout as each syllabus dictates.

1. Each book has a barcode on the back. The books are "checked-out" to each student using their student ID number and this barcode.
2. At the end of the year or when the class no longer needs the textbook, each student will turn in each of their books to be scanned in. Once the books are scanned in, the borrowed book will automatically be "checked-in" and the student is no longer responsible for it.
    a. If a student turns in a book that does not correspond to the barcode in the system, they will not receive credit for it.
    b. They will then be responsible for the replacement of the borrowed textbook.
3. Students are not to deface, devalue, or write in borrowed textbooks. If a textbook is returned in a condition less than acceptable for reasonable wear and tear the student will be responsible for supplying a replacement.

TCS | 2026-2027 COMMUNITY CALENDAR

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5-11: Staff PD Days
11: ODU New Student Orientation
12-14: FreshStart Orientation
13: TCS New Students Open House
17: ODU First Day
17: PD Day - NO SCHOOL
17: TCS Returning Students Open House
18: TCS First Day of School
21: PD Day - NO SCHOOL
31: CSCC First Day
31: MAP Assessments in ELA & Math

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1: TCS Winter Break
4-5: PD Days - NO SCHOOL
5: Q2 Grades available in PS
6: TCS First Day
7: ODU New Student Orientation
11: ODU First Day
11-15: MAP Assess in ELA & Math
18: MLK Jr Day - NO SCHOOL
19: CSCC First Day
28: Red Cross Blood Drive
29: Q3 Community Day

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1-4: MAP Assess in ELA and Math
7: Labor Day - NO SCHOOL
11: Last Day for Q1 Interims
16: Q1 Interims available in PowerSchool
17-18: Hearing & Vision - 9/11 grades
18: Family Literacy Festival
23: Red Cross Blood Drive
25: Q1 Community Day

FEBRUARY 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

4: TGFS Soul Food Celebration @TCS
5: Last Day for Q3 Interims
10: Q3 Interims available in PS
12: PD Day - NO SCHOOL
15: President's Day - NO SCHOOL

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1- 2: PD Days - NO SCHOOL
9: End of Q1
12: Fall Break - NO SCHOOL
14: Q1 Grades available in PS
20: College/Career Access Night & International Dinner @TCS
21: PSAT/SAT for 11th & 12th grade
21: NO SCHOOL for 9th & 10th grade
27: SAT Make-up Day
28: TCS Picture Day
29-30: Student Led Conferences

MARCH 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4-5: Student Led Conferences
8-12: ODU Spring Break
10: PSAT 10/SAT 11
10: NO SCHOOL for 9th & 12th grade
12: End of Q3
15-19: CSCC Spring Break
15-19: WebXams
17: Q3 Grades available in PS
18: SAT Make-up
26-31: TCS Spring Break

NOVEMBER 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6: Last day of Q2 Interims
7: TCS Homecoming
11: Q2 Interims available in PS
13: Q2 Community Day
18: Red Cross Blood Drive
20: TCS Make-up Picture Day
23-24: PD Days - NO SCHOOL
25-27: Thanksgiving Break

APRIL 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2: TCS Spring Break
5: PD Day - NO SCHOOL
6: Q4 Community Day
10: TCS Prom
12-23: OST ELA 2, Math, Science, Soc Studies Exams
16: Last day of Q4 Interims
21: Q4 Interims available in PS
26-30: WebXam Retakes

DECEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

1-11: OST Retakes/Make-Up Tests
7-11: ODU Finals
7-11: WebXam Retakes
16-17: Midterm Exams/Early Release
17: End of Q2/S1
18: PD Day - NO SCHOOL
18: CSCC Courses End

MAY 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15

3-7: MAP Assess in ELA & Math
3-7: ODU Final Exams
5: Red Cross Blood Drive
8: ODU Commencement
12: Last Day for TCS Seniors/Clap Out
14: CSCC Courses End
14: TCS Graduation Rehearsal

The Charles School at Ohio Dominican University
Member of the Graham Family of Schools | This institution is an equal opportunity provider |
USDA is an equal opportunity provider, employer, and lender.

20 21 22 23 24 25 26 27 28 29 30 31	21-31:TCS Winter Break	16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	15: TCS Commencement 19-20: Final Exams, Early Release 20: TCS Last Day of School 21: King's Island Trip 26: Y1 Grades available in PS

KEY
Student First Days
Orientation/FreshStart
PD Day - No School for Students
Holiday/Break - School is Closed
Student-Led Conferences

KEY
School Event
Testing
Interim Grades
Early Release
Last Day of the Quarter

Policies and Procedures

Code of Student Conduct and Disciplinary Process

The Charles School at Ohio Dominican University is a learning community built upon the foundation of relationships, both personal & organizational. TCS @ ODU thrives because of the relationships we build and nurture. Through the continued fostering and development of these relationships, we have been able to forge a learning community where each contributor to our community – whether a student, a staff member, a parent, or a volunteer – also becomes a benefactor. We think that we have created a high school environment unique to this area and beyond.

While this aspect of TCS @ ODU may distinguish us from other schools, we anticipate some of the usual behavioral problems that are an aspect of all American high schools. Our efforts aim to respond to behavioral problems in a manner consistent with the school's vision, mission and philosophy. Our objective is to respond to behavioral problems in a preventive rather than punitive manner.

The misconduct described below includes that misconduct occurring on:

1. school property,
2. a school bus, or at a
3. school-related function and in addition and regardless of where it occurs or
4. misconduct that is directed at another student, school employee, school official, or school property.

Administrators retain the right to search a student's person or property when there is a suspicion that student code of conduct rules are being violated. Refusing a search by an administrator may result in presumption of guilt and result in the appropriate consequences.

Violation of any of the following rules may result in disciplinary action, including, but not limited to, suspension and/or expulsion from school. At no time will any form of corporal punishment be used by any adult employed by the school.

Possible School Responses to Behaviors:

1. Missed recess or other activity
2. Restorative Practices/Conversations/Apology
3. Parent/Family conference
4. Behavior plan
5. Reset Room (RR) or In-School Suspension (ISS)
6. Work assignment
7. Alternative learning environment
8. Bus riding privilege suspension
9. Emergency removal (ER)
10. Out-of-School Suspension (OSS)
11. Restorative Community Action (i.e., service hours to help in the restoration process)
12. Expulsion

RULE 1. Use/Possession (including: buy, apply, possess, use, transmit, conceal, be under the influence) of narcotics, alcoholic beverages, drugs, drug paraphernalia, counterfeit controlled substances, or mood altering chemicals of any kind

A student shall not knowingly buy, sell, supply, apply, possess, use, transmit, conceal, be under the influence of the aforementioned items, assist and/or facilitate in the sale of the aforementioned items, or otherwise violate regulations “Counterfeit Controlled Substances" or “Substance Misuse."

- “*Possession*" includes, without limitation, retention on the student person or in purses, wallets, lockers, desks, or automobiles parked on school property.
- “*Under the Influence*" is defined as manifesting signs of chemical misuse, such as restlessness, staggering, odor of chemicals, memory loss, abusive language or behavior, falling asleep in class, or any other behavior not normal for the particular student.
- “*Mood Altering Chemical*" includes, without limitation: narcotics, depressants, stimulants, hallucinogens, counterfeit controlled substances, marijuana, alcohol, and prescription drugs, nonprescription medications which are taken for unauthorized or abusive purposes or in doses above the recommended dosage on the packaging, unless authorized by a

medical prescription from a licensed physician and kept in the original container, which container shall state the student's name and the directions for proper use.

- *"Instrument or paraphernalia"* shall include, but not be limited to, equipment or apparatus designed or used for the purpose of measuring, packaging, distributing, or facilitating the use of drugs, pipes, roach clips, syringes and hypodermic needles, cocaine spoons, rolling papers, and drug kits

1st Offense:
Minimum and Maximum: Emergency Removal, 5 day OSS (out of school suspension). The suspension may be reduced with the agreement of the student and parent/guardian to complete the school approved alcohol, tobacco and drug use education program. If the student and family do not complete the program, the student will be assigned any remaining days **-AND-** any additional penalties as outlined.

2nd Offense:
Minimum and Maximum: Emergency Removal, 10 day OSS (out of school suspension) with a recommendation to the superintendent the student be expelled from school **-OR-**
Minimum and Maximum: 10 day OSS (out of school suspension) and the student will complete assessment/evaluation by a school approved counselor to evaluate the substance use. The student/family must comply with all recommendations of the assessment/evaluation **-AND-** any additional penalties as outlined

3rd Offense:
Minimum and Maximum: Emergency Removal, 10 day OSS (out of school suspension) with a recommendation to the superintendent the student be expelled from school **-AND-** any additional penalties as outlined

RULE 2. Possession, Use or Transmission of Firearms, Knives, Other Weapons

No students shall possess, use or transmit any kind of firearm, look-alike firearm, knife, razor, mace, pepper spray, lighters or any item that can be considered a weapon or used as a weapon, including, but not limited to chains, handcuffs, brass knuckles, explosive devices, ice picks, swords, tasers, or box cutters.

- A "knife" is defined as any device that has a pointed or sharp edge and that can be used for cutting, slicing, or stabbing.
- A "firearm" is defined as and shall include, but not be limited to: 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 or other propellant; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.
- The definition of "destructive device" includes, but is not limited to:

- any explosive, incendiary, or poisonous gas, including, but not limited to, a bomb, grenade, rocket having a propellant charge of more than four ounces,
- missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or
- a device similar to any of the devices described herein and from which a destructive device may be readily assembled.

Minimum and Maximum: 10 day OSS, possible recommendation to the superintendent for expulsion* and possible referral to police, juvenile justice system*.
*If the violation involves bringing a firearm to school, or possessing a firearm at school, it shall be mandatory to make a recommendation to the Superintendent for a 1-year expulsion. Under federal law and Ohio law, it is also mandatory to make a referral to law enforcement for bringing a firearm to school.

RULE 3. Bomb Threat

A student shall not threaten to bomb, use explosives, or burn the school building or anyone in it.
Minimum & Maximum: 1-year expulsion

RULE 4. Anti-Discrimination, Anti-Harassment and Anti-Bullying

Students are prohibited from engaging in unlawful discrimination, harassment and bullying in violation of the school's anti-discrimination, anti-harassment and anti-bullying policies set forth in attached Appendix B.
Minimum: Restorative Conversation and/or Missed recess or other activity
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 5. Assault, Participation and/or Observation

A student shall not behave in such a way that could threaten to cause physical injury to another person. A student shall not assemble to observe, document, or encourage an assault nor inhibit school personnel from intervening when an assault occurs.
Minimum: Restorative Conversation and/or Missed recess or other activity
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 6. Assault and/or Fighting

A student shall not knowingly act or behave in such a way as could cause or attempt to cause physical injury to other students, any school employee, or other persons.
Minimum: 1 day RR
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 7. Threatening a Person

Students shall not threaten others with the purpose of obtaining any valuables or valuable benefit nor should students threaten physical injury to other students, any school employee, or other persons.
Minimum: 1 day Reset Room
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 8: Sexual Conduct and Sexual Harassment

A student shall not make sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including sex-based harassment that creates an intimidating, hostile, or offensive education or work environment, including, but not limited to, pinching, grabbing, suggestive comments, gestures or jokes or pressure to engage in sexual activity. Physical displays of affection between students are prohibited. This includes touching, petting, or any other contact that may be considered sexual in nature. Sexual activity of any nature is prohibited and will result in disciplinary action.
Minimum: Restorative Conversation
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 9. Possession of Pornography

Possessing sexually explicit material is prohibited, including on electronic devices.
Minimum: Restorative Practice, Restorative Community Action, RR
Maximum: 10 day OSS

RULE 10. Disruption to School

A student shall not by use of violence, force, coercion, threat, noise, passive resistance, false alarm (including fire and bomb threats), or other disorderly conduct cause or attempt to cause material disruption or obstruction to the normal school operations.
Minimum: Restorative Conversation and/or Missed recess or other activity
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

Technology Use: We are pleased to offer members of our learning community access to our computer network. This network includes use of the Internet and the World Wide Web. This access provides immense, diverse and valuable resources to our learning community. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Access to the Internet will allow learners to explore thousands of databases and libraries, as well

as communicate with Internet users worldwide. Some material accessible from the Internet may contain information that has no educational value and in some cases is inappropriate and even illegal. Such misuse of technology can result in a student losing any or all privileges on computers. Our intent is to make the Internet available to further educational goals and objectives. The positive resources and benefits derived from use of the Internet overwhelmingly outweigh any negative aspects. This section constitutes the school's Acceptable Use Agreement for Technology.

Access to the school's Learning Management System and/or Electronic Portfolio system - Students may periodically be asked to create accounts for other online resources consistent with the agreements of those particular services. The Charles School reserves the right to pursue reasonable disciplinary actions or limit student access to the network or technological resources for any reason. These reasons include, but are not limited to the following:

a. Logging on with another person's user ID.
b. Obtaining unauthorized access to any school or public system,
c. Plagiarism or violating copyright law, including downloading or storing "pirated" copyrighted materials including music, videos, and software.
d. Logging on to Facebook, Instagram, SnapChat, Twitter, YouTube, Vine, or other social media sites are inappropriate for use during the school day and are considered distractions to students' learning.
e. Vandalizing or breaking technology, i.e. camera, network, or computer
f. Attempting to circumvent the school's proxy server, use to filter inappropriate websites for students
g. Accessing or posting material that is sexual, inappropriate, violent or annoying. 8. Using the network to harass others.
h. Vandalizing the computers or the network.

RULE 11. Education Technology Use and Safety Policy

A student shall not violate the "Student Education Technology Acceptable Use and Safety Policy".
Minimum: Administrative warning
Maximum: 5 days OSS. Discipline may also include loss of Internet privileges and computer usage.

RULE 12. Misuse of Communication Devices, (i.e. cell phones, smart watches, and all other non school issued, bluetooth enabled electronic devices)

Use of cell phones, electronic handheld games, MP-3 players, iPods, tablet computers, cameras, and other electronic devices including all those with bluetooth capability are not permitted during school hours (from 7:45 a.m.-2:30 p.m.). We recognize the need for a cell phone in today's world, but we ask parents/guardians to call the main office at The Charles School in case of an emergency, or wait until the end of the school day to contact your child.

Students are NOT to have or use cell phones/electronic devices, headphones, or any other bluetooth enabled device during class periods (this includes the hallway during class periods and during transition periods). Staff and school employees are not responsible for lost or stolen devices. Should a student leave a phone or phone accessory at the end of a class period, they must wait until the end of the day to retrieve it.

If devices are visible to staff during the academic school day, TCS @ ODU will follow this process:

- **1st Offense**: Phone/device must be turned in to the office and can be collected at the end of the school day by the student.

Students who refuse to comply with the TCS cell phone policy will:

- **1st Refusal:** Turn in phone to office, call home, and earn a lunch detention
- **2nd Refusal:** Parents notified and student sent home for the day

More than one refusal in a week and can result in further disciplinary action taken at administration's discretion.

Deans reserve the authority to develop and implement a Technology Behavior Plan for any student who repeatedly violates the school's technology use policy. This plan may include specific restrictions, monitoring measures, and expectations designed to promote responsible technology use and prevent further violations.

*See 'Technology Use policy (begins on page 54) for details on school policies for content of electronic devices.

Minimum: Restorative Practice, Restorative Community Action, RR, behavior plan
Maximum: OSS

RULE 13. Inappropriate and/or unwelcome posting or sharing on social media, texting, email, or other forms of correspondence

A student shall not post or share inappropriate and/or unwelcomed information on social media, texting, email, or other forms of correspondence including images and videos of fights.
Minimum: Restorative Practice, Restorative Community Action, RR
Maximum: 10 day OSS

RULE 14. Dishonesty

Students shall not engage in any dishonest behavior, including, but not necessarily limited to, providing false information, forging a parent or teacher signature on school forms, attendance notes, or any other document, and shall not impersonate a parent or a teacher.
Minimum: Restorative Practice, Restorative Community Action, RR
Maximum: 10 day OSS

RULE 15. Dress Code

A student shall not violate the school dress code.

The TCS@ODU dress code seeks to accomplish several goals:

- Maintain a safe learning environment in all classes for all students.
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses themselves
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of sex, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Classes or assignments with specific dress code requirements for safety purposes, including protective eyewear, closed-toe shoes, or athletic wear will have these requirements in the syllabus and students will be made aware of the days that require different dress. Assignments that may have different dress code requirements include, but are not limited to: labs, interviews and field trips.

Dress Code Requirements: Certain body parts must be covered for *all* students at all times.
Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage does not have coverage requirements.

Students Must Wear:

- Shirt/dress
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports or science classes)

Students May Wear:

- Hats, including religious headwear

- Hoodie sweatshirts (overhead is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Midriff baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Helmets or headgear that obscures the face (except as a religious observance).

TCS@ODU school dress code enforcement actions will minimize the potential loss of educational time. Administration and enforcement of the dress code will be consistent.

This dress code is inspired in part by and adapted from the Oregon NOW Model Dress Code

Minimum: Restorative Practice, Restorative Community Action, RR
Maximum: Emergency Removal, OSS

RULE 16. Excessive Tardiness, Skipping Class, Leaving the building

Students are prohibited from being tardy on an excessive basis. Students are prohibited from being absent from class without excuse for more than 10 minutes. Absences beyond 10 minutes are defined as skipping. Students are not permitted to leave the school building during school hours without staff supervision, unless granted prior permission by an authorized adult. A student leaving the building during school hours with permission is required to sign out in the main office.
Minimum: Restorative Practice, Restorative Community Action, RR
Maximum: OSS

RULE 17. Damage to School Property

A student shall not willfully or maliciously damage or attempt to damage any school property. This will include buildings, equipment, lockers, signs posted in a building, and vehicles. Parent(s),

guardian(s), or custodian(s) will be held financially responsible for any property damage by their child under Ohio Revised Code 3109.09 and 2307.70.
Minimum: Restorative Practice, Restorative Community Action
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 18. Damage to Private Property

A student shall not damage or attempt to damage private property of another. Parent(s), guardian(s), or custodian(s) will be held financially responsible for any property damage by their child under Ohio Revised Code 3109.09 and 2307.70.
Minimum: Restorative Practice, Restorative Community Action
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 19. Theft or Possessing Stolen Property

Students shall respect the personal ownership rights of others. Administrators may exercise their prerogative of reporting thefts, attempted thefts, or possession of stolen property without making an attempt to return the same to local police.
Minimum: Restorative Practice, Restorative Community Action
Maximum: 10 day OSS with possible recommendation for expulsion.

RULE 20. Manifest Disrespect

A student shall not demonstrate manifest disrespect toward any other individual. Actions may include verbal or nonverbal disrespect, psychological or material abuse.
Minimum: 1-day Reset Room
Maximum: 10 day OSS

RULE 21. Libel or Slander

No student shall commit libel or slander. Libel is defamation expressed by print, writing, pictures, or signs while slander is defamation by speaking.
Minimum: Restorative Practice/Restorative Community Action
Maximum: 3 day OSS.

RULE 22. Academic Dishonesty

A student shall not engage in academic misconduct, including cheating or plagiarism.
Minimum: Restorative Practice/Restorative Community Action
Maximum: 1 day Reset Room

RULE 23. Felony, Misdemeanor and Violation of Ordinances

A student shall not commit any act not listed herein as a violation of the Student Code of Conduct that constitutes a felony, misdemeanor or violation of an ordinance.
Minimum and Maximum: Administrative discretion including possible recommendation to the superintendent for expulsion.

RULE 24. Use of Obscene Language, Gestures, and Possession of Inappropriate Materials

A student shall not use obscene or vulgar language, gestures, signs, or possess inappropriate materials.
Minimum: Restorative Practice, Restorative Community Action
Maximum: 1 day OSS

RULE 25. Smoking, Tobacco and Similar Substances

Smoking or any other method of tobacco use by a student on school property, or on a school bus is prohibited. No student shall use, possess, transmit, or sell any tobacco product on school property, during any school activity, or on a school bus. Tobacco products include but are not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, electronic, "vapor" or other substitute forms of cigarettes. The school will not discern between vaping non-tobacco fluids and tobacco fluids. All forms of vaping and possession of vaping devices and paraphernalia are prohibited.
Minimum: 1 day RR
Maximum: 3 days OSS

RULE 26. Forgery and Falsification

A student shall not falsely represent or attempt to falsely represent any information given to school officials or pertinent to school activities or use the name or identity of another person.
Minimum: Restorative Practice/Restorative Community Action
Maximum: 1 day OSS.

RULE 27. Conduct on Buses

A student shall not violate "Bus Misconduct and Bus Regulations."

Bus Discipline Ladder:

1st referral to Administration	Warning from Administration, Family Notification
2nd referral to Administration	1-3 day bus suspension
3rd referral to Administration	5 day bus suspension

4th referral to Administration 10 day bus suspension

More than 4 referrals: Repeat 10 day bus suspension and possible recommendation to superintendent of permanent removal from the bus.

*Interventions prior to school referral include driver to Student and driver to Parent

*All school rules are in force on the bus and Code violations may be addressed by the administration in addition to the bus discipline ladder.

RULE 28. Public Display of Affection

A student shall not engage in inappropriate public displays of affection.
Minimum: Administrative warning, Restorative Practice/Restorative Community Action.
Maximum: 1 day Reset Room.

RULE 29. Gambling

A student shall not engage in any form of gambling.
Minimum: Restorative Practice/Restorative Community Action.
Maximum: 1 day Reset Room.

RULE 30. Use of inappropriate language, blatant disobedience, blatant insubordination, disruptive behavior

All students have a right to learn in a classroom environment that is free from the disruptive behavior of other students. A student shall not refuse to comply with the reasonable requests of his/her teacher, an administrator, coach, extracurricular activity advisor, staff employees, or adult volunteers. In the case of extracurricular activities, "insubordination" shall also include the failure to comply with the rules or requirements established by the coach or advisor for that particular activity. A student shall not use profane, vulgar, or other improper language, or gestures/actions spoken, written, or sent electronically.
Minimum: Restorative Practice/Restorative Community Action, possible progressive consequences
Maximum: 5 day OSS.

RULE 31. Harassment

A student shall not harass, intimidate, disparage, incite, provoke, stalk or threaten any individual on school premises or otherwise disrupt the school environment. For this purpose harassment including slurs, profanity; written information; denigrating remarks or actions; obscene gestures;

the wearing or display of insignia, signs, buttons, clothing, or apparel; or other verbal or physical conduct including, but not limited to, those based on race, color, national origin, ancestry, citizenship, religion, handicap, age or sex, that have the purpose or the effect of (1) causing or intending to cause any other student or school employee to be reasonably placed in fear of his or her personal safety; (2) causing or intending to cause an intimidating, hostile, or offensive educational environment; (3) causing or intending to cause material disruption of the educational process; (4) unreasonably interfering with a student's curricular, co-curricular or extracurricular performance; or (5) otherwise unreasonably having an impact upon a student's educational opportunities (see Harassment).
Minimum: 1 day Reset Room.
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 32. Hazing

A student shall not haze (harass by exacting unnecessary or disagreeable work, ridicule, or playing abusive or humiliating tricks by way of initiation) another student, a school employee or persons that are guests of the school or persons conducting business for the school or otherwise violate other persons.
Minimum: Restorative Practice/Restorative Community Action
Maximum: 5 day OSS.

RULE 33. Unauthorized Use of Fire/Possession of Fire Starting Device

A student shall not be in possession of matches, lighters, etc. while on school grounds.
Minimum: Restorative Practice, Restorative Community Action, Administrative warning
Maximum: Suspension

RULE 34. Loitering, Trespassing, or Unauthorized Entry

Students shall not be willfully present in a school building, locker room, restricted area of the school building or any part of the school grounds at an unauthorized time or without specific permission from a staff member. Students shall not attempt to enter a locker, classroom, closed and/or restricted area without proper authorization.
Minimum: Restorative Practice, Administrative warning
Maximum: Suspension

RULE 35. Non-school Promotion/ Selling

Students are not permitted to advertise, solicit, recruit, or promote non-TGFS agencies or organizations without administration approval. This includes, but is not limited to, the selling of food or merchandise for fundraising purposes.

Minimum: Administrative warning
Maximum: Suspension

Rule 36. Perfume Policy

In order to provide for a healthy air environment, the school will not allow any heavily scented item to be dispersed in public areas during school hours. This may include but is not limited to perfumes, body sprays, or lotions. Students who have violated this policy may have the offending items confiscated and kept in the office until the end of the day. If the student has perfume, body spray and/or cologne and they are found to be spraying it at or on other students, the spray will be confiscated and the student will be subject to disciplinary action at the discretion of the deans. If the student is repeatedly noted to have violated this policy, they may be subject to disciplinary action at the discretion of the deans. This policy is in accordance with the American Lunch Association best practices for community members with sensitivities, asthma, or allergies.
Minimum: Administrative warning
Maximum: Suspension

RULE 37. General Misconduct

The General Misconduct shall apply to conduct not specifically set forth herein which substantially and materially disrupts or interferes with the good order, discipline, operation, academic or educational process taking place in the school or which substantially and materially is or poses a threat to persons or property (Refer to Disruptive Items).
Minimum: Administrative warning
Maximum: Suspension, administrative discretion

RULE 38. Repeated or Flagrant Violations of the Student Code of Conduct

Such violations shall be dealt with in accordance with the Student Code of Conduct.
Minimum: 1 day Reset Room
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

Application of Code Consequences

The conduct codes apply to all students on school premises; to all phases of school operations, including but not limited to curricular and extracurricular activities, while being transported on a school bus or authorized transportation and at any school sponsored activity; and to any other circumstance such that the conduct in question has an effect of disrupting school operations or otherwise depriving any student of educational interests or opportunities, such as, After School Detention, Alternative Learning Center, etc. Furthermore, students may be disciplined for misconduct that occurs off of property owned or controlled by the school but that is connected to activities or incidents that have occurred on property owned or controlled by that school and for

misconduct regardless of where it occurs that is directed at a school official or employee, or the property of such official or employee.

Each case referred to the administration will be handled on an individual basis. Appropriate consequences to the individual student will be based on the number and seriousness of the conduct violation, the circumstances of the violation, and the student's behavior history and may include the following:

- Parent/Family conference
- Behavior plan
- Reset room
- Work assignment
- Alternative learning environment
- Bus riding privilege suspension
- Suspension from school
- Emergency removal from school
- Expulsion from school

Reset Room (RR)

The Reset Room (RR) is a disciplinary assignment given by the administration to those students who have violated The Graham Family of Schools Code of Conduct. The RR is supervised by a certified teacher at the student's school. Students assigned to a RR are provided with work by their teachers. Students assigned to a RR shall receive both academic and attendance credit for the day in which they are assigned.

- Students will be assigned to be present in a designated classroom
- Students are to report to the RR as assigned.
- When a student is absent from the RR assignment, they will make it up on their next day at school.
- If a student is tardy to the RR, an additional day or part of a day may be added to the RR assignment.
- Students are responsible for bringing all needed textbooks and classroom materials to the RR.
- Students receive credit for assigned work and attendance. All the student's teachers will submit the student's assignments to the supervising teacher prior to being in the RR.
- Restroom breaks will be provided for students assigned to the RR.
- In addition to the rules of the RR, all school rules and policies will apply to students in the RR.
- Students who are disruptive in the RR or who do not follow the prescribed rules may be suspended out of school and must complete all remaining days of the original RR assignment upon their return to school.
- RR assignments are not appealable.

Suspension/ Expulsion

A. The superintendent or TCS @ ODU Administrators (who have, pursuant to board policy, been given the authority that a principal has for purposes of suspensions) may suspend a student from school for up to but not more than ten school days.
    a. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent may apply any remaining part or all of the period of the suspension to the following school year.
    b. Except in the case of a student given an in-school suspension, no student shall be suspended unless prior to the suspension the superintendent or TCS @ ODU Administrators do both of the following:
        i. An Administrator or superintendent shall provide the student with written notice of the intention to suspend the student and the reasons for the intended suspension and, if the proposed suspension is based on a violation listed in division (A) of section 3313.662 of the Ohio Revised Code (O.R.C.) and if the student is sixteen years of age or older, the notice shall contain a statement that the superintendent may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation;
        ii. The student shall have an opportunity to appear at an informal hearing before an Administrator, superintendent, or superintendent's designee and challenge the reason for the intended suspension or otherwise to explain the student's actions.

B. Except as provided for below, the superintendent may expel a student from school for a period up to, but not greater than, eighty school days or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place, unless the expulsion is extended as provided for in paragraph (F) below. If at the time an expulsion is imposed there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the superintendent may apply any remaining part or all of the period of the expulsion to the following year.
    a. Unless a student is permanently excluded pursuant to section 3313.662 of the O.R.C., the superintendent shall expel a student from school for a period of one year for bringing a firearm to TCS or onto any other property owned or controlled by the board, except that the superintendent may reduce this requirement on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the O.R.C.
    b. The superintendent may expel a student from school for a period of up to one year for bringing a firearm to an interscholastic competition, an extracurricular event, or any

other school program or activity that is not located at TCS or on property that is owned or controlled by TCS. The superintendent may reduce this disciplinary action on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the O.R.C.

c. The superintendent may expel a student from school for a period of up to one year for bringing a knife to a school by the board, onto any other property owned or controlled by the board, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the school district or in which the district is a participant, or for possessing a firearm or knife at a school, on any other property owned or controlled by the board, or at an interscholastic competition, an extracurricular event, or any other school program or activity, which firearm or knife was initially brought onto school board property by another person. The superintendent may reduce this disciplinary action on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the O.R.C.
d. The superintendent may expel a student from school for a period up to one year for committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons as defined in division (A)(5) of section 2901.01 of the O.R.C. or serious physical harm to property as defined in division (A)(6) of section 2901.01 of the O.R.C. while the student is at school, on any other property owned or controlled by the board, or at an interscholastic competition, an extracurricular event, or any other school program or activity. The superintendent may reduce this disciplinary action on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the O.R.C.
e. The superintendent may expel a student from school for a period up to one year for making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat. The superintendent may reduce this disciplinary action on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the O.R.C.
f. Any expulsion provided for above shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. As used above, "firearm" has the same meaning as provided pursuant to the "Gun-Free Schools Act," 115 Stat. 1762, 7151.

C. Notwithstanding the foregoing, the superintendent may reduce the requirement set forth in paragraph B(1)(a) above and the actions in paragraphs B(1)(b), (c), (d) and (e) on a case-by-case basis by taking into consideration the following factors:

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

D. No student shall be expelled unless, prior to the student's expulsion, the superintendent does both of the following:
    a. Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;
    b. Provides the student and the student's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or the superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's actions.
        i. The notice required in this division shall include the reasons for the intended expulsion, notification of the opportunity of the student and the student's parent, guardian, custodian, or representative to appear before the superintendent or the superintendent's designee to challenge the reasons for the intended

expulsion or otherwise to explain the student's action, and notification of the time and place to appear.

ii. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the student or the student's parent, guardian, custodian, or representative.

iii. If an extension is granted after giving the original notice, the superintendent shall notify the student and the student's parent, guardian, custodian, or representative of the new time and place to appear. If the proposed expulsion is based on a violation listed in division (A) of section 3313.662 of the O.R.C. and if the student is sixteen years of age or older, the notice shall include a statement that the superintendent may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

E. The superintendent shall initiate expulsion proceedings with respect to any student who has committed an act warranting expulsion under TCS @ ODU policy regarding expulsion even if the student has withdrawn from school for any reason after the incident that gives rise to the hearing but prior to the hearing or decision to impose the expulsion.
If, following the hearing, the student would have been expelled for a period of time had the student still been enrolled in the school, the expulsion shall be imposed for the same length of time as on a student who has not withdrawn from the school.

F. 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 within a classroom or elsewhere on the school premises, the superintendent or an Administrator may remove a student from curricular activities or from the school premises, and a teacher may remove a student from curricular activities under the teacher's supervision, without the notice and hearing requirements set forth above.

a. As soon as practicable after making such a removal, the teacher shall submit in writing to an Administrator the reasons for such removal.

b. If a student is removed under this division from a curricular activity or from the school premises, written notice of the hearing and of the reason for the removal shall be given to the student as soon as practicable prior to the hearing, which shall be held within three school days from the time the initial removal is ordered.

c. The hearing shall be held in accordance with the above unless it is probable that the student may be subject to expulsion, in which case a hearing in accordance with

division (B) of this section shall be held, except that the hearing shall be held within three school days of the initial removal.

d. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing. If the superintendent or TCS @ ODU Administrators reinstate a student in a curricular activity under the teacher's supervision prior to the hearing following a removal under this division, the teacher, upon request, shall be given in writing the reasons for such reinstatement.

G. The superintendent or principal, within one school day after the time of a student's expulsion or suspension, shall notify in writing the parent, guardian, or custodian of the student and the treasurer of the board of education of the expulsion or suspension.

a. The notice shall include the reasons for the expulsion or suspension, notification of the right of the student or the student's parent, guardian, or custodian to appeal the expulsion or suspension to the board or to its designee, to be represented in all appeal proceedings, to be granted a hearing before the board or its designee in order to be heard against the suspension or expulsion, and to request that the hearing be held in executive session, notification that the expulsion may be subject to extension pursuant to division (F) of this section if the student is sixteen years of age or older, and notification that the superintendent may seek the student's permanent exclusion if the suspension or expulsion was based on a violation listed in division (A) of section 3313.662 of the O.R.C. that was committed when the child was sixteen years of age of older and if the student is convicted of or adjudicated a delinquent child for that violation.

b. In accordance with the policy adopted by the board of education under section 3313.661 of the O.R.C., the notice provided under this division shall specify the manner and date by which the student or the student's parent, guardian, or custodian shall notify the board of the student's, parent's, guardian's, or custodian's intent to appeal the expulsion or suspension to the board or its designee.

c. Any superintendent expelling a student under this section for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year shall, in the notice required under this division, provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

H. A student or the student's parent, guardian, or custodian may appeal the student's expulsion by the superintendent or suspension by a Dean to the board or its designee.
    a. If the student or the student's parent, guardian, or custodian intends to appeal the expulsion or suspension to the board or its designee, the student or the student's parent, guardian, or custodian shall notify the board in the manner and by the date specified in the notice provided for above.
    b. The student or the student's parent, guardian, or custodian may be represented in all appeal proceedings and shall be granted a hearing before the board or its designee in order to be heard against the suspension or expulsion.
    c. At the request of the student or of the student's parent, guardian, custodian, or attorney, the board or its designee, may affirm the order of suspension or expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order of suspension or expulsion.
    d. The board or its designee shall make a verbatim record of hearings held under this division (E).
    e. The decisions of the board or its designee may be appealed under Chapter 2506 of the O.R.C. This section shall not be construed to require notice and hearing in accordance with the above in the case of normal disciplinary procedures in which a student is removed from a curricular activity for a period of less than one school day and is not subject to suspension or expulsion.

I. If a student is expelled for committing any violation listed in division (A) of section 3313.662 of the O.R.C. and the student was sixteen years of age or older at the time of committing the violation, if a complaint, indictment, or information is filed alleging that the student is a delinquent child based upon the commission of the violation or the student is prosecuted as an adult for the commission of the violation, and if the resultant juvenile court or criminal proceeding is pending at the time that the expulsion terminates, the superintendent of schools that expelled the student may file a motion with the court in which the proceeding is pending requesting an order extending the expulsion for the lesser of an additional eighty days or the number of school days remaining in the school year.
    a. Upon the filing of the motion, the court immediately shall schedule a hearing and give written notice of the time, date, and location of the hearing to the superintendent and to the student and the student's parent, guardian, or custodian.
    b. At the hearing, the court shall determine whether there is reasonable cause to believe that the student committed the alleged violation that is the basis of the expulsion and, upon determining that reasonable cause to believe the student committed the violation does exist, shall grant the required extension.

c. If a student has been convicted of or adjudicated a delinquent child for a violation listed in division **(A)** of section 3313.662 of the O.R.C. for an act that was committed when the child was sixteen years of age or older, if the student has been expelled pursuant to division **(B)** of this section for that violation, and if the board of education of the school district of the school from which the student was expelled has adopted a resolution seeking the student's permanent exclusion, the superintendent may file a motion with the court that convicted the student or adjudicated the student a delinquent child requesting an order to extend the expulsion until an adjudication order or other determination regarding permanent exclusion is issued by the superintendent of public instruction pursuant to section 3301.121 and division **(D)** of section 3313.662 of the Revised Code.

d. Upon the filing of the motion, the court immediately shall schedule a hearing and give written notice of the time, date, and location of the hearing to the superintendent of the school district, the student, and the student's parent, guardian, or custodian. At the hearing, the court shall determine whether there is reasonable cause to believe the student's continued attendance in the public school system may endanger the health and safety of other students or school employees and, upon making that determination, shall grant the requested extension.

J. The failure of the superintendent or the board of education to provide the information regarding the possibility of permanent exclusion in the notice required above is not jurisdictional, and the failure shall not affect the validity of any suspension or expulsion procedure that is conducted in accordance with this section or the validity of a permanent exclusion procedure that is conducted in accordance with sections 3301.121 and 3313.662 of the O.R.C.

K. With regard to suspensions and expulsions provided for above, the above shall apply to any student, whether or not the student is enrolled in the district, attending or otherwise participating in any curricular program provided in a school operated by the board or provided on any other property owned or controlled by the board.

L. Whenever a student is expelled under this section, the expulsion shall result in removal of the student from the student's regular school setting. However, during the period of the expulsion, the board of education of the school district that expelled the student or any board of education admitting the student during that expulsion period may provide educational services to the student in an alternative setting.

M. (1) Notwithstanding sections 3109.51 to 3109.80, 3313.64, and 3313.65 of the O.R.C, The Charles School, after offering an opportunity for a hearing, may temporarily deny admittance to any student if one of the following applies:

(a) The student has been suspended from the schools of another district and the period of suspension has not expired;

(b) The student has been expelled from the schools of another district and the period of the expulsion has not expired. If a student is temporarily denied admission, the student shall be admitted to school in accordance with sections 3109.51 to 3109.80, 3313.64, or 3313.65 of the O.R.C. no later than upon expiration of the suspension or expulsion period, as applicable.

(2) Notwithstanding sections 3109.51 to 3109.80, 3313.64, and 3313.65 of the O.R.C., The Charles School, after offering an opportunity for a hearing, may temporarily deny admittance to any student if the student has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired. If a student is temporarily denied admission, the student shall be admitted to school in accordance with sections 3109.51 to 3109.80, 3313.64, or 3313.65 of the O.R.C. no later than the earlier of the following:

(a) Upon expiration of the expulsion or removal period imposed by the out-of-state school;

(b) Upon expiration of a period established by the district, beginning with the date of expulsion or removal from the out-of-state school, that is no greater than the period of expulsion that the student would have received under the policy adopted by the district under section 3313.661 of the O.R.C. had the offense that gave rise to the expulsion or removal by the out-of-state school been committed while the student was enrolled in the district.

Permanent Exclusion

Pursuant to Section 3313.662 of the Ohio Revised Code

(A) The superintendent of public instruction, pursuant to section 3313.662 and the adjudication procedures of section 3301.121 of the O.R.C., may issue an adjudication order that permanently excludes a student from attending any of the public schools of this state if the student is convicted of, or adjudicated a delinquent child for, committing, when the student was sixteen years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:

1. A violation of section 2923.122 of the O.R.C.;

2. A violation of section 2923.12 of the O.R.C., of a substantially similar municipal ordinance, or of section 2925.03 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of the board;

3. A violation of section 2925.11 of the O.R.C., other than a violation of that section that would be a minor drug possession offense, that was committed on property owned or controlled by, or at an activity held under the auspices of the board;

4. A violation of section 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02, or 2907.05 or of former section 2907.12 of the O.R.C. that was committed on property owned or controlled by, or at an activity held under the auspices of the board, if the victim at the time of the commission of the act was an employee of the board;

5. Complicity in any violation described in division (A)(1), (2), (3), or (4) of this section that was alleged to have been committed in the manner described in division (A)(1), (2), (3), or (4) of this section, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of the board.

(B) A student may be suspended or expelled in accordance with section 3313.66 of the O.R.C. prior to being permanently excluded from public school attendance under this section and section 3301.121 of the O.R.C..

(C) (1) If the superintendent obtains or receives proof that the student has been convicted of committing when the student was sixteen years of age or older a violation listed above or adjudicated a delinquent child for the commission when the student was sixteen years of age or older of a violation listed above, the superintendent may issue to the board a request that the student be permanently excluded from public school attendance, if both of the following apply:

(a) After obtaining or receiving proof of the conviction or adjudication, the superintendent or the superintendent's designee determines that the student's continued attendance in school may endanger the health and safety of other students or school employees and gives the student and the student's parent, guardian, or custodian written notice that the superintendent intends to recommend to the board that the board adopt a resolution requesting the superintendent of public instruction to permanently exclude the student from public school attendance.

(b) The superintendent or the superintendent's designee forwards to the board the superintendent's written recommendation that includes the determinations the superintendent or designee made and a copy of the proof the superintendent received showing that the student has

been convicted of or adjudicated a delinquent child from a violation listed above that was committed when the student was sixteen years of age or older.

(2) Within fourteen days after receipt of a recommendation from the superintendent a student be permanently excluded from public school attendance, the board, after review and consideration of all of the following available information, may adopt a resolution requesting the superintendent of public instruction to permanently exclude the student who is the subject of the recommendation from public school attendance:

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

Community Service

Notwithstanding the foregoing, and except for an expulsion imposed pursuant to paragraph (B)(1)(a) above, the superintendent may require a student to perform community service in conjunction with a suspension or expulsion except for an expulsion and may impose a community service requirement beyond the end of the school year in lieu of applying the suspension or expulsion into the following year.

Policy on Wellness and Nutrition

TCS @ ODU promotes and encourages students to make healthy food choices and doesn't allow advertising that promotes less nutritious food choices. Food served at TCS meets or exceeds nutrition requirements established by local, state and federal regulations.

TCS encourages parents to provide a variety of nutritious foods if students bring meals or snacks from home. Snack and other a-la-carte food sales are limited to areas of the school separate from the lunchroom. Snack sales are not in direct competition with the school lunch program. If foods are sold in competition with school meals, they will include healthy food choices offered at prices children can afford. Foods and beverages served at school-sponsored parties, celebrations and social events will follow the school nutrition standards.

Drinking fountains are available for students to get water at meals and throughout the day. TCS considers students' needs in planning for a healthy school nutrition environment.

The opportunity for a free or reduced meal plan is available to every student who qualifies. We use an accounting system that protects the identity of students who eat free or reduced-priced meals. Information about other food sources such as WIC, Food Stamp Program and Second Harvest is available for parents through contact with an Administrator.

Wellness and Nutrition as a Part of Our Curriculum

Administrators support the development of healthy lifestyles for students, and establish and enforce policies that improve the school's nutritional environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity. The school encourages socialization among students and between students and adults. Adults properly supervise dining rooms and serve as role models to students. We provide a clean and attractive environment with access to and education about hand washing and other sanitation methods.

Health/nutrition education is offered as part of a health and wellness class required of all students prior to graduation. The health class meets Federal standards for health education and provides students with knowledge and skills necessary to make positive life choices.

TGFS Policy on Absenteeism and Truancy

Attendance Policy (amended and approved by all 3 boards on 6/15/26)

Positive School Climate

The Graham Family of Schools (TGFS) aims to help all students grow in their academic and social-emotional learning, ongoing. All efforts are focused on preparing students to be successful in achieving this mission as they work toward full readiness for the next grade level and ultimately college and careers. Our aim is to continuously advance students' skills and demonstrate critical analysis and problem solving, collaborative teamwork, thoughtful reflection on experiences, sharing in responsibility for academic success, and creating a safe learning community for all.

In order to achieve this mission at our schools, TGFS will:

- Maintain and promote a growth-mindset toward all students and staff such that everyone has an expectation to grow in their intelligence, and display of it;
- Foster in students a commitment to self-direction about their own learning and to the school and wider community in which they live;
- Teach at all grade levels with sensitivity to brain development in children, including course and class lessons that focus on human brain development and its relation to learning, and grow students in their academic learning and social-emotional development;
- Utilize the community outside the school doors as a resource to advance experiential learning for our students;
- Treat all students and staff with compassion, honesty, and respect;
- View academic achievement as a reflection of both student and teacher jointly teaming for success;
- Create, state, and display norms for how people are expected to act at school regarding academic work and behavioral interactions;
- Design an operational strategy at each TGFS school for advancing our work in academic achievement, social and emotional learning, grade advancement, and college and career readiness.

Attendance Policy Overview

Students enrolled in the TGFS schools must attend school regularly in accordance with the laws of the State. The educational program offered by the school is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation.

Student absences, whether excused or unexcused, take away from instructional time and have an adverse effect on student learning when classroom instruction is missed.
Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session.

To support academic success for all students, TGFS will partner with students and families to identify and reduce barriers to regular school attendance.

TGFS utilizes a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian;
- Counseling;
- Parent education and parenting programs;
- Mediation;
- Intervention programs available through juvenile authorities; and
- Referral for truancy, if applicable.

The Board has adopted the following terms and definitions that will be consistently utilized in our attendance-related work and reporting.
Compulsory school age: A child between 6 and 18 years of age is "of compulsory school age" and must attend school each day. A child under 6 years of age who has been enrolled in kindergarten also shall be considered "of compulsory school age."
Average Daily Attendance (ADA): A schoolwide measurement that shows the total hours all students attended school divided by the total hours all students could have attended the school year. It is an indicator of how many students typically show up each day. Average Daily Attendance tends to mask chronic absence and can make it difficult to see when a school or school has an attendance issue.
Chronic Absence: Missing at least 10% of instructional time for any reason in the school year. Student absences from school, whether excused, medically excused, unexcused, or out-of school suspensions, take away from instructional time and have an adverse effect on student learning.

<u>Excused Absences</u>
Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Dean or his/her designee, a written statement from a physician/clinical nurse specialist/certified nurse practitioner will be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Dean or his/her designee, a written statement from a physician/clinical nurse specialist/certified nurse practitioner/mental health professional will be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Dean or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary will be required).

4. Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Dean or his/her designee determines that a longer absence is reasonably necessary).
6. Medical, behavioral, or dental appointments (at the discretion of the Dean or his/her designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
7. Observance of religious holidays or expression of religious beliefs consistent with the truly held religious beliefs of the child or the child's family for no more than three (3) school days (the Dean may require confirmation of the parent's signature requesting the absence, but may not inquire as to the sincerity of the student's religious or spiritual belief system).
8. College or university visits (at the discretion of the Dean or his/her designee, verification of the date and time of the visit may be requested).
9. Pre-enlistment reporting to military enlistment processing station (at the discretion of the Dean or his/her designee, a written verification confirming the date and time reporting may be required).
10. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
11. Absences due to a student being homeless.
12. Absences due to deployment activities of a parent or custodian.
13. The existence of an emergency condition at home such as absence, illness, or death of the parent or custodian.
14. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Dean or his/her designee.
15. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Dean or his/her designee).
16. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Dean or his/her designee).
17. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence. Two excused days for family emergencies per semester with verbal or written communication from parent or guardian.
18. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom

teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Dean or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
2. May not materially endanger the child's educational welfare or scholastic advancement.

The parent, legal guardian, or custodian must provide an explanation for the absence, which shall be recorded by the approving authority of the school and shall include the date and time of the absence according to local policy.

Religious Expression: A student may have up to three days excused for religious expression. To receive these days, the building Dean must receive written notice from the student's parent or guardian within 14 days of the beginning of the school year or within 14 days of the student's enrollment date. A student absent in this way may still participate in after-school activities. The student will also receive reasonable accommodations for any academic requirement or testing missed. A non-exhaustive list of major religious holidays, festivals, and religious observations is available on the school's website.

Postsecondary Visitation: Students are encouraged to explore postsecondary options (such as technical college or university), and sometimes this must happen during the school day. Parents and guardians must coordinate with their child's building administrator to receive approval and discuss accommodations before each visit. With building approval, each student will be marked as "present" for school for up to three days each school year.

Extracurricular Activities: In-state events sponsored by the school may be considered instructional opportunities for students. The superintendent or designee may determine under what conditions these opportunities allow for a participating student to be marked as "present" for school.

Habitual Truancy: Any student who is absent without legitimate excuse from the public school the child is supposed to attend for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in one school year, unless the student's school or school determines the student and student's family are making satisfactory progress in improving the student's attendance at school. However, if the student and the student's family cease to continue making progress in improving the student's attendance, a complaint in the juvenile court shall be filed.

Out-of-School Suspension: A disciplinary action that removes or excludes a student from their usual educational setting. This is different from in-school suspension, which may include an alternative learning opportunity for a student in a different setting and still may be counted as present. Truancy shall not be the sole reason for a student's suspension or expulsion.

Attendance Intervention Team

The purpose of the attendance intervention team is to establish a student-centered attendance intervention plan for every student who is habitually truant by identifying specific barriers and solutions to attendance.

The attendance intervention team is cross-sector and includes the participation of the student and the parent or guardian or parent appointed designee. If a parent or guardian or parent appointed designee is non-responsive to the attendance intervention team's outreach, then the attendance intervention team will assess if the non-response requires a mandated referral to the child protective services agency.

When a student is habitually truant, the following will occur:

1. Within seven (7) days of the triggering absence, TGFS will do the following:
    a. A member of the School's Attendance Intervention Team (AIT) will make three (3) meaningful attempts to secure the participation of the student's parent or guardian or appointed designee on the attendance intervention team.
2. Within ten (10) days of the triggering absence, the student will be assigned to a specific member of the AIT;
3. Within fourteen (14) days of being assigned a member of the AIT, TGFS will develop the student's attendance intervention plan **and send a copy of the attendance intervention plan to the parent or legal guardian;**
4. If the student does not make progress on the plan within sixty-one (61) days or continues to be excessively absent, TGFS may file a complaint in the juvenile court.
5. When a student is identified as having excessive absences and/or being habitually truant, TGFS will inform the student's parent or guardian that the student has been placed on the attendance intervention team and make three meaningful attempts to secure the participation of the student's parent, legal guardian or parent appointed designee on the attendance intervention team.

TGFS must notify a child's parent, guardian or custodian if the child has "excessive absences" which shall be defined as when nonmedical excused absences and unexcused absences exceed 38 hours with or without a legitimate excuse in one school month or 65 hours in a school year. This notice shall be made in writing within 7 days after the date of the absence that triggered the notice. A "medical excused absence" shall include:

1. personal illness;
2. illness in the family necessitating the student's presence;

3. quarantine of the home;
4. death in the family;
5. appointment with a health care provider (doctor, dentist, orthodontist, mental health provider, etc.); or
6. on a case-by-case basis, any other set of circumstances the School deems to be a good and sufficient cause for medical absence from school.

Disciplinary Action for Unexcused Tardiness

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall:

- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Dean or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is chronically absent from school if a student is absent from the School for ten percent (10%) or more of the minimum number of hours required in the school year with or without legitimate nonmedical or nonreligious excuse. When a student misses five percent (5%) of the minimum number of hours required in the school year, the attendance officer shall notify the student's parents of the student's absences.

The School shall employ absence intervention strategies for all students who are chronically absent from School. Such strategies shall include the following tiered systems of supports, which shall provide more intensive interventions and supports for students with greater numbers of absences and include resources to help students and families address root causes of absences:

1. Providing a truancy intervention plan for any student who is chronically absent or at risk of becoming chronically absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs; and
5. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.
Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

The attendance officer shall examine cases of supposed truancy within the School, and shall warn the child and the parent in writing of the legal consequences to being truant. When the child is not attending school, the attendance officer or his/her designee shall notify the parent of that fact and require the parent to cause the child to attend school immediately.

The attendance officer shall file a complaint with the juvenile court against a student if the student is a habitual truant, unless the attendance officer determines that the student is making satisfactory progress in improving the student's attendance at school. If a student is not deemed to be making progress to improve attendance at school, or ceases to continue making progress to improve attendance, the attendance officer shall file a complaint in the juvenile court against the student. Any complaint filed under this policy shall allege that the child is an unruly child for being a habitual truant and that the parent has violated Section 3321.38 of the Revised Code.

The Superintendent or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

Zero Tolerance

TGFS has a zero tolerance policy for violent, disruptive or inappropriate behavior by students per Ohio Revised Code 3313.534. TGFS has removed "excessive absences" from its zero tolerance policies. TGFS will not suspend or expel students for being absent from school.

Suspension

TGFS will not suspend (out of school) or expel students for truancy. TGFS will be proactive in working with families and community organizations to break down barriers that prevent students from attending school.

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily. A record request with a start date must be received by the new school in order to officially withdraw the student, otherwise the 72 hour rule will take effect.

Whenever a student withdraws from the School voluntarily, the Registrar shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the school to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the school where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

An Integrated Multi-Tiered System of Supports as Part of an Attendance Strategy

The Board maintains that students must be present and engaged to learn, and attendance is a critical factor for academic success. The Board is committed to a problem-solving approach to improving attendance and uses legal action as a last resort. When absences are the result of community and school challenges, a punitive approach is not likely to be effective and can undermine partnering with students and families to identify and address the underlying reasons for absence.

Instead, the Board endorses an integrated multi-tiered system of supports that is inclusive of universal prevention and early intervention before students become chronically absent. A continuum of supports will be in place with different types of evidence-informed instruction and

interventions to meet the diverse needs of students and address the range of barriers that prevent students from participating and engaging in learning. More intensive supports are provided for students with greater numbers of absences, along with resources to help students and their families address the root causes of the absences. The school shall have teams work with students at risk of becoming chronically absent and their families to improve the students' attendance at school. The Board encourages the superintendent to integrate the school's attendance improvement strategy within existing initiatives and teams whenever possible.

These components will inform the school's use of an integrated multi-tiered system of supports:

Universal Screening: School and building teams will regularly review attendance data alongside other student data using an early warning system. This proactive, systematic process helps identify areas of need early on, allowing for timely interventions.

Data-Based Decision-Making: Collecting, analyzing, and using various forms of data to inform student needs and allocate resources. This approach ensures that decisions are grounded in evidence and tailored to the specific needs of students.

Continuum of Supports: Organizing evidence-based academic and non-academic instruction and supports across three tiers:

- **Core**: Universal attendance messaging and engagement practices provided to all students and families to establish the expectation of daily attendance.
- **Targeted**: Early intervention for students who miss 5% - 19% of instructional time. The Board requires schools to begin communication and supportive outreach as soon as absence patterns indicate a concern which can be missing just 2-3 days per month.
- **Intensive**: Individualized supports provided to students missing 20% or more of instructional time.

This structure allows for a range of interventions to address the diverse needs of students and prevent chronic absenteeism before it affects achievement.

Progress Monitoring: Ongoing and frequent collection of data to assess student performance and evaluate the effectiveness of instruction and supports. This continuous feedback loop helps in adjusting strategies to better support students and improve attendance.

Team-Based Problem Solving: A collaborative, responsive, and systematic process for understanding and addressing complex problems impacting students. This approach involves personalized outreach to students and families, intentional engagement strategies, and ongoing progress monitoring.

Shared Leadership: A collaborative approach to providing strong, ongoing leadership for implementing an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring. This ensures that staff have the skills and support to create strong foundations for learning. The school believes that all adults have an opportunity and responsibility to support attendance, and the school will provide regular and embedded professional development opportunities to support this understanding and drive action.

Professional Capacity: Ensuring staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports. The school will

continually review and evaluate practices and skills to ensure they align with attendance improvement for all students.
Communication and Collaboration: Essential processes to promote and support engagement and shared responsibility for creating conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students. This reinforces the importance of attendance and fosters a supportive community.

Data and Accountability
The Board requires the superintendent to create and maintain real-time attendance reports that allow school and building staff to access and use attendance data throughout the year. Such data shall be disaggregated and used to identify:

- Schoolwide patterns and trends for the development of annual student attendance
- Engagement goals and strategies for inclusion in the school's strategic and/or improvement plan and individual school improvement plans The Board requests that the superintendent provide the Board with attendance and chronic absence data, for each school, each grade, and each student group. The superintendent shall periodically report to the Board, at least quarterly, on the school's progress in improving student attendance and meeting school goals.

The superintendent shall ensure building leaders and school teams collect and review chronic absence data to:

- Identify positive, school-wide messaging and expectations that make regular attendance a priority
- determine what systems of support and resources are needed to engage chronically absent students, students at risk of becoming chronically absent, and their families,
- use attendance data to promote continuous improvement, and
- assess the effectiveness of attendance improvement strategies and the impact on educational outcomes.

The Board expects the superintendent to develop administrative protocols and training for how all staff will contribute to improving attendance and student engagement and thus maintain a chronic absence rate under 5%.

<u>Absence Notifications</u>
School begins promptly. Students who are not with their teacher when the first bell rings are considered unexcused without a legitimate excuse. A student who is returning from an unexcused absence must be signed in at the front office by a parent and/or legal guardian along with appropriate documentation for the student's absence.

TGFS expects all students to be in their appropriate class when the bell rings, and prepared for instruction. The family of the student should contact the school by 8:00am with advance notice of

their student's pending absence on a given day. If no notice of the student's absence is received by the school, the school will attempt to contact the student's parent and/or legal guardian within the first 120 minutes of the school day. The attempt may be made via a live telephone call, automated telephone call, a notification through the school's automated student information system, a text message, email, home visit, or another notification procedure adopted by the school.

Attendance is an extremely high priority at TGFS and Ohio law. **TGFS has an overall attendance rate goal of 96% for the school year!**

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

Lunch

- Students are NOT permitted to leave TCS grounds during lunch.
- Students are NOT permitted to pay Early College students to purchase lunch from outside the building when they are going to or from TCS.
- On class days, lunch will be held during fifth through sixth periods.
- On some days, a special arrangement will be made for lunch, as in the case of a field experience.
- Lunch is to be eaten in the gymnasium.
- Students that are not in the Early College Program are not permitted in the College Readiness Center (CRC) at any time during school hours without permission from a counselor or dean.

During the 26-27 school year, all students eat for free for both breakfast and lunch. Students will receive one free meal for breakfast and one free meal for lunch. Students may purchase a second meal at full price if so desired. There is no charging allowed for the 26-27 school year when purchasing a second meal. Students must have cash on hand or money on the students account in order to purchase a second meal. Money left on a student's lunch account can be refunded at any time with permission from the parent/guardian.

Behavior Expectations and Procedures

Students are expected to act with integrity and appropriateness at The Charles School, at Ohio Dominican University, and when learning in the community. Students who have the most success behaviorally in our school are the ones who are self-directed, are motivated to do well, and who use the available resources for help.

A student's teacher will initially address most behavior concerns. The teacher will use the following protocol for procedures for behavioral expectations:

1. 1st violation; student will receive a 1-on-1 conversation.
2. 2nd violation; teacher will contact student's home by phone or e-mail
3. 3rd violation; a Dean will meet with the student
4. 4th violation; a Dean will hold a meeting with the student, parent/ guardian, teacher, and other adult supports/ resources in the student's life
5. 5th or more violation; student will participate in a meeting with the student's family which will be held with a Dean; out-of-school suspensions or expulsion may be assigned by the Dean.

If a staff member or administrator deems a violation severe and/or as a blatant disregard for the Code of Conduct, this protocol for procedures may be bypassed, and an immediate consequence from an administrator will be issued as a result.

While out-of-school suspensions stay on a student's permanent record, the protocol for procedures of consequences resets at the change of a semester.

Cell Phone Policy

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Governing Boards of The Graham Family of Schools have determined the use of cell phones by students during school hours should be limited. TGFS will maintain a requirement that students only use school-issued technology from the first bell to the last bell of each school day which prohibits personal cell phones, tablets, smart watches, headphones & earbuds, or other bluetooth/electronic devices.

The objective of this policy is to strengthen the schools' focus on learning, in alignment with our mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

I. Research

Research shows that student use of cell phones in schools has negative effects on student performance and mental health. Cell phones distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cell phone use has led to higher levels of depression, anxiety, and other mental health disorders in children.

II. Applicability

This policy applies to the use of cell phones by students while on school property during school hours.

III. Use of cell phones

Students are prohibited from using cell phones at all times during the school day.

IV. Exception

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program developed under Chapter 3323 of the Ohio Revised Code or a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794.

A student may use a cell phone to monitor or address a health concern. Health concerns need to be documented and communicated to the school leadership prior to an exception being granted and is at the discretion of the school leadership.

V. Cell phone storage

Students shall keep their cell phones in a secure place, such as a closed backpack, or a storage device provided by the school, at all times when cell phone use is prohibited. Each school building will determine their procedures. Those procedures will be communicated to students, families and staff in writing and can change at the discretion of the school leadership.

VI. Discipline

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

- Give the student a verbal warning and require the student to store the student's cell phone in accordance with this policy.
- Securely store the student's cell phone in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.
- Place the student's cell phone in the school's central office for the remainder of the school day.
- Place the student's cell phone in the school's central office to be picked up by the student's parent or guardian.
- Schedule a conference with the student's parent or guardian to discuss the student's cell phone use.
- School leadership may issue a consequence for a violation as described in the Student and Family Handbook.

Guidelines for Student Events

Dances, fun nights, end of the year field trips, and other similar events must be staff-approved at least one month prior to the scheduled event. The school calendar and TCS @ ODU Administrators must be consulted when scheduling an event. Once a date is established, a form must be completed listing all staff members, with their signatures, who will assume responsibility for the event. Below are the listed guidelines regarding dances and other student events.

Dances

The following guidelines are used regarding the preparations and procedures for dances at the school, ODU campus, or an outside venue:

- A dance can be scheduled from 7pm to 10pm, with students picked up no later than 10:30pm, or from 8pm to 11pm, with students picked up no later than 11:30pm.
- Attendees leaving the dance will not be permitted to return.
- The building will be locked except the back lobby door. A student and a staff member will staff that door at all times. Students must sign in upon coming into the building.
- Charles School students may be accompanied by attendees from outside the school, provided they bring a maximum of one guest. Invited guests must be a high school student and they must be approved by TCS @ ODU Administrators. This policy applies only to "open" events. For other events, Charles School students may not be accompanied.
- The organizers must provide for a security officer if one is deemed needed.
- The names of three staff and parents who will be there all evening must be provided to TCS @ ODU Administrators at least 10 days prior to the dance.
- Students and guests must follow school policy at all times.
- Students who received an OSS may not attend the dance for that semester**.**

Proposals to Student Government regarding dances must include:

- Provisions for music decisions.
- Provisions for preparation and clean-up.

If inappropriate dancing or other behavior occurs, students may be asked to leave the school grounds and could lose their privileges to attend future dances.

Visitors Policy

Parents, guardians and other community members are encouraged to visit TCS @ ODU. Visitors must report first to the front desk to sign in and receive a visitor's badge. Parents/guardians may visit classrooms as long as they do not interrupt or interfere with the progress of the class. Parents/guardians who wish to confer with a staff member must schedule an appointment.

Faculty members are available to meet with parents/guardians during conference periods, professional workdays, and subject to individual staff schedules, before and after school.

Right of Return

Students who voluntarily or involuntarily leave TCS @ ODU for a period of time up to a semester, will be allowed to return when conditions have changed without being subject to a state-required admission lottery or waiting list.

Administration of Medicine by School Personnel

It is the policy of The Charles School that all student medication, both prescription and over-the-counter, should be administered at home. Under exceptional circumstances and subject to a written agreement between a parent/guardian and the administration of TCS, a student's medication may be administered during the school day. Interested parents/guardians should contact the school nurse.

Fire Alarms and Drills

Fire drills are held at regular intervals during the year. Directions are posted in each classroom, and the gym. When an alarm sounds, all members of the learning community should follow the posted directions and listen for and follow the instructions from the staff.

Tornado Warnings

Tornado Warning drills are conducted during the year. Instructions are posted in each room and when a Tornado Warning drill is announced, students should proceed quickly and quietly to the area designated on the instructions in the room.

Snow/Inclement Weather Days

The Charles School follows Columbus City Schools with respect to snow and inclement weather days. A decision by the Columbus City Schools to suspend classes on a given day due to inclement weather would mean that TCS @ ODU would also suspend classes on that day. The school will make up for those missing days by the administrators decision. Any other calamity days outside of those called by Columbus Public Schools will be made at the discretion of TCS @ ODU Administrators. If there is some question as to whether the school is closed, please contact the office at 614-258-8588, consult the website. In addition, local tv news can be consulted.

Emergency Procedures

The Charles School at Ohio Dominican University considers the safety of all of its students and staff extremely important and a high priority of our work. In case of emergencies, families will be contacted in multiple methods: letters home, our texting communication service – Instant Connect, e-mails, website posts, and/or from an off-campus phone location at The Graham School (614.262.1111).

In the case that the school needs to relocate the staff and students for any reason, we will be relocating to Brentnell Community Recreation Center (1280 Brentnell Ave. Columbus, Ohio 43219) and The Church of Christ of Apostolic Faith (1200 Brentnell Ave, Columbus, Ohio). Arrangements for student pick-up will be communicated through the same methods listed above.

Complaints and Appeals

Students, parents and guardians who wish to formally file a complaint with TCS @ ODU, its staff, administration or The Board of Education are advised to contact the Administrative Office of TCS to obtain procedural guidelines that will assist in the preparation and filing of a formal complaint. Any party interested in filing a formal appeal of a staff, administrative or board decision can also contact the administrative office to obtain procedural guidelines that will assist in the preparation and filing of a formal appeal.

Additional Questions, Comments and Concerns

Our goal in preparing this handbook was to efficiently and effectively describe Charles's expectations, environment, policies, procedures and objectives. If additional questions, comments and concerns arise, please direct them to the Administrators of TCS.

Appendices

APPENDIX A – High School Academic Diploma with Honors Requirements

Graduating Classes of 2018 and Beyond ***students need to fulfill only 7 of the following 8 criteria***	
Subject	**Criteria**
English	**4** units
Mathematics	**4** units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
Science	**4** units, including two units of advanced science
Social Studies	**4** units
Foreign Language	**3** units (must include no less than 2 units for which credit is sought) i.e., 3 units of one language or 2 units each of two languages. Computer coding may be used to meet the foreign language requirement.
Fine Arts	**1** unit
Career-Technical	Not counted toward requirements and may not be used to meet requirements
Electives	Not counted toward requirements
Grade Point Average	**3.5** on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	**27** ACT/**1210** SAT
Additional Assessment	None

*Writing sections of either standardized test should not be included in the calculation of this score.
Diploma with Honors requirements presuppose completion of all high school diploma requirements in Ohio Revised Code including:

½ unit physical education**
½ unit health
½ unit in American history
½ unit in government

**SB 311 allows school districts to adopt a policy exempting students who participate in athletics, marching band or cheerleading for two full seasons or two years of JROTC from the physical education requirement.

TGFS Locally Defined Graduation Seals
Approved by the TGS & TCS Boards 4/26/21

Community Service Seal
Definition:
TGFS students will meet the requirement of the Community Service Seal by engaging in work for the benefit and betterment of their community by providing services to those who need it most without any form of compensation. Community service provides students with the opportunity to become active members of their community, enables students to acquire life skills and knowledge, and has a lasting, positive impact on society.

Requirements:
- 100 hours of community service
  - Students may begin earning hours as early as the 9th grade; hours may be prorated at 25 hours per year for transfer students[1]:
    - 10th grade transfer students: 75 hours
    - 11th grade transfer students: 50 hours
    - 12th grade transfer students: 25 hours
- Places of service should benefit community members outside of the student's family. They should be:
  - Non-profit organization or community-based organizations including churches, schools, community centers, libraries, animal shelters, etc.
  - Hospitals, nursing homes, rehabilitation facilities, assisted living facilities, etc. are also acceptable

[1] *Hours may also be prorated for students affected during the 2019-2020 and 2020-2021 academic years due to the COVID-19 pandemic.

- Approval of community service hours is required before experiences begin to ensure hours will count toward seal.
- Verification of hours is required by a supervising adult (not a parent or relative) on all activities on an official "Community Service Log"
- Written Reflection: Students will reflect on their experience for each community service project they complete. This reflection should be at least 250 words.
    - The reflections may include
        - A description of the work the student completed during the hours on which they are reflecting;
        - Aspects of the work the student enjoyed the most that they would like to do more of or what tasks the student excelled at or was challenged by;
        - A self-evaluation of what the student could be doing better while still engaged in the experience; and
        - The student's progress toward demonstrating the competencies or skills identified in the experience proposal.

Fine Arts Seal

Definition:

TGFS students will meet the requirement of the Fine and Performing Arts Seal by demonstrating skill in the fine or performing arts; the goals of this seal are to help students enhance their art education through accessing additional coursework, exploring their ability to create, and participate in a display that synthesizes their experience and connects them to the larger artistic community.

Requirements: Students must complete one requirement from each category: academic rigor and participation in a culminating artistic experience:

- Demonstrate academic rigor:
    - Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam; (for transfer students)
    - Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or
    - Complete 2.0 Fine-Arts credits at the HS
        - At The Graham School, these two credits must be earned with an "EE."
        - At The Charles School at Ohio Dominican University, these two credits must be earned with a "B" or higher
- Participate in a culminating artistic experience:
    - Field experience that includes one of the following:
        - Intensive program in music, dance, art or theater.

        - Participation in community theater, music, or dance productions
        - Semester-long volunteer experience at a fine arts institution (ex: museum, concert/symphony hall, film institute)
        - Participate in fine or performing art lessons that culminate in a final recital or gallery showing
    - Develop a portfolio with the following requirements:
        - We will develop our requirements using the guidance from ODE's Honors diploma requirements.

Student Engagement Seal

Definition:

TGFS students will meet the requirement of the Student Engagement Seal by participating in extracurricular activities within our school community that enrich the student experience to a meaningful extent. These activities include but are not limited to student government, clubs, assemblies, planning committees, school counseling groups, etc.

Requirements:

- In order to earn the Student Engagement Seal, students must earn **80 points** during their time in high school.
    - This can be any combination of 5, 10, or 20 point activities, and averages out to 20 points/year. Students who transfer in will need to earn 20 points/year each year they are a member of TGFS to earn the Seal.
    - The list of activities below are examples only, and not intended to be an exhaustive list. TGFS Deans and School Counselors will work together to determine activities and point values on an on-going basis for students interested in pursuing this seal.
- Note: Students who participate in sports at their home school cannot earn points for those sports
- Note: Students who suggest an activity not on this list need to complete an approval process for an alternative activity.

5 Points: One-Time Events	**20 Points: Year-Long Activities/ Long-Term Project**
❑ Volunteer/Participate in Blood Drive ❑ Participate in planning, performing,	❑ Year-long club or activity ❑ GSA ❑ Coding/CTE-related club

or hosting school event ❑ Counseling challenges ❑ Voter Registration involvement ❑ Give tours of the school to potential students	❑ Student Government ❑ Peer Mentoring
10 Points Semester-Long Activities/ Long-Term Project	
❑ Semester-long club or activity ❑ GSA ❑ Coding/CTE-related club ❑ Prom Committee ❑ Counseling groups ❑ Long-term project ❑ Murals ❑ Garden/School Beautification	

The board of education of each city, exempted village, and local school district shall by resolution adopt a procedure for notifying the parent, guardian, or custodian of each student enrolled in a high school operated by the district or enrolled in a school operated by the joint vocational school district to which the city, exempted village, or local district belongs of the requirements prescribed in division (C) of section 3313.603 of the Revised Code and that one consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.

APPENDIX B – Panther Pillars

The Panther Pillars are the four characteristics that embody the educational spirit at TCS. These pillars promote a positive school culture, and are embedded into the academic and social-emotional experience of students at TCS@ODU.

Community:
Engaging and connecting with others for learning, growth, and support.

Grit:
Perseverance and passion for long-term goals.

Courage:

The willingness to take healthy risks academically, socially, and personally.

Integrity:
Honesty and trustworthiness; doing the right thing, even when no one is looking.

APPENDIX C - Work Release Application

Instructions: Please fill this application out completely in ink. Incomplete applications will not be considered.

Name: _____ Semester Work Release is Requested: • Fall •Spring

Date of Birth: _____ Age on first day of semester: _____ • Work Permit Required if under 18

Description:
When a student takes full advantage of the programs offered at TCS@ODU, either progressing through the gateways at ODU through the 5th year or by testing into credit-bearing CSCC courses, his or her schedule will be full-time for all semesters through the student's expected graduation date. However, because of the individual nature of a student's progression, it is possible that a student may not have a full course load due to course availability or student eligibility. Because the administration of TCS@ODU recognizes the unique and sometimes challenging aspects of the commitment to early college programs, and because we want to ensure every student has a valuable educational experience, we have developed an application process for students who are interested in work release. **Full time is defined as being enrolled in five high school classes plus Crew, or a combination of four high school and college classes plus Crew.**

Eligibility:
A student must meet all criteria. Meeting one or two is not sufficient for your request to be considered. The criteria for early graduation include:

- Student must have met or be registered for all ODE and TCS@ODU graduation requirements
    - ODE CORE curriculum
    - TCS@ODU requirements, including but not limited to global language requirements
    - AIR testing (both in individual subject areas and a total of 18 points)
    - Taken either the ACT, the SAT, or the ASVAB
- Student must be enrolled in and take the number of courses for which he or she is eligible. If a student is eligible for fewer than four college courses, he or she may apply for work release. A student cannot choose to enroll in fewer courses than the number for which he or she is eligible in order to participate in work release.
- Students in the 4th and 5th year are eligible for Work Release. Students in the 3rd year in special circumstances may be considered on a case-by-case basis.
- Student must have, or be actively seeking employment, an internship, or community service opportunities
    - The work need not be paid (unpaid internships, volunteering), but students can be paid (regular, part-time employment).

- Students who are employed must provide proof of employment every semester for which they are seeking work release (e.g. paystubs).
- Students who are not employed must provide proof of at least one of the following:
  - Proof of internship (e.g. a letter from the organization)
  - Proof of community service (e.g. a time sheet documenting hours volunteered)
  - Evidence of active job search (e.g. completed resume, copies of job applications, documentation of interviews)

- If the student is a minor, he or she MUST obtain a work permit from the front office
- The Application for Work Release must be completed every semester.
- As part of the application, students **must** include the section of the application for consent of parent/guardian signed and dated.
- TCS@ODU is not responsible for providing transportation to and from internship or employment for students who choose to participate in work release.
- Students who choose to participate in work release may not spend all of their work-release time in the TCS building. Work release is not simply free time or a study hall.

Graduation Credit Requirements:
Graduation requires completion of specific credits. Using the attached Graduation Credits Requirements Worksheet, please indicate which areas you have completed by checking the box next to that credit in the "Completed" column. If you are currently enrolled in a class, check the box in the "Current" column. If you have not completed a requirement, check the box in the "Incomplete" column.

Graduation Testing Requirements:
Please fill out the proper chart based on your year of graduation.

OST Scores		
ELA I		Must total 4
ELA II		
Math I		Must total 4
Math II		
Biology		Must total 6
American Government		
American History		
Total Points		Must total 18

Post-Secondary Testing:
To ensure you are prepared for success after graduation, you should have taken one or more college readiness or aptitude tests. Please indicate what test(s) you have taken, and your scores:

Test Name	**Date**	**Score**

High School Credits Worksheet:

TCS@ODU Required Courses for Graduation Total Credits: 20				**ODE Requirements for a Diploma with Honors** Total Credits: 21			
These requirements vary slightly from ODE's general graduation requirements for the State of Ohio, but are part of TCS@ODU's college preparatory curriculum, and are required.				The honors diploma is a distinction made by the State of Ohio, with the criteria set by the State. TCS does not make decisions about who receives an honors diploma, however, students who meet ODE's Honors Diploma requirements meet or exceed the TCS graduation requirements in all content areas. Students must meet 7 of the starred 8 criteria (*).			
4 Credits of English				4 Credits of English*			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
	•	•	•		•	•	•
	•	•	•		•	•	•
	•	•	•		•	•	•
	•	•	•		•	•	•
4 Credits of Math				4 Credits of Math*			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
	•	•	•		•	•	•
	•	•	•		•	•	•
	•	•	•	Alg.2/Math III	•	•	•
Alg.2/Math III	•	•	•	Higher Level	•	•	•
3 Credits of Science				4 Credit of Science*			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
Physical Sci	•	•	•	Physical Sci	•	•	•
Life Science	•	•	•	Life Science	•	•	•
Chem /Physics	•	•	•	Chemistry	•	•	•
				Physics	•	•	•
3 Credits of Social Science				4 Credits of Social Science*			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
Am. Govt. ½	•	•	•	Am. Govt. ½	•	•	•
Economics ½	•	•	•	Economics ½	•	•	•
Am. History	•	•	•	Am. History	•	•	•
Other:	•	•	•	Other:	•	•	•
				Other			
2 Credits of Global Language				3 Credits of Global Language*			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete

	•	•	•		•	•	•
	•	•	•		•	•	•
					•	•	•
1 Credit of Fine Art				1 Credit of Fine Art*			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
	•	•	•		•	•	•
½ Credit of Physical Education				½ Credit of Physical Education			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
¼ PE	•	•	•	¼ PE	•	•	•
¼ PE	•	•	•	¼ PE	•	•	•
½ Credit of Health				½ Credit of Health			
Course	Completed	Current	Incomplete	Course	Completed	Current	Incomplete
	•	•	•		•	•	•
2 Credits of Electives				No additional electives required			
Course	Completed	Current	Incomplete	Cumulative GPA of 3.5*			
	•	•	•	GPA	Completed	Current	Incomplete
	•	•	•		•	•	•
No Minimum GPA Requirement				ACT score of 27 or SAT Critical Reading and Math Score of 1210*			
				Score:	Completed	Current	Incomplete
No Minimum ACT/SAT Requirement					•	•	•

Parent/Guardian Consent:

Parents and guardians intentionally enroll students at TCS@ODU to help their students develop knowledge and skills and, in many cases, earn college credits free of charge. TCS@ODU offers substantial coursework through high school courses, Early College Programs, and College Credit Plus for a student to be enrolled in at least four classes each term. However, TCS@ODU also recognizes that our students complete courses at a variety of paces. In order to meet full-time enrollment, students are sometimes required to enroll in courses that are graduation requirements (electives), and that students or parents may not wish for the student to enroll in these courses. Work release is an opportunity to offer students and families flexibility to use student time in the way the family considers wisest.

We are partners in your student's education, and seek to do what is best for them. By signing below, you acknowledge that you have read through this application, discussed it with your student, and agree that work release is appropriate for your student. You acknowledge that submission of this application demonstrates your family's commitment to helping your student obtain part-time employment, an internship, or community service, and that it is not TCS@ODU's responsibility to help your student pursue employment, internships or

community service as part of work release. You also acknowledge that work release cannot guarantee passage of any enrolled courses, and that graduation may be delayed if enrolled courses are not passed.
Please provide a current daytime phone number so that we may follow-up with you if necessary.

Parent Name (please print): _____ Phone Number: (____)_____-
(daytime)

Parent Signature: _____Date: _____

Student Signature:
By signing this application, you commit to obtaining or seeking employment, an internship, or community service. You acknowledge that you must provide proof of such every semester, and that approval for work release for one semester does not guarantee approval for a future semester.

Student Name (please print): _____

Student Signature: _____ Date: _____

APPENDIX D – Anti-Discrimination, Anti-Harassment And Anti-Bullying Policy

Amended & approved by The Charles School Board 2/5/18

GENERAL STATEMENT OF THE POLICY

The Charles School is committed to providing students with a safe, secure and supportive classroom and school environment, conducive to academic learning, experiential learning, and the development of healthy human relationships. It is the policy of the School to maintain a safe and supportive learning and working environment that is free from all forms of discrimination and harassment, including bullying, and physical or emotional harm. This policy specifically includes discrimination, harassment, or bullying related, **but not limited to,** race, color, national origin, sex, handicap, age, sexual orientation, religion or limited English skills. It also includes acts that may not relate to any particular characteristic. No student of the school shall be subjected to discrimination, harassment or bullying. No school personnel of the school shall be subjected to discrimination or harassment. This policy applies to conduct during or relating to school or school-sponsored activities, on or off school property, on any Columbus City School bus or any bus utilized on behalf of the school's academic or experiential program and to conduct that occurs away from school that has the effect of interfering with a safe and secure school environment conducive to academic learning, experiential learning, and/or the development of healthy human relationships. This policy does not preclude the application of any provisions of State law that apply to student and teacher behavior; nor does this policy apply to speech that is otherwise protected under the state or federal constitution.

1. Within his/her area of supervision, each administrator is responsible for promoting understanding, acceptance, and assuring compliance with State and Federal laws, Board policy, and procedures governing discrimination, harassment and/or bullying.

2. The School acts to investigate all complaints, either formal or informal, verbal or non-verbal, of discrimination, harassment and/or bullying; and to discipline or take appropriate action against any student, teacher, administrator, other school personnel, or those whose actions have the effect of interfering with a safe and secure school environment.

3. Under the School policy, any student or staff member may bring a complaint against any member of the school community, a customer, vendor or contractor believed to have violated the policy.

4. The School will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against (or attempts to retaliate against) any person who reports alleged discrimination, harassment, bullying, or violence; files a complaint of harassment, testifies, assists or participates in any investigation, hearing or proceeding related to such discrimination, harassment, bullying or violence. Retaliation includes, but is not limited to, any form of threat, intimidation, reprisal or discrimination.

Notice and Training

Notice of this policy will be circulated to all departments of the School and incorporated in staff and student handbooks and be available in the school office. All school staff, including any others who, at the school request have responsibility for students, will be provided yearly training to recognize and respond to discrimination, harassment, and/or bullying incidents.

Procedures

Any person who alleges discrimination, harassment and/or bullying by a staff member or student in the School may use the procedure detailed in the School's Anti-Discrimination, Anti-Harassment, Anti-Bullying Complaint Procedure. Filing a complaint or otherwise reporting discrimination, harassment and/or bullying will not reflect upon the individual's status, nor will it affect future employment, grades or work assignments. The right of confidentiality, for both the accuser and the accused, will be respected consistent with the School's legal obligations; with the necessity to investigate allegations of misconduct; and with the necessity to take corrective action when this conduct has occurred.

Consequences

A substantiated charge against a student in the School shall subject that student to disciplinary action consistent with the Student Code of Conduct, which may include suspension or expulsion. A substantiated charge against a staff member in the School shall subject that staff member to disciplinary action, up to and including termination. A first time offense of discrimination or harassment may be a dischargeable offense. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to Child Protection Services. Any supervisor or employee who violates this policy by allowing the conduct to go unaddressed will be disciplined. Such discipline may include reprimands, suspensions and/or removal.

DEFINITIONS

Nondiscrimination

The School, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, sex, handicap or age in any of its policies, procedures or practices; nor does the School discriminate on the basis of sexual orientation, religion or limited English skills. This nondiscrimination policy covers student access to courses and programs, student policies and their application, and participation in and benefits of any activity in the School. The School will take any measures necessary to effectuate the requirements of these acts.

Anti-Harassment

It is a violation of this policy for any student, teacher, administrator, other school personnel, or those in a school building or attending a school function to harass a student, teacher, administrator or other school personnel through conduct or communication verbally or in writing by any medium**.** Harassment can be of a sexual nature, or regarding race, color, national origin, limited English skills, ethnicity, sex, disability, age, sexual orientation, religion, or having the effect of intentionally to hurt, frighten, threaten, or intimidate. A single incident may be sufficient for disciplinary action.

Harassment:

1. Has the purpose or effect of creating an intimidating, hostile or offensive academic or work environment;

2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic or work performance; or

3. Otherwise adversely affects an individual's academic or employment opportunities.

Racial or Color Harassment: Racial or color harassment can include unwelcome verbal, written or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking and negative references to racial customs.

National Origin and Limited English Skills Harassment: Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin and/or limited English skills, such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Sexual Harassment: is any unwelcome sexual attention or behavior. Sexual harassment is determined by the effect on the receiver, not the intent of the harasser. Sexual harassment occurs when:

1. an individual is subject to unwelcome sexual behavior or advances and submission is made a term or condition of a person's employment or advancement or of a student's participation or advancement in school programs or activities;

2. decisions affecting employees or students are based on submission to or rejection of such sexual behavior or,

3. a hostile, intimidating, uncomfortable, offensive or nonproductive work or learning environment is created by any type of unwelcome sexual behavior.

4. Sexual harassment may include but is not limited to the following:
    a. verbal harassment or abuse of a sexual nature
    b. pressure for sexual activity
    c. repeated remarks with sexual or demeaning implications
    d. unwelcome touching
    e. sexual jokes
    f. sexual materials, posters, etc.
    g. sexually suggestive gestures or looks
    h. name-calling of a sexual nature
    i. sexual rumors
    j. sexual assault
5. Sexual harassment may occur
    a. student to student
    b. staff to student
    c. student to staff
    d. staff to staff
    e. male to male
    f. female to female
    g. male to female
    h. female to male

Disability Harassment: Disabled person means any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement or interference with necessary equipment.

Age Harassment: Harassment on the basis of age is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's age, such as name calling.

Sexual Orientation Harassment: Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation, such as negative name calling and imitating mannerisms.

Religious Harassment: Religious harassment consists of physical or verbal conduct which is related to an individual's religion.

Bullying: Bullying may occur when a student or group of students intentionally keeps hurting, frightening, threatening or excluding another student, or participates in organizing others to do so. Bullying may be verbal, written by any medium, relational, or be physical behavior over some duration. Bullying impacts in the following ways:

1. has the purpose or effect of creating an intimidating, hostile or offensive academic or school environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's academic or school performance;

3. has the effect of damaging an individual's emotional or social well-being; or

4. otherwise adversely affects an individual's academic or schooling opportunities.

Bullying incidents may include but are not limited to the following:

a. physical violence or assaults (hitting, kicking, pushing)
b. threats, taunts and intimidation through words and/or gestures
c. extortion, damage or stealing of money and/or possessions
d. sexual (unwanted physical contact, attention, comments, images)
e. homophobic (focusing on sexuality or sexual preference)
f. name-calling and/or put-downs
g. spreading rumors or gossip, or purposefully reporting false information
h. using electronic devices to circulate gossip and rumors, sending abusive, harassing or threatening email, instant messages or other cyber-bullying.

Harassment, intimidation or bullying also includes violence within a dating relationship.

<u>Complaint Procedure</u>

Complaints filed pursuant to this policy shall receive prompt and equitable resolution. Documentation of follow-through and resolution in all circumstances will be maintained.

I. Complaints alleging a student as offender

1. A student's parent/guardian may file a complaint on the student's behalf. A complaint, filed in good faith, alleging a violation of the School's Anti-Discrimination, Anti-Harassment and Anti-Bullying policy against a student may be brought to the following officials.
    a. any staff member that the student, or parent of the student, chooses,
    b. building Dean of Academics, or
    c. Superintendent
2. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment or bullying. A staff member either receiving a complaint, observing a violation, or substantiating a complaint of violation of the Anti-Discrimination, Anti-Harassment and Anti-Bullying policy must intervene, and must document the complaint on the appropriate incident report. The report is forwarded within one school day to the building administrator who will investigate in a timely manner as required by law. Victims have the right to representation at their own expense.
3. Communication with parents, subject to state and federal student records laws, of both the victim and perpetrator will occur. Continued reports on a particular student may involve parents in the development of further interventions or actions. A substantiated charge against a student in

the School shall subject that student to disciplinary action consistent with the Student Code of Conduct, which may include suspension or expulsion. Participation in interventions does not supersede the possibility of disciplinary action.

4. Any employee who violates this policy by allowing the conduct to go unaddressed will be disciplined. Such discipline may include reprimands, suspensions and/or removal.

5. Semiannually a written summary of verified incidents will be provided to the Board of Education, and will be posted on the School web page.

II. Complaint alleging school personnel as offender

1. A complaint filed in good faith alleging discrimination or harassment perpetrated by school personnel may be brought to any of the following officials:

a. A building dean or supervisor;

b. Superintendent or CEO of Academics

2. The official to whom the complaint is originally brought will make the dean or supervisor, and the Superintendent and CEO of Academics aware of the allegations.

3. Available Options - A person bringing a complaint is appraised of all options under policy by the official taking the complaint. These options are described below:

a. Informal resolution of the complaint

1) with the assistance of the building dean or supervisor,

2) with the assistance of the Superintendent or CEO of Academics.

b. Formal resolution of the complaint

1) filed with the building dean or supervisor,

2) filed with the Superintendent or CEO of Academics.

4. Procedures for Intake of Complaints - The official to whom the complaint is initially brought discusses with the complainant the following relevant considerations:

a. The complainant should be informed that:

1) A decision to proceed informally does not preclude the filing of a formal complaint at some later time.

2) The filing of an informal complaint is not a prerequisite to a formal complaint.

3) Action on the complaint is necessary. Such action normally will not be taken without informing the complainant in advance of such action.

b. The behavior that prompted the complaint.

c. The complaint process, including the available options.

d. The issues involved in the complaint.

e. The necessity of an investigation.

f. Possible resolutions of the complaint.

g. Protection of the complainant's interests (e.g., confidentiality consistent with the School's legal obligations, truthfulness by both parties; communication of steps taken the process; protection of complainant and witnesses against retaliatory action).

h. Protection of the interests of the alleged offender (e.g. confidentiality consistent with the

School's legal obligations; truthfulness by both parties; communication of any formal complaint or informal complaint; opportunity to respond to the complainant's allegations).
i. The complainant and the alleged offender are given a copy of the Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy and these Complaint Procedures. Once all of the above information has been discussed, the complainant determines which option to use to resolve the complaint.

5. Matters to be investigated include:
   a. Whether the specific conduct alleged constitutes a form of discrimination or harassment as defined in the Policy, including the type(s) of alleged conduct; frequency of alleged occurrence; date(s) or time period over which the alleged conduct occurred; location of alleged occurrence(s); whether similar complaints have been made by others; and all factual circumstances upon which the complaint is based.
   b. The specific relationship of the alleged offender to the complainant.
   c. The effect of the alleged offender's conduct on the complainant, including any consequences that may be attributed to the conduct.
   d. Whether the alleged offender was aware of the complainant's concern regarding the behavior.
   e. Whether a building dean, supervisor, Superintendent or CEO of Academics was aware of the complainant's concern, and if so, how he/she became aware of the concern.
   f. Whether any prior steps were taken to resolve the complaint.
6. Possible outcomes of investigation:
   i) a finding that there is sufficient evidence supporting the alleged violation and corrective action, which could include discipline, will occur;
   ii) a finding that there is insufficient evidence supporting the alleged violation; or
   iii) a negotiated settlement of the complaint. A negotiated settlement of the complaint may be entered at any time during this process. A negotiated settlement must be approved by both parties and by the Superintendent.

   a. Time period for investigation complaints: Investigations of formal complaints should be concluded within 30 calendar days after they are made. When it is not reasonably possible to conclude the investigation within that amount of time, the Superintendent will notify the complainant and the alleged offender in writing of the delay and reasons for the delay.
   b. Notice to parties. At the conclusion of the investigation, the Superintendent promptly informs both the complainant and the alleged offender of the outcome and the factual findings.
   c. Written report of findings. Upon conclusion of the investigation of a formal complaint, the Superintendent prepares a written summary of the findings. If the investigation results in a finding of any discrimination or harassment as defined in the Anti- Discrimination, Anti-Harassment, and Anti-Bullying Policy, recommendations are made to take prompt and effective action, consistent with the severity of the offense. This report is provided to the appropriate administrative official for implementation.

d. A finding may be appealed to the Superintendent, then to the Board. Such appeal will be based on the record and any new information which could not have been previously provided with reasonable diligence.

e. Sanctions. A substantiated charge against a staff member shall subject that staff member to disciplinary action which may include reprimands, suspensions with or without pay and/or termination.

Presence of Support Persons

The complainant and/or alleged offender may be accompanied at any interview by a friend, family member, legal representation and/or other individuals of the complainant's or alleged offender's choice.

Confidentiality

To the extent possible, the Superintendent treats as confidential all information received in connection with the filing, investigation, and resolution of complaints except to the extent it is necessary to disclose particulars in the course of the investigation. Parties to a complaint should observe the same standard of discretion and respect for the reputation of all parties involved in the process.

Record Keeping

Any person conducting a formal investigation shall maintain a written record of all witness interviews, consent provided, evidence gathered and the outcomes of the investigation. A common form for record keeping will be developed and used across all schools under the TGFS name. Records of investigation will not be maintained in personnel files or student files unless part of formal corrective action. Investigatory records are maintained by the Superintendent in accordance with record retention schedules. Copies of the final report are given to the complainant and the alleged offender.

LEGAL REFS: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Rehabilitation Act; 29 USC 794
Individuals with Disabilities Education Act; 20 USC 1401 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 42 USC 1324a et seq.
Americans with Disabilities Act; 42 USC 12112 et seq.
Ohio Const. Art. I, Section 2
ORC 3323.01
ORC 3313.666; 3301.22; 3319.321
Family Educational Rights and Privacy Act of 1 974,
88 Stat.571.20 U.S.C. 1232g, as amended
Chapter 4112
OAC 3301-35-02(A) (1); 3301-35-03(A)
CROSS REFS: ACAA, Sexual Harassment

ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBO, Verification of Employment Eligibility
IGAB, Human Relations Education
IGBA, Programs for Students with Disabilities
IGBAA, 504 Procedural Safeguards
IGBl, English as a Second Language (Limited English Proficiency)
IGBJ, Title I Programs
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Anti-Hazing
Staff Handbooks
Student Handbooks

Appendix E - Title IX Policy

Title IX Compliance and Grievance Procedure

Title IX of the Education Amendments Act of 1972 provides:

> No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving financial assistance.

Title IX Compliance

The School shall comply with this law and accompanying regulations at all times and does not discriminate on the basis of sex (including sexual orientation) in its education programs, activities, or employment. To ensure compliance and resolve any complaints, the Governing Authority has designated the following individual as the School's Title IX Coordinator:

Trina Hurt - Dean
1270 Brentnell Ave. Columbus, OH 43219
614-258-8588
thurt.1@thecharlesschool.org

Inquiries relating to Title IX may be referred to the School's Title IX coordinator of the federal Office for Civil Rights, or both.

Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator above, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

The Title IX Coordinator shall have full authority to coordinate compliance with the law, including responding to inquiries, investigating any alleged violations, and implementing the School's Grievance Procedure.

Definitions

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or

(3) "Sexual assault," "dating violence," "domestic violence," or "stalking" as each term is defined in federal law:

a. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, fondling, incest, and statutory rape.

i. *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

ii. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

iii. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

iv. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent.

b. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:

- A current or former spouse or intimate partner of the victim;
- A person with whom the victim shares a child in common;
- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
- Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.

c. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

d. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others or (2) suffer substantial emotional distress.

"Unwelcome conduct" may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal (e.g., slurs, jokes, name-calling) or physical harassment of a sexual nature. It can also include offensive remarks about a person's sex (including sexual orientation).

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint with the School, a complainant must be participating

in or attempting to participate in the School's education program or activity. "Document filed by a complainant'' means a document or electronic submission (such as by electronic mail or through an online portal that the School provides for this purpose) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to the formal complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Supportive measures may include:

(1) counseling;
(2) extensions of deadlines or other course-related adjustments;
(3) modifications of work or class schedules;
(4) campus escort services;
(5) mutual restrictions on contact between the parties;
(6) changes in work locations;
(7) leaves of absence;
(8) increased security and monitoring of certain areas of the campus; and
(9) other similar measures.

"Education Program or Activity" includes locations, events, and circumstances over which the Governing Authority exercises substantial control over both the respondent and the context in which the sexual harassment occurs. It includes admission/enrollment.

"Eligible Student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

"Day(s)," unless expressly stated otherwise, means business day(s) (i.e., a day that the Governing Authority's office is open, and employees are working).

"Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator, any School official who has authority to institute corrective measures on behalf of the School, or any employee of the Governing Authority. The mere ability or obligation to report sexual

harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator. This standard is not met when the only School official with actual knowledge is the respondent.

Emergency Removal

Notwithstanding any other provision of this policy, the School may remove a respondent from an education program or activity on an emergency basis, if, following the completion of an individualized safety and risk analysis, the School determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

The School's right to impose and emergency removal under these circumstances may not modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Training

The Title IX Coordinator, investigators, decision makers, and any person who facilitates an informal resolution process shall receive training on:

1. the definition of sexual harassment under federal Title IX regulations;

2. the scope of the School's education program or activity;

3. how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

4. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision makers at any stage of the grievance process must receive training on any technology to be used at a live hearing (if conducted) and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Anyone conducting investigations under Title IX must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

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

Training materials will be posted on the School's website and maintained by the School for seven years after they were presented.

Records

For a period of seven years, the School shall retain the following records: (1) each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required (if a hearing is conducted), any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; (2) any appeal and the result; (c) any informal resolution and the result; and (4) all materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process.

The School shall both create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent to the report or formal complaint, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If the School does not provide a complainant with supportive measures, the School will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Confidentiality

Any supportive measures provided to the complainant or respondent will be kept confidential, to the extent that maintaining such confidentiality would not impair the ability of the School to provide supportive measures.

The School will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA, 20 U.S.C. 1232g, or related regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from the hearing. Complaints alleging retaliation may be filed according to the grievance procedures in Title IX Grievance Procedure.

Retaliation

Retaliation against any individual for exercising Title IX rights will not be tolerated. The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under policy does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Title IX Grievance Procedure

The School is committed to complying with Title IX. The School's response to allegations of sexual harassment will treat complainants and respondents equitably, including providing supportive measures to the complainant and respondent, as appropriate, and following this Grievance Process before imposition of any disciplinary sanctions or other actions that are not supportive measures against the respondent. The Title IX Coordinator, along with any investigator, decision maker, or any person designated to facilitate an informal resolution, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The following procedures have been developed to handle complaints dealing with Title IX programs, services, and staff members.

Step 1: Reporting Sexual Discrimination/Harassment

Any person who has a complaint of alleged sex discrimination shall attempt promptly to resolve the complaint by discussion with the Title IX Coordinator, either in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Governing Authority employees are required, and Governing Authority members, students, parents, community members, and third parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any School employee, who in turn will promptly notify the/a Title IX Coordinator.

Such a report may be made at any time (including during non-business hours), by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

The Complainant shall describe the alleged discrimination in as much detail as possible. The Title IX Coordinator shall investigate the alleged discrimination and discuss the results of the investigation with the student or employee.

A student may file criminal charges simultaneously with filing a Title IX complaint. A student does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Because the School is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any School employee has such knowledge, and because the School must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a School employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or sexual harassment must notify the/a Title IX Coordinator within two (2) days of receiving the report. The School employee must also comply with his/her mandatory reporting responsibilities pursuant to R.C. 2151.412, if applicable. If the School employee's knowledge is based on another individual bringing the information to the School employee's attention and the reporting individual submitted a written complaint to the School employee, the employee must provide the written complaint to the Title IX Coordinator.

When a report of sexual harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of sexual harassment) contact the complainant (including his/her parent/guardian if the complainant is under 18 years of age or under guardianship) to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator shall provide the complainant with an emailed or hard copy of this Policy.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the complainant or respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the School to provide the supportive measures.

Step 2: Filing a Formal Complaint of Sexual Harassment

The Complainant can submit a formal written complaint to the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above.

The written complaint shall state when the grievance occurred, the factual details of the grievance, and the relief sought. If the Complainant is a student, the Title IX Coordinator shall assist the student in writing the complaint and assuring that it is submitted in time.

When the Title IX Coordinator receives a formal complaint or signs a formal complaint, the School will follow its Grievance Process and Procedures, as set forth herein. Specifically, the School will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The complainant(s), the respondent(s), and any witnesses are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The School will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the formal complaint. If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the complainant or respondent to unduly delay the investigation and determination of responsibility. This timeframe, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action.

Within 2 days of receipt of a formal complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

(1) Notice of the School's grievance process, including any informal resolution process;

(2) Notice of the allegations of misconduct that potentially constitutes sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident(s), if known. The written notice must:

   a. include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
   b. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.

c. inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the Title IX Coordinator decides to investigate allegations about the complainant or respondent that are not included in the original notice provided to the parties, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

A complainant's wishes with respect to whether the school investigates allegations of sexual harassment should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Step 3 Informal Resolution

Under no circumstances shall a complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive his/her right to an investigation and adjudication of a formal complaint of sexual harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a formal complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

(1) the allegations;

(2) the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and

(3) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

In conducting the investigation of a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the School, not the parties.

In making the determination of responsibility, the decision maker(s) is(are) directed to use the preponderance of the evidence standard.

Pursuant to law, the School is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the School with voluntary, written consent to do so; if a party is not an eligible student, the School must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

As part of the investigation, the parties have the right to:

(1) present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and

(2) have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The School may not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The School will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision maker(s) must provide a minimum of 4 days' notice with respect to hearings and 2 days' notice with respect to investigative interviews and other meetings

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response that the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision maker(s) issuing a determination regarding responsibility.

Determination of Responsibility: The Title IX Coordinator shall appoint a decision maker(s) to issue a determination of responsibility. The decision maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision maker(s), and before the decision maker(s) reaches a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination regarding responsibility: The decision maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

(1) Identification of the allegations potentially constituting sexual harassment pursuant to this policy;
(2) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence,

(3) Findings of fact supporting the determination;

(4) Conclusions regarding the application of the applicable code of conduct to the facts;

(5) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision maker(s) is recommending that the School impose on the respondent(s), and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant(s); and

(6) The procedures and permissible bases for the complainant(s) and respondent(s) to appeal.

If the decision maker(s) determines the respondent is responsible for violating this policy, the decision maker(s) written determination should include steps to end the sex discrimination/sexual harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. In addition to imposing disciplinary sanctions/consequences on the respondent, the decision maker may also order further supportive measures along with following individual and global remedies, on a case-by-case basis:

(1) Provide medical, counseling, and academic support services to the complainant and/or respondent;

(2) Re-arranging schedules at the complainant's request;

(3) Afford the complainant extra time to complete or retake classes without academic penalty;

(4) Review any disciplinary proceedings against the complainant;

(5) Train or re-train employees;

(6) Develop materials on sexual harassment;

(7) Conduct sexual harassment prevention programs; and/or

(8) Conduct climate checks.

Disciplinary sanctions/consequences imposed on a student may include suspension, expulsion, and any other sanction authorized by the student code of conduct. If the decision maker(s) makes a determination of responsibility and recommends the suspension and/or expulsion of the respondent, the Title IX Coordinator will notify the Head Administrator so the applicable due process procedures of Suspension and Expulsion can be implemented. Discipline of a student must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

Disciplinary sanctions/consequences imposed on an employee may include written reprimands, unpaid suspension, termination, and any other sanction authorized by any applicable codes of conduct or collective bargaining agreement. If the decision maker(s) makes a determination of responsibility and recommends the imposition of disciplinary action, the Title IX Coordinator will notify the Head Administrator so applicable due process procedures, whether statutory or contractual, can be implemented.

Discipline of an employee must be implemented in accordance with Federal and State law, Governing Authority policy, and applicable provisions of relevant collective bargaining agreements.

The decision maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the Title IX Coordinator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals

Both parties may appeal from a determination regarding responsibility, or from a dismissal of a formal complaint or any allegations therein, on the following bases: (1) a procedural irregularity that affected

the outcome of the matter; (2) newly discovered evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter; and/or (3) the Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decision maker(s) hearing the appeal may not be the same person(s) as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision maker(s) for the appeal shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and shall receive the same training as required of other decision makers.

The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within five (5) days after the Title IX Coordinator provides notice to the non-appealing party of the appeal.

The decision maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The decision maker(s) for the appeal's (or the original decision-maker's(s') if there is no appeal) decision shall be final.

The Title IX Coordinator is responsible for effective implementation of any remedies. If the complainant is still dissatisfied, the complainant may submit, within 180 days of the alleged discrimination, a written complaint to the Office for Civil Rights, located at:

Office of Civil Rights
U.S. Department of Education
600 Superior Ave. East, Suite 750
Cleveland, Ohio 44114-2611

Federal: 20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
34 C.F.R. Part 106

Appendix F - Schoolwide Behavior Expectation Poster

THE CHARLES SCHOOL AT OHIO DOMINICAN UNIVERSITY

An Early College High School

Schoolwide Expectations

Grit | Community | Integrity | Courage

Classrooms	Breakfast & Lunch	Hallways during class	Hallways between classes	Restrooms	After School
Work hard	Be polite Hands to self	Get back to class quickly	Get to class on time	Get back to class quickly	Leave as soon as your ride arrives
Phone Away	Leave no trace	Appropriate volume	Respect personal space	3 or fewer students at a time	No sports in gym without permission
Help classmates, but don't cheat	Calm voice, appropriate language	Appropriate language	Appropriate language	Clean up after yourself	Don't miss your bus
Listen well	No food delivery	Respect other classrooms	Walk on the right	Report problems	Respect personal space
Respect others' property	Short breaks	Mind your own business	Apologize when you bump others	Respect personal space	If you go to the Rec, stay off campus
Bring a charged chromebook	Clean your messes		Forgive others who bump into you	Mind your own business	Ask for help
Mind your own business	Stay off of the stage		Say "Excuse Me"		
Ask for help	Invite others to eat with you		Mind your own business		

The Charles School at Ohio Dominican University
Member of the Graham Family of Schools | This institution is an equal opportunity provider | *USDA is an equal opportunity provider, employer, and lender.*

Code of Conduct and Agreement of Mutual Support Consent Form

I, _____, the parent or guardian of _____, have read both the Student and Family Handbook, as well as the Family and School Agreement of Mutual Support (on pages 4 - 5) of the Student and Family Handbook, and hereby commit to adhering to the expectations and policies within each to ensure the absolute best opportunity for my student's success. I am willing to work with The Charles School at Ohio Dominican University in the ways described above, as well as all others that I can, to help my student take a positive step towards college in the 2026-2027 school year.

ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

- ❑ I have received a copy of The Charles School Student and Parent Handbook for 2026-2027 or understand I can access it on the school's website.
- ❑ I recognize that the handbook contains necessary information for me and my student for the 2026-2027 school year.
- ❑ I also acknowledge that students are expected to adhere to the policies and guidelines set forth in the handbook, and are accountable for the same.

Student Name: (Please print):_____

Student Signature: _____Date:_____/_____, 2026.

Parent/Guardian Name: (Please print): _____

Parent/Guardian Signature:_____ Date: _____/_____, 2026.

Relationship to student: _____

Parent/ Guardian email:_____

***COMPLETE AND RETURN THIS PAGE TO STUDENT'S CREW TEACHER BY:**

Friday, September 18, 2026