The Graham School

encounter the world, engage the mind

Family Handbook

2026-2027

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Dear Graham Families,

Welcome to the 2026-2027 school year at The Graham School. We are delighted that you are part of our learning community. The policies and procedures outlined in this family handbook are intended to support a safe, rigorous, and productive learning environment where students achieve more than they think possible and become active contributors to building a better world. Please take time to read the enclosed information and discuss it as a family.

All of our policies and procedures focus on respect for individuals as well as the community to which we belong. A prime concern is always the safety and health of students, employees, families and visitors, and adherence to the laws of our city, state and nation. Many of our policies and procedures are in place to achieve the goals set by the Ohio Department of Education and Workforce, the State, and by our school. We continually strive to excel in all areas and remain a cutting edge school within our community, the state and our country as we prepare students to be leaders of their own learning both in high school and beyond.

We need the help of our staff, students, and especially the families to achieve these goals for the year. Communication and attendance are fundamental to achieving and exceeding these goals in order for us to maintain the quality education we provide. We appreciate your active participation in our school, and look forward to a productive year of learning for all.

Sincerely,
Celeste Ferguson, Dean

I. About The Graham School

A. General Information

Welcome to The Graham School! We are excited and grateful that you are joining our Crew. We are a community or public charter school. As such, we are beholden to all of the same state requirements as regular district schools. Our students take Ohio State Tests, we receive annual report cards from ODE, and we employ highly qualified teachers to educate our students. Additionally, we are tuition-free and have an open enrollment policy - meaning that we take all students unless a particular grade level is full.

In order to best support our students, we follow a full inclusion special education model that prioritizes co-teaching; utilize a formal Social and Emotional Learning (SEL) curriculum that we deliver through daily Crew; train our staff in Trauma Informed Practices, and have implemented Positive Behavior Intervention and Supports (PBIS), as well as to build and maintain a community where all feel safe and valued.

The Graham School values engaging students and staff in work that is challenging, adventurous, and meaningful. We strive to embody our Habits of Learning and our motto: "Encounter the World, Engage the Mind." As we walk through our classrooms and hallways, we see these habits in action as both staff and students pursue challenges outside of their comfort zones, solve problems creatively without giving up, take initiative- striving for mastery and expertise in their craft, care for each other and our surroundings, and work together to meet the building goals outlined in our yearly Work Plan.

B. Mission, Vision, & Core Values Statement

Mission

The Graham School strives to be a unique collective of learners. We cultivate ownership of our educational journeys to develop strong hearts and minds. We purposefully build lives that positively impact our communities.

Vision

The Graham School forges powerful relationships among staff and students, and supports each member in social and emotional development, experiential learning opportunities, and collaborative academic learning, while exploring career pathways that empower graduates to thrive in their personal and professional lives.

Core Values

At Graham...

- We are committed to listening, learning, unlearning, and putting our values of diversity, equity, and inclusion into action
- We vow to stand together to embrace one another fully, empower students continuously, and pursue educational justice unapologetically
- We are a safe, positive school climate
- We solve problems together in a peaceful, restorative way
- We embrace diversity
- We reflect on our experiences in order to gain fresh perspective and inform future outcomes
- We encourage student ownership and high quality work
- We believe that learning is a priority and time spent in class is important
- We use these Habits of Learning as foundational principles --**Adventure & Risk, Perseverance, Self-Direction, Service & Stewardship, and Teamwork & Collaboration**
- We believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond
- We create belonging within our school and honor our connection to the world community
- We celebrate an open mind, an open heart and an open hand
- We are CREW, not passengers

C. School Contact information

THE GRAHAM SCHOOL	
3950 Indianola Ave. Columbus, OH 43214	Phone: 614-262-1111 Fax: 614-447-0558

D. People to Know

SCHOOL BOARD MEMBERS	STUDENT AND STAFF SUPPORT	
Scott Lesinski - President Jessica Weithman - Vice President/Treasurer Rayshawn Wilson - Secretary Nancy Kuhel Bess Hagens	Kelian Disher - School Counselor Kisha Byrd - Front Desk Associate Sue Frank - Special Education Assistant Laurel Wakeley – Instructional Coach	
TGS ADMINISTRATION	**THE GRAHAM FAMILY OF SCHOOLS**	
Celeste Ferguson - Dean Ed Ingman - Superintendent	Chase Carrico - Technology Integration Specialist Allie Konet - Director of Counseling & SEL Evan Rulong - Director of Career Pathways & IT Jennifer Smith - Treasurer Chris Spackman - ELL Coordinator Zach Steinberger - Lead Network Engineer Jen Waddell - Development Coordinator Jeff Wiseman - Lead Network Engineer	
BUSINESS ADMINISTRATION		
Debbie Addison - Executive Director of Advancement Cathy Baney - Executive Director of Business & Personnel Cheryl Long - Executive Director of Operations Amanda McCain - Registrar Jennifer Smith, Treasurer		

TEACHERS & STUDENT SUPPORT STAFF				
Ash Awbrey	ELA & Future Ready Teacher	Dr. Liz Ayisi	Math Teacher	
Jen Bricker	Intervention Specialist	Jacob Carlton	Substitute Teacher	
Randi Channel	Art Teacher	Alomar Davenport	Social Studies Teacher	
Kevin Elliott	ELA Teacher	Zach Franklin	Math Teacher	
Kat Hagan	Social Studies Teacher	Sara Hallermann	Intervention Specialist	
Austin Lawrence	ELA & Future Ready Teacher	Nolan McClung	Science Teacher	

Carolyn Moss	Student Success Coordinator	Mary Slaback	Walkabout Director	
Shaina Thompson	Educational Aide	Meg Treon	Intervention Specialist	
Gaby Vizuet	Spanish Teacher	Greg Zacharias	Science Teacher	

E. The Graham School's Habits of Learning

Self-Direction

We are dedicated to the learning process and set goals for our learning and behavior. We take ownership of our work and our actions; take initiative when we are supposed to, and especially when there is no one looking. We strive for mastery and expertise through the process of revision and pride in craftsmanship, ultimately seeking to become artisans.

Perseverance

We never give up. We work hard and keep trying, even and especially when it gets tough. We recognize when we need help and elicit it. We are resourceful and work to solve problems creatively. We understand that some things are going to be hard- yet we persist to achieve more than we thought we could. We can adapt to challenges, remaining diligent and establishing a network of social and academic supports. We continue to revise our work until expectations are met or exceeded.

Teamwork & Collaboration

"We are crew, not passengers." We work together to meet our goals, supporting each other through the journey. We celebrate each other's successes and problem solve, when necessary. We are a team. We hold each other accountable for our actions, goals, and achievements. We cultivate relationships to enhance and strengthen bonds of commitment to our community.

Service & Stewardship

We "get smart to do good" in our community. We see service not as an isolated action, but as a way of being a member of a community. We take responsibility for our community and the environment around us by caring for each other and our surroundings. Our campus reflects our talents, creativity, and commitment to maintaining beautiful spaces. We think about how our words and actions affect the people around us; work to be kind and considerate to others; and seek to understand and relate to diverse perspectives.

Adventure & Risk

We honor and model our school motto, "Encounter the World and Engage the Mind" by pursuing challenges and opportunities outside of our comfort zone that allow us to grow. We are courageous, passionate, and attentive to our self-discovery. We understand that there are many routes to knowledge and realize that failure along the journey is essential to learning. We believe that success without the experience of adversity brings only a limited sense of accomplishment.

F. Restorative Practices at The Graham School

Restorative Circles, an Alternative to Traditional Discipline

What are Restorative Practices? Restorative Practices are a set of principles and practices centered on promoting respect, taking responsibility and strengthening relationships. Although students can still earn traditional consequences, our Restorative approach shifts the way we think about and do justice. After damaging the school community or environment, we focus on repairing harm and preventing its reoccurrence. It complements the vision of TGS-- holistic in its approach to education; developing the social-emotional skills necessary for a civil society as well as supporting strong academics.

When we meet in Restorative Circles the first goal is community-building, creating a safe environment for all. Circles are an important way for all involved to invest in the school community. A circle keeper (facilitator) starts by setting norms for behavior and attitude and then asking questions related to topics that matter to the school community. One person talks at a time and all other circle participants actively listen. All who are present in the circle
problem-solve together and collaboration is enhanced. Self-respect and appreciation for others is emphasized. All those present benefit from the opportunity to speak for themselves and listen to their peers as well as our teachers who actively participate as well.

What are the features of a successful Restorative Practices system?

The core belief of Restorative Practices is that ***PEOPLE WILL MAKE POSITIVE CHANGES IN THEIR BEHAVIOR WHEN THOSE IN AUTHORITY DO THINGS <u>WITH THEM</u> RATHER THAN <u>FOR THEM</u> OR <u>TO THEM</u>.***

Therefore a successful Restorative system does the following things:

- Acknowledges that relationships are central to building community
- Builds systems that address misbehavior and harm in a way that strengthens relationships
- Focuses on the harm done rather than only on rule breaking
- Gives voice to the person harmed
- Engages in collaborative problem solving
- Empowers change and growth
- Enhances Responsibility

G. Graham Priorities

Rigorous Academics and Real-World Learning

Our school has a rigorous curriculum that exceeds the admission standards for most colleges and universities. The curriculum promotes a high level of student engagement through
real-world learning focused on issues of concern to young people. It has strong fieldwork and service components.

Building Character and an Ethic of Service

Service permeates the school community both as an important element of academic work and as an ethic that fosters respect and support among all members of the school community. At The Graham School, we are crew, not passengers. Students also learn that character values such as responsibility, collaboration, perseverance, and craftsmanship are essential to success in high school and beyond.

Crew

Each student at our school is a member of a Crew, a small class where students focus on developing their character through learning about themselves and others. In Crew students work together to build a strong network of support. In addition to its focus on social and emotional learning, Crew also supports academic growth and achievement through regular monitoring of grades. In Crew, students prepare for and complete Student Led Conferences twice yearly to document and share their growth with their family.

Strong Focus on College Preparation

All students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English language arts, math, science, and social studies as well as a variety of elective subjects. Staff members will help students make the best college choices including taking them to visit colleges and helping them through the college application and financial aid process.

H. EL Core Practices

Expeditionary Learning's Core Practices address five key dimensions of life in school.

Curriculum

Our approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

Instruction

Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

Culture and Character

Our school builds a culture of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, town meeting, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

Assessment

School leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.

Leadership

School leaders build professional learning communities that focus on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team – it is a role and expectation for all.

I. Family Involvement in The Graham School

Supporting Success

Family involvement in The Graham School is essential to creating an effective school community in which all students succeed. At The Graham School, families are responsible for:

Creating an effective learning environment at home

- Set a schedule and structure to make sure your student completes their work.
- Make sure your student has a space where they can concentrate on schoolwork.
- Limit screen time. Keep books and other reading materials available and set aside daily time to read.

Learning about and supporting The Graham School's values and programs

- Permit your student to participate in fieldwork and extended trips.
- Learn about and discuss TGS's Habits of Learning and Student Rights and Responsibilities with your student.
- Attend school-wide activities each year.

Staying informed about your child's progress

- Schedule and attend every Student-Led Conference (SLC).
- Read teacher communications and promptly return permission slips and other communications asking for family responses.
- Check Google Classroom to see your student's grades on assignments.
- Check PowerSchool to see your student's attendance information and mastery of Long Term Learning Targets.

Volunteer Opportunities

Family volunteers enrich the life of our school and provide invaluable help. We appreciate any time you might be able to spend supporting The Graham School. On many occasions, a family's special skills and experience can make a valuable contribution to the classroom, fieldwork, or school projects/expedition work.

***Nondiscrimination Policy**: The Graham School continues its 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 V1 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.*

II. The Graham School Learning Community

A. Student Rights and Responsibilities

STUDENT RIGHTS

- ***Learning***: Every student has the right to expect high-quality learning experiences at The Graham School and at our Partner Sites. Every student has the right to expect The Graham School faculty, staff and administration to be prepared to guide high-quality learning experiences each day. To ensure this the following aspects of our school should be expected:
    - High standards for academics, experiential work, and character.
    - Small school environment where students know their peers and teachers well, and are able to establish positive relationships with both as the year progresses.
    - A learning environment focused on active learning where students are active participants in learning, not passive recipients of learning.
    - Consistent opportunities for cooperative working situations with peers and staff.
    - Opportunities to extend learning outside of the classroom, including hands-on experiences that enrich our academic and personal lives.
    - Relevant projects that will seek to address real needs in our community and that will be shared with authentic audiences that include more than teaching staff.

- ***Safety***: Every student has the right to be safe and protected at The Graham School and at our Partner Sites.

- ***Respect***: Every student has the right to expect The Graham School faculty, staff and administration to treat him/her with respect and courtesy at all times.

- ***Expression***: In matters of school governance (except in areas involving issues of health, safety, academics and scheduling) every student has the right to have an equal voice and vote through The Graham School Town Meeting.

- ***Planning***: Every student has the right to assist in the development and implementation of his/her education.

STUDENT RESPONSIBILITIES

Attendance: Every student is responsible for attending school and all required school functions, including Partner Site obligations, every day unless the student justifiably excused. Furthermore, students are responsible for attending all of their classes and Partner Site work, and arriving at school, to Partner Sites, and to each class on time. This is essential to meet our goal of 95 percent attendance for the school year. Please see Section IV, I: Policy on Truancy and Attendance for more information on both The Graham School policy and Ohio attendance legislation.

- ***Preparation***: Every student is responsible for coming to school and to class each day prepared to contribute and participate in his/her learning environment to the fullest extent of his/her capabilities. Students are expected to come to class with their Chromebooks, texts, paper, writing instruments and all other material that is required for them to take an active part in their learning environment.

- ***Participation***: Every student is responsible for participating in classes, Partner Site obligations and all other school related functions to the best of his/her ability every day. Students are encouraged to participate in class discussions, projects, programs and activities and to ask for help when something is unclear.

- ***Self-Direction***: Much is expected from each student at The Graham School. At the core level, we expect each student at Graham to be willing to develop a sense of ownership and responsibility for his/her education. How this manifests itself within each student is unique.

- ***Compliance***: The Graham School has adopted policies, procedures and a Code of Conduct. It is the responsibility of each student to be aware of, to understand, and to abide by these fair and common-sense rules.

B. Parent/Guardian Rights and Responsibilities

(For the purposes of this handbook, The Graham School will use the words "Parent(s)" and/ or "Parental" to refer to both Parents and Legal Guardians)

PARENT/GUARDIAN RIGHTS

- Parents have the right to expect that they and their child will be treated with respect and courtesy and that The Graham School will create a learning environment that is safe, nurturing and academically challenging for their child.

- Parents have the right to expect high-quality learning experiences for their children both at The Graham School and at the Partner Sites

- Parents have the right to be informed of their child's academic and experiential progress at appropriate times during the school year, including regular contact with their child's crew leader.

- Parents have the right to be informed of issues regarding their child's behavior at school and to be informed of all serious disciplinary actions concerning their child and parents may exercise their right to appeal suspensions and expulsion.

- Parents have the right to, and are encouraged to, visit The Graham School and to spend a class period or a day with their child at school.

- The parent or guardian of each student enrolled at The Graham 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.

PARENT/GUARDIAN RESPONSIBILITIES

- *Attendance:* Parents are responsible for making sure that their child gets to school on time every day. In the event that their child is justifiably excused, it is the responsibility of the parents to notify The Graham School by phone, fax or e-mail no later than 9:00 am of the absence. Additionally, should your child need to leave school for a medical appointment or other justified reason, it is the parents' responsibility to notify Graham of this need in writing prior to taking your child from school. This is essential for us to achieve our goal of 95% attendance rate for the school year. Please see Section IV, I: Policy on Truancy and Attendance for more information on both The Graham School policy and Ohio attendance legislation.

- *Preparation:* Parents are responsible for ensuring that their child is prepared to take advantage of the learning opportunities that are available at Graham, our Partner Sites and throughout our learning community. This means that parents should ensure that their child comes to school with the proper materials with which to actively participate in their education, and that their child is rested, safe and healthy.

- *Communication:* Parents are responsible for participating in effective communication with faculty and staff, particularly in matters of a child's mental and physical health that could impact learning. Parents are responsible for communicating with The Graham School on issues regarding illness, medical appointments and any other factors that may result in their child either being absent or unprepared on any given school day.

C. Honors and Awards

The Graham School recognizes outstanding achievement, growth, and character with special recognition at the end of each school year at our awards ceremony.

- Staff nominate students for the Green Dragon Award for exemplary growth and demonstration of all of our Habits of Learning. Staff must unanimously agree for a student to receive this award. Red Dragons may be awarded by staff or students to a staff member or student that exemplifies one of our Habits of Learning.

- Each discipline – mathematics, social studies, science, English, foreign languages, fine arts, etc. – recognizes one student each year as the Exceptional Student in that discipline. The staff also recognizes exceptional students with awards for demonstrating the Habits of Learning.

- Additionally, the Valedictorian, Salutatorian, recipient of the Reaching for the Stars award, and an Outstanding student for each grade level, are recognized while the Deans honor one student for "Courage" and one for "Leadership." Finally, the staff honors one student each year with the highest honor, the "True Dragon Award."

- Senior Awards: Graduating senior students are eligible for the True North, Open Hand, Open Heart, Open Mind, and Henry Stout Awards. These awards are presented during commencement ceremonies.

D. Town Meeting

The Graham School conducts Town Meeting on a regular basis. Town Meeting is the forum where school proposals are presented, debated and voted upon regarding matters of the school other than health, safety and academics. Equal voting status is awarded all members of the learning community including staff, students and administration - one person, one vote. If The Graham School learning community decides that other rules of procedure are necessary then additional rules can be proposed, voted upon and adopted if passed. Town Meeting also showcases student performances, guest presenters, celebrations of achievements, and Hero Auctions.

E. 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 the TGFS Co-Superintendent Ed Ingman.

F. Counseling

Our school counselor and student support team members are available to talk with students during the school day, and are able to connect any student with counseling or other mental/physical assistance they may need outside of school.

Counseling Mission Statement

The mission of the school counseling program at The Graham Family of Schools is to provide a comprehensive and developmental counseling program that addresses the academic, career and personal/social needs of all students. Our school counselors provide necessary supports to maximize student potential and academic achievement through group and individual counseling, academic support, classroom guidance lessons, career and college planning activities, school-wide programs, crisis intervention and student and family advocacy. In collaboration with other school personnel, parents and community members, the school counseling program provides all students with the needed advocacy, guidance and access to the knowledge and skills that empower them to become compassionate citizens of a global world.

School Counseling Statement of Philosophy

The professional school counselors at The Graham Family of Schools believe:

- Every student has intrinsic value and can succeed
- Each individual student's differences are to be valued and celebrated
- All students can achieve at high levels and maximize their potential according to their individual strengths in a safe and supportive learning environment
- A comprehensive, developmental counseling program is an integral part of our total education program at The Graham Family of Schools
- All students have the right to participate in the school counseling program which is delivered by a full-time, state-certified, master's-degree-level counselor

And that the Graham Family of School's counseling program should:

- Consider and address each student's diverse needs in planning and delivery of the school counseling program
- Include a specific plan for addressing under-served student populations and incorporate closing-the-gap activities

- Be based on specified goals and developmental student competencies for all students realized through cycles of needs assessments and the ASCA National Standards for Students
- Address students' academic, social/emotional and career development needs
- Be grounded on students' developmental needs, prevention and psychoeducation through a delivery system that includes school guidance curriculum, individual and group counseling, responsive services, school-wide programs and community referrals
- Utilize community resources to deliver programs and serve families
- Use data to drive program development, support evaluation and share success with stakeholders
- Be reviewed at the conclusion of the school year by the counselor and the administrative team at each individual school

And that the counselors at The Graham Family of Schools shall:

- Serve as advocates for every student
- Support the Ohio Department of Education and the Graham Family of Schools policies and professional practices
- Abide by the professional ethics as advocated by the profession
- Continually participate in professional development activities to stay abreast of best practices and maintain a high quality school counseling program

G. Transportation and Busing

To and From Graham:
Students who live within the Columbus City School district (CCS) and two or more miles from The Graham School are eligible to be bused by CCS or to receive funding for similar transportation. All other students must arrange their own transportation. A limited number of driving passes will be distributed to Graham students who have a valid driving license and an automobile insurance card. Driving passes are a privilege and will be distributed based primarily upon need, location and the presence of alternative means of transportation. Driving passes will be revoked if a student abuses the privilege. Parking pass applications are available at the school's front desk. Questions about bus routes should be directed to the home school Department of Transportation.

Dropping off and Picking up Students at The Graham School:
Parents, guardians and other responsible adults who either drop off or pick up students at The Graham School must follow the traffic patterns described below. Students arriving more than 15 minutes before the start of the school day may have to wait outside, at the front desk, or in an assigned room with a staff member until adequate staff are present to supervise. The following steps must be followed:

- Whenever buses are present, enter the South driveway marked "Graham School Entrance" off of Indianola Avenue, and circle around in the East end of the parking lot behind DataTalk, then proceed to the drop off/pick up point near the front of Building B, either drop off or pick up the student(s) and exit via the South driveway.
- When buses are not present, enter the South driveway marked "Graham School Entrance" off of Indianola Avenue, drive behind Building B, proceed to the drop off/pick up point near the front steps of The Graham School, either drop off or pick up the student(s) and exit via the North driveway.
- Please try not to block or park in Datatalk spaces to the south of our buildings

H. Fees

The Graham School is a public high school chartered by the State of Ohio and attendance by any student living within the state of Ohio is without charge. However, there is a $35 student school fee. Some courses and activities also require students to pay an additional fee. These fees cover materials, workbooks, other study aids, and activity costs. These fees will be disclosed in detail prior to the activity.

I. The Graham School's Building Hours

The Graham School building will be open for students from 7:45 am until 3:15 pm on school days. This gives students access to the building 15 minutes before school begins and 15 minutes after school ends. Students that arrive before 7:45 am or that are still on campus after 3:15 pm may need to wait outside. The school and/or individual teachers may have scheduled events before or after these hours.

III. The Academic Program at The Graham School

A. Experiential Groups and Crews

Each student at Graham is assigned a Crew Leader from among the staff. The Crew Leader's role is to get to know the student well enough to serve as a guide on all matters related to the school. These include helping the student design and then implement a Personal Education Plan (see below). Each Crew consists of approximately fifteen students. One of the strongest relationships that will develop at The Graham School is the relationship between a student and his/her Crew Leader.

B. Academic and Experiential Requirements for Graduation

Beginning with the Class of 2024, to graduate from The Graham School, a student must meet the following standards adopted by the State of Ohio and The Graham School 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 Graham School'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 Graham School requires students to participate in the Walkabout Program, which supports students in college and career preparation. 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 Graham School - In order to graduate, a student must earn twenty-two 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.
Fine Art	1 unit	
Health	½ unit	
Physical Education	½ unit	One semester of PE on block scheduling that equals 120 hours is equivalent to ½ unit in PE
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.

SUBJECT AREA	CREDITS	DETAILS
Elective Credits	4 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. If Financial Literacy is not being substituted for ½ math credit, it can fulfill ½ elective credit.
Crew	½ - 1½ units	Students must participate in Crew every year they attend The Graham School. If a student begins at TGS in the 9th grade, 1½ credits are required for graduation; if a student begins at TGS in the 10th grade, 1 credit is required; if a student begins at TGS in the 11th grade, ½ credits are required; if a student begins at TGS in the 12th grade, ½ credits are required.
Experiential Credit	1 unit	At The Graham School, Walkabout is an educational program designed for seniors in order for them to continue to grow and develop their skills and abilities outside of the traditional classroom setting. In doing so, many students gain the personal confidence, direction, and independence needed for college and life in the real world. The students have a voice in the creation of a personal course of study that allows them to be in charge of their own activities, with the guidance of an on-site mentor and in-school advisors.
Total Credits Required	22+ units	

2. Demonstrating Competency - Students will demonstrate competency in the foundational areas of English language arts and mathematics. The Ohio Department of Education and Workforce, 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. Complete Walkabout - During their 12th grade year, students will participate in The Graham School's unique experiential learning program. As part of Walkabout, seniors will:

4.1. Consistently engage in and complete one of the following experiential options in their final semester:

A. at least two 3 semester credit hour courses through College Credit Plus
B. a full semester of career experience including:
   a. participation in a pre-apprenticeship program offered through an approved school-community partnerships AND/OR
   b. complete one or more internship experiences totaling at least 250 hours of approved Work-Based Learning
      - a full semester of a school-approved culminating, real-world experience
      - a full semester of a school-approved combination of the experiences listed above
   c. Attend and engage in weekly Crew meetings,
   d. Engage in goal-setting and evaluation meetings with a mentor and/or Crew leader,
   e. Write weekly reflections and complete documentation of experiences,
   f. Complete a culminating symposium presented to a panel of community members

HIGH SCHOOL GRADUATION REQUIREMENTS

Class of 2024 and beyond

The Graham School
encounter the world, engage the mind

Course Requirements: 22+ credits

- English — 4 Credits
- Social Studies — 3 Credits
- Experiential — 1 Credit
- Electives — 4 Credits
- Health — ½ Credit
- Math — 4 Credits
- Science — 3 Credits
- Fine Arts — 1 Credit
- Crew — ½ - 2 Credits
- Physical Education — ½ Credit

Demonstrate Competency

Earn a score of 684+ on both the English Language Arts II and Algebra I Ohio State Tests (OSTs).

This requirement can also be met through alternative demonstrations, which include earning college credit, career-focused activities or military enlistment.

Demonstrate Readiness

Complete requirements for **two** diploma seals that align with your personal and career interests. Students must earn at least **one** state seal. * Indicates state seal.

Complete Walkabout

All TGS students will complete at least one of the following options in their final semester:

Career Experience	College Credit Plus Program	Real World Experience	Combined Experience
Participate in a pre-apprenticeship program or complete one or more internship experiences totaling at least 250 hours through Work-Based Learning	Take at least two 3-semester credit hours courses through College Credit Plus	Engage in a semester-long culminating experience personally designed with the school's approval.	Complete a school-approved combination of career experience, real world experience, and/or College Credit Plus coursework.

Parental Notification

The school will notify parents annually as to the graduation status of their students. These letters will let the families know which credits have been earned, results of graduation tests and whether or not their student is on or off track to graduate with their cohort. These letters should be reviewed by the family. Any questions about their students' progress can be directed to school leadership or the school counselor.

Each student also has a regular meeting with the school counselor to write, review, and update the student success plan. This planning document is used to prepare students for life after high school which includes post-secondary planning, career preparation, and monitor progress towards those ends.

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 College Credit Plus Program can fulfill high school graduation credit requirements. School leadership and 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 and Workforce 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 is 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 and Workforce.
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.

Also, please note:

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.

C. Assessment, Evaluations, and Standards Based Grading

The Graham School uses a standards-based grading model. Standards-based grading (SBG) measures how well an individual student has mastered the academic skills and knowledge in a content area, not the work of other students, participation, or completion of assignments. At Graham, teachers create Long-Term Learning Targets based on academic standards that name the expected learning in a unit. Teachers craft a pathway to master these Long-Term Learning Targets by creating Daily Learning Targets (LTs) that make expectations clear to students.
Teachers and students track progress and evaluate their mastery of each Long-Term Learning Target.

Students are assessed on mastery of each standard. Teachers use an expectations-based grading scale (outlined below) to communicate student mastery via written narratives, as well as traditional progress and final grade reports. Twice yearly, families attend Student-Led Conferences (SLC's), where students, as leaders of their own learning, discuss their progress. Our evaluative structure measures expectations based on the following scale:

Evaluations that Earn Credit

EE (Exceeds Expectations): The Student produces/demonstrates outstanding work, participation, and mastery of subject matter, going above and beyond what is required. This evaluation indicates that a student has exceeded the expectations that were established for this student by the classroom teacher or placement site mentor. A student who achieves an EE earns credit for the course.

ME (Meets Expectations): The Student produces/demonstrates consistent work and participation, meeting all class requirements, demonstrating full understanding of subject matter. This evaluation indicates that a student has met the expectations that were established for this student by the classroom teacher or placement site mentor. A student who achieves an ME earns credit for the course.

Evaluations that DO NOT Earn Credit

AE (Approaches Expectations): The Student produces/demonstrates inconsistent work and participation. The student is failing to demonstrate adequate understanding of the material in all areas. This evaluation indicates that a student has made strides toward meeting the expectations that were established for this student by the classroom teacher or placement site mentor. The student is on the way toward meeting expectations but is not there yet. Students earning an AE as a final evaluative mark for a semester class, a year-long class or Partner Site placement will NOT earn academic credit for the class or the Partner Site placement.

JB (Just Beginning): The Student does not demonstrate adequate understanding of course material through inconsistent work production/demonstration. A student that earns a JB as a final evaluative mark for a semester or year-long class, or Partner Site placement will NOT earn academic credit for the class or the Partner Site placement.

D. Matriculation and Grade Level Requirements

A 9th grader has earned fewer than 5.5 credits, is in their first year of high school or is missing more than one of the following:

- Algebra 1
- English 9
- US History or World History
- Physical or Life Science

A 10th grader has earned at least 5.5 credits, including at least three of the four following credits:

- Algebra 1
- English 9
- US History or World History
- Physical or Life Science

An 11th grader has earned at least 10 credits, including at least seven of the eight following credits:

- Algebra 1 and Geometry
- English 9 and English 10
- US History and World History
- Physical and Life Science

A 12th grader has earned at least 16 credits, including at least ten of the twelve following credits:

- Algebra 1, Geometry and Algebra 2 or equivalent
- 3 English Language/Literature credits
- US History, World History and US Government
- Physical Science, Life Science and one advanced science credit

To go on Walkabout, a student must be on track to satisfy all graduation requirements before the end of the school year. In addition to Walkabout, the student cannot be missing more than three of the following courses at the start of Semester 2:

- Algebra 1, Geometry, Algebra 2 or equivalent, and one additional math credit
- 4 English Language/Literature credits including ELA 4
- US History, World History and US Government
- Physical Science, Life Science and one advanced science credit

E. Credit Flexibility Policy and Auditing a Course

The Graham Family of Schools has adopted the following policy to continue to provide exceptional educational options to its students through flexible courses of study outside of our traditional coursework. These opportunities may include families, staff, and invested members of our community to further enhance our students' educational options.

The Graham Family of Schools is committed to rigorous academic experiences for all students to ensure college and career readiness, clear relevance and real application to the demands of the 21st century workforce, and positive, constructive relationships within schools and between schools and our community partners. All flexible credit opportunities must align with Federal and State standards per content area as well as embody the mission statement of each respective school.

Purpose:
The flexible credit option within the framework of our schools serves the following purposes and opportunities.

- The opportunity to pursue coursework and/or experiences not offered by the school
- The potential to advance through coursework to obtain additional educational experiences in order to prepare for post-secondary work
- The option for credit recovery

Process:

- All students must apply for flexible credit options by submitting a Flexible Credit Application to the Counselor or a Dean.
- While filling out the application, students should consult with family, advisors, and content area specialists at their respective school to ensure curricula covers standards and appropriate benchmarks.
- Applications must be reviewed by a Dean or Counselor and the Student's Crew Leader.
- Approved applications will be presented to the School's Superintendent for signature
- Applications also require signatures from a Dean or Counselor, Crew Leader, Student, Parent or Legal Guardian, & person or persons providing instruction (if applicable).
- Applications that do not meet requirements: Appeals process for submissions that do not meet requirements will be returned and advised on aspects of application that are not sufficient. Students are able to reapply after the appropriate changes have been made.
- Assessment of mastery for intended objectives will be handled at the conclusion of a predetermined period for awarding of credit. Assessment is determined

through a pass/fail process based on mastery of stated objectives in application. Exceptions of the pass/fail assessment are permitted if approved by the Dean of Academics.

- All Flexible Credit courses that are completed will be added to student's transcripts

Credit Flexibility Application and Appeals under Appendix A

Auditing a Course

A student who elects to audit a course will be expected to perform the following basic guidelines of any course offered at The Graham School.

- The student will be required to complete 50% of all assigned work.
- The student is expected to take all quizzes and tests.
- The student is required to attend regularly.
- The student will be expected to participate as a positive and productive member of the learning community.

If the student does not fulfill these requirements by interim of the semester the student will then be required to take the course for credit.

F. Course Scheduling

Course scheduling at The Graham School happens throughout the year. Students are encouraged to take classes that not only meet requirements but pique their interest and challenge each student to experience new things and see the world from different points of view.

For more information about course scheduling at The Graham School, students should contact their school counselor at The Graham School.

(NOTE: No student will be permitted to schedule for classes until all school fees, health and office forms are completed and delivered to The Graham School office.

G. Course Add/Drop Dates

The final day for dropping and adding classes is the second Friday after the first day of regularly scheduled classes each semester. A student's Crew Leader, the teachers in classes that are added and/or dropped, and a Dean must approve the change, and in accordance with the guidelines of the school's registrar. Changes in a student's schedule will occur only as space permits in the affected classes.

H. Assessment of Student Performance and Growth

Ohio State Tests (OSTs)

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.

MAP (Measures of Academic Progress) & STAR Testing

MAP and STAR are universal diagnostic screening assessments specifically created to determine each child's instructional level, measure academic growth throughout the school year and from year to year in the areas of reading, language arts, and mathematics. The Graham School will share results with students and families and will use these tools to monitor student growth and needs, allowing for the opportunity to tailor each student's education as needed. All TGS students take MAP three times per year and students with IEPs regularly take the STAR test for progress monitoring.

IV. The Experiential Program at The Graham School

A. Purpose

The Experiential Program's purpose is to provide students with research, teaching, and service- learning experiences in community organizations and businesses – experiences that enable students to discover and develop confidence in their ability to engage in productive and significant work and to foster a commitment to the community in which they live. Students are able to participate in the Experiential program through internships and apprenticeships prior to the student's senior year, so long as the student is in academic good standing for their graduation cohort. All TGS students are required to participate in Walkabout as a graduation requirement.

B. Overview

The Graham School's Experiential Program offers students the opportunity to enter into a real-world setting and tackle real-world issues and problems. Students leave the school building and enter the community to offer their talents and helping hands while the community offers students the chance to learn about opportunities and challenges in a work and educational environment. The Graham School's Experiential Program offers students exposure to various means and methods of learning, and the demonstration of learning.

C. Experiential Education Policies

Attendance

Attendance at Partner Sites is as important as attendance to academic classes. The student risks not receiving credit for this work if he/she is absent an excessive number of days. Such cases of excessive absence will be addressed first by the student's Crew Leader. If need be, the issue will go to the attention of The Graham School administration. Some sites also have their own specific policies regarding regular attendance.

Sickness/Illness

By 8:45 a.m. a parent or guardian should call The Graham School and leave a message that the student is not coming to school or site. They should then contact the site mentor to inform them of the absence. If a student falls ill at site, arrangements should be made for an adult to pick up the student at site or The Graham School, whichever

the parent prefers. If arrangements cannot be made for a parent/guardian or other responsible adult to pick up the student, the student will remain at the Partner Site or at school for the remainder of the school day.

Call-in Policy for experiential sites

Students must always call the school when they arrive at site. If the student does not call in, it is considered an unexcused absence. The family will receive a call from the school to notify that the student is unexcused and may be assigned consequences. The Graham School is legally responsible for the health, safety and welfare of our students and knowing where they are at all times during the school day. Therefore, it is absolutely essential for the student and the parent/guardian to inform The Graham School administration of the fact that the student will be going home from a Partner Site.

Transportation

During Walkabout, students are expected to provide their own transportation to their site.

Communication

Communication is key to building productive relationships throughout life. The ability to communicate clearly and effectively is a skill that will help everyone succeed in all aspects of life. When personal problems arise and issues present themselves, students need to learn how to resolve them.

If a problem should arise at the Partner Site, we encourage students to remain calm. The student should locate his/her advisor or site mentor to discuss the problem and attempt to brainstorm a solution. If this proves ineffective, The Graham School encourages the student or his/her parents/guardians to contact the student's Crew Leader or a Dean. Early and effective communication between all parties to a problem can often forestall bigger problems that might occur down the road.

V. The Graham School Policies and Procedures

A. The Graham School Code of Conduct & Disciplinary Process

The Graham School is a learning community built upon the foundation of relationships, both personal and organizational. From the relationships among students or between the advisor and student, to the relationship between a teacher and his/her class or between, The Graham School 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 The Graham School 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. At no time will any form of corporal punishment be used by any adult employed by the school. Our objective is to respond to behavioral problems in a preventive rather than punitive manner. The misconduct described below includes misconduct occurring on school property, a school bus, or at a school-related function and in addition and regardless of where it occurs, misconduct that is directed at another student, school employee or 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 a presumption of guilt and result in the appropriate consequences.

Possible School Responses to Behaviors:

1. Loss of privileges to participate in certain activities
2. Restorative Practices/Conversations/Apology
3. Parent/Family conference
4. Behavior plan
5. 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 C. **Minimum:** Restorative Conversation and/or Missed participation in school activities **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 participation in school activities
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. (Reckless behavior or horseplay that results in unintended physical or emotional harm or disruption is also prohibited.)

Minimum: 1 day ISS
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 ISS
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 participation in school activities
Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

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.

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 Graham 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.
h. Using the network to harass others.
i. Vandalizing the computers or the network.

RULE 12. **Misuse of Communication Devices, (i.e. cell phones, smart watches, and all other electronic devices):**
Use of cell phones, electronic handheld games, MP-3 players, iPods, tablet computers, cameras, and other electronic devices are regulated during school hours (from 8:00a.m.-3:30 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 Graham 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 earbuds during class periods without explicit teacher permission (this includes the hallway during class periods). Charging is at teacher discretion; staff and school 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 transition time to retrieve it. Students may use their devices appropriately during lunch and transitions between classes. During lunch and transitions:

- Music is acceptable with personal headphones.
- Pictures, audio and video recordings are only permitted outside of classrooms and bathrooms and with permission from all parties. *

Students must have devices and earbuds completely turned off and put away by the time the bell stops ringing to begin class periods. If devices are visible to staff during class periods, TGS staff will follow this process:

- 1st Offense: Student will earn a verbal or unofficial warning and must put the phone/device away. (If a student receives consistent reminders, an individual behavior plan will be created for that student.)
- 2nd Offense: Phone/device must be turned in to the teacher or office and can be collected after the final bell by student. If the student must turn their phone into the office more than once during a school week, the parent/guardian must have a conversation with administration within a week.

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

- 1st Refusal: Turn in phone to office, call home, and earn a lunch detention
- 2nd Refusal: Turn in phone to office, call home, and earn a lunch detention. Parents notified
- 3rd Refusal or Beyond: There will be further disciplinary action taken at administration's discretion

*See 'Technology Use' policy (above) for details on school policies for content of electronic devices.
Minimum: Restorative Practice, Restorative Community Action, behavior plan
Maximum: OSS

RULE 13**. Inappropriate and/or unwelcomed 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, testing, email, or other forms of correspondence including images and videos of fights.
Minimum: Restorative Practice, Restorative Community Action,
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
Maximum: 10 day OSS

RULE 15. **Dress Code.** A student shall not violate the following school dress code:

Dress code is to be observed during school hours, including between classes and during lunch, as well at all school functions. Gradual release of responsibility and a student's ability to self-regulate and adapt are important tenets of the development of high school students who are approaching the real world. TGS has chosen to adopt a dress code that places responsibility on the student to make decisions with regards to what to wear. We will collaboratively work with students on how to make the best decisions possible with regard to dress code; however, clothing that is determined to be disruptive to the educational process or determined to be inappropriate for a school setting will not be permitted.

Allowable Dress & Grooming

Students must wear clothing - including both a shirt with pants, skirt, shorts, or the equivalent, and shoes.
Shirts must have fabric in the front, back, and on the sides that covers most of the torso. Pants, shorts, and skirts must have fabric that covers waist, hips, and buttocks. Dresses must have fabric that covers most of the torso, waist, hips, and buttocks.

Clothing must cover undergarments - waistbands and bra straps excluded. Fabric covering all private parts must be opaque.
Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to staff.

Non-Allowable Dress & Grooming

Clothing and accessories may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
Clothing and accessories may not depict pornography, nudity or sexual acts. Clothing and accessories may not depict or advocate violence.
Clothing and accessories may not be divisive in nature or use or depict hate speech targeting groups based on race, ethnicity, sex, sexual orientation, religious affiliation or any other protected groups.
Clothing and accessories, including gang identifiers and divisive messages, must not threaten the health or safety of any other student or staff.

If a student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations. Students will be asked to replace or cover articles of clothing that violate this dress code. Determination of whether or not dress is school appropriate will be at the discretion of school administration or their designee.
Minimum: Restorative Practice, Restorative Community Action
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, ISS
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 ISS
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 ISS

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: 1/2 day ISS
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 ISS.

RULE 29. **Gambling:** A student shall not engage in any form of gambling.
Minimum: Restorative Practice/Restorative Community Action.
Maximum: 1 day ISS.

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 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 Appendix C of this Handbook for
Anti-Harassment Policy).
Minimum: 1 day ISS
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 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 ISS
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, transportation on a school bus or authorized vehicle 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 an 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
- In-School Suspension
- Work assignment
- Alternative learning environment
- Bus riding privilege suspension
- Suspension from school
- Emergency removal from school
- Expulsion from school

In-School Suspension

In-School Suspension is a disciplinary assignment given by the administration to those students who have violated The Graham Family of Schools Code of Conduct. In-School Suspension is supervised by a staff member at the student's school. Students assigned to ISS are provided with work by their teachers. Students assigned to ISS 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 ISS as assigned.
- When a student is absent from the ISS assignment, the ISS will be rescheduled.
- If a student is tardy to the ISS, an additional day or part of a day may be added to the ISS assignment.
- Students are responsible for bringing all needed textbooks and classroom materials to ISS.
- Students receive credit for attendance and assigned work (that is completed and submitted). All the student's teachers will submit the student's assignments to the supervising teacher prior to being in ISS.
- Restroom breaks will be provided for students assigned to ISS.
- In addition to the rules of the ISS, all school rules and policies will apply to students in the ISS.
- Students who are disruptive in ISS or who do not follow the prescribed rules may be suspended out of school and must complete all remaining days of the original ISS assignment upon their return to school.
- ISS assignments are not appealable.

B. Anti-Discrimination, Anti-Harassment, & Anti-Bullying Policy

This policy is provided under Appendix C of this handbook.

C. Policy on Inappropriate & Disruptive Classroom Behavior

All students have a right to learn in a classroom environment that is free from disruptive behavior of other students; therefore, student behavior deemed inappropriate and/or disruptive will be dealt with in various ways from simple teacher redirections up to expulsion depending on the details of the behavior in question.

D. Policy on Theft and Stealing

Theft and stealing of personal property of students, staff, or faculty and/or theft of school property violates the law and undermines The Graham School's learning community.

- Consequences for students who steal include removal, suspension and expulsion from The Graham School.
- Where appropriate, The Graham School will provide information to the Columbus Police Department and will support prosecution of individuals engaging in illegal activity including theft and stealing.

E. Policy on Vandalism & Damage to School and Personal Property

Vandalism and damage to school property and personal property of students, faculty and staff is inconsistent with the objectives of The Graham School's learning community and, in most instances, a violation of the law.

- Consequences for students who engage in this activity include removal, suspension and expulsion from The Graham School.
- Where appropriate, The Graham School will provide information to the Columbus Police Department and will support prosecution of individuals engaging in illegal activity including vandalism and damage to school and personal property.

F. Policy on Plagiarism and Cheating

Cheating on academic and experiential work and plagiarism of any kind is inconsistent with the objectives of The Graham School's learning community and, in some instances, plagiarism is a violation of the law.

- *Plagiarism Defined:* The Graham School defines plagiarism broadly to include the stealing and/or passing off of the ideas, words and works of another as one's own. Plagiarism can take many forms including, but not limited to: the words or ideas of another taken from a variety of sources including books, magazines, the internet, newspapers, interviews, podcasts, television programs, social media, AI, and other sources combined with the attempt to use these words or ideas in any format without documenting their source. Whenever in doubt about the origin

of thoughts, ideas, words, phrases, or works, students should cite the source for the material rather than run the risk of engaging in plagiarism

- Consequences: Students who are caught cheating on evaluative tools will be deemed to have earned no credit for the specific piece of work and may forfeit the right to an alternative evaluation. Consequences for students who engage in plagiarism can range from earning no credit on the specific academic assignment to earning no academic credit for the class in which the plagiarism took place. The determination of the sanction for an act of plagiarism begins with the classroom teacher and progresses to the discretion of the Administration when the behavior is chronic or credit for the course is in question. Behaviors associated with this category may result in suspension or expulsion from The Graham School.

G. Policy on Smoking, Vaping, and Tobacco Use

Smoking or any other method of tobacco use by anyone under the age of eighteen (18) is illegal in the State of Ohio. Possession, consumption, distribution, purchase or attempt to purchase, and/or use of tobacco products or vaping paraphernalia or similar devices in school, on school grounds, and at any extracurricular event, or other school-sponsored event is prohibited.

Tobacco products include, but are not limited to cigarettes, clove cigarettes, cigars, pipe tobacco, chewing tobacco, snuff or any other matter or substance that contains tobacco. Paraphernalia used for the consumption of tobacco products is prohibited. Additionally, smoking at or within sight of The Graham School or its Partner Sites is prohibited regardless of age, and can result in the following consequences:

- Immediate removal from school activities
- Immediate contact of the student's parent/guardian
- A mandatory meeting with the student's parent/guardian
- Confiscation of the offending products and paraphernalia
- Referral to local law enforcement agencies
- Suspension from The Graham School
- Expulsion from The Graham School

H. Policy on Alcohol, Prescription, Over-the-Counter and Illegal Drug Use

Consumption of alcoholic beverages by anyone under the age of twenty-one (21) is illegal in the State of Ohio. Abuse or misuse of prescription and over-the-counter medications is illegal.

Prescription medications taken during the school day are to be dispensed by staff members designated by the school administration. (See "Administration of Medicine by School Personnel" policy on page 56).

The use of illegal drugs is illegal. Any student using, possessing, distributing, trading for, or

selling alcohol, prescription drugs, over-the-counter medications, illegal drugs, and/or any substances that are suspected to be one of the items in this list may be subject to the following consequences:

- Immediate removal from school activities
- Immediate contact of the student's parent/guardian
- A mandatory meeting with the student's parent/guardian
- Confiscation of the offending products and paraphernalia
- Referral to local law enforcement agencies
- Suspension from The Graham School
- Expulsion from The Graham School
- Alcohol and/or Drug Assessment completed by a professional agency at the student's or family's expense prior to returning to school with a follow up meeting to discuss the results with student, parent/guardian and an administrator

I. Attendance Policy

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.

Excused Absences
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 alleged 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%.

Absence Notifications

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.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

J. Policy on Technology Use

The Graham Family of Schools Information and Communication Technologies

Acceptable Use Policy and Guidelines

To help ensure our students become proficient in the information and communication technologies (ICT) competencies essential for success in a 21st century learning environment and beyond, The Graham Family of Schools provides a variety of resources in support of our instructional and administrative programs. Students and staff may also, at times, use personal information and communication technologies for educational purposes. It is therefore incumbent upon all members of the school community to use technology responsibly, ethically, and with respect for the work of others.

Access to schools' ICT resources is a privilege and not a right. To ensure these resources remain available and in working order, the Graham Family of Schools has established this Acceptable Use Policy (AUP) which defines the procedures and parameters under which these resources may be used by staff, students, and volunteers. To accommodate future needs and circumstances, the policy and guidelines related to ICT resources will be reviewed and updated on a regular basis.

So that all users remain informed of our expectations for appropriate usage of ICT resources, TGFS will: 1) ensure all new students and staff receive access credentials to age-appropriate ICT resources during the enrollment or hiring process, as well as on-going training in their safe, responsible and effective use; and 2) provide orientation annually for students and staff on ICT resources and the district AUP.

In order to initiate and maintain access to ICT resources, all users must submit annually a signed Acceptable Use Agreement (detailed below), non-adherence of which may result in loss of non-course related access and/or appropriate disciplinary and/or legal action. Violations of the AUP are deemed violations of school behavioral expectations and codes.

Internet Use and ICT Access

Internet access is available at The Graham Family of Schools for the purposes of educational communication and research and for administrative purposes. The following represent acceptable uses of technology at The Graham Family of Schools:

- Classroom assignments and projects, homework assignments
- Independent learning projects and school activities such as yearbook or newspaper
- Research and curriculum development

- School or district administration

Communications via ICT resources are often public in nature and general school rules for behavior and communications apply. It is expected that users will at all times comply with district standards and will act in a responsible and legal manner, in accordance with said standards, as well as with state and federal laws. Professional development opportunities to enhance the technology skills of district personnel will be provided and rules related to the Internet will be included in each school's student and faculty handbooks. The Graham Family of
Schools promotes a learning environment that protects the rights to respect, dignity, safety, and a sense of wellbeing for all members of the community. The expectation of compliance with these principles by community members includes digital communications, such as email, chat sessions, publication of websites and other electronic documents as follows:

- Use appropriate language in expressing thoughts and perspectives, and refrain from use of language that is obscene, hurtful, threatening, or offensive
- No posting of information that could disrupt community activities or wellbeing
- No harassment of others with annoying or hurtful expressions, particularly those discriminating based on characteristics including but not limited to race, gender, religion, or sexual orientation
- No sending of chain letters or SPAM messages as these are unsolicited, disruptive, and frequently if inadvertently contain viruses or other malware

The Administration will take measures to assure the safety and security of students when using email, chat services, and other forms of direct electronic communications; prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; prohibit unauthorized disclosure, use, and dissemination of personally identifiable information of students; and to restrict students' access to online materials deemed harmful to minors. Users are prohibited from attaching personal devices to TGFS hardware (excluding portable memory media such as USB drives) or installing software on any district hardware without prior permission of the IT Department. Users will refrain from downloading large files (constituting files over 4 MB in size) without authorization from a teacher or administrator, and will request the assistance of the helpdesk when authorized.

Monitoring and Privacy
To provide ready access for all users, age-appropriate material, an Internet environment that is safe and appropriate for the maturity level and need of student users, and to proactively secure and maintain increasingly complex ICT systems the district, as the owner of those resources, reserves the right to monitor and review the

use of these ICT resources and will do so as needed to ensure the systems are being used for district-related educational purposes and to maximize utilization of the systems for such.

Therefore, all users and parents must be aware that users are waiving and should not have any expectation of personal privacy in the use of these ICT resources for their communications or transmission and storage of data. Personal information, however, is not publicly accessible outside of the school network. Password and encryption systems implemented by the district are designed solely to provide system security from unauthorized users, not to provide privacy to the individual user. This provision applies to all users of the district's ICT resources, including any incidental personal use permitted in accordance with these regulations. Consequently, all files residing on a Graham Family of Schools network, including personal files, are the property of the district's governing Board and are subject to random search at any time without the need for reasonable suspicion or evidence of a violation of criminal statutes or school rules.

Limitation of Liability

The Graham Family of Schools makes no guarantee that the function of, or services provided through, its network of ICT resources will be error-free or without defect. The district is not responsible for the accuracy or quality of the information obtained through the system from sources outside the schools. Neither the district, its operators, nor its administrators are responsible for financial obligations or damages arising through the use, authorized or unauthorized, of its ICT network.

Publishing Guidelines

The premise that all individuals are authors and distributors of content is an underlying basis of 21st century learning. District and school use of ICT resources to distribute intellectual property, images, videos, and information shall be related to school curriculum and instruction,
school-authorized activities, and other information relating to school and district goals. It is our intent that such broadcasts and publications be educationally relevant to the goals of the school district while providing for the safety and security of all students and staff.

- All distributed content shall follow the standards for ethical behavior in regard to information and communication technologies by showing respect for the principles of intellectual freedom, intellectual property rights, and the responsible use of the information and communication technologies.
- While certain educational circumstances may allow for the use of copyrighted materials through Fair Use policies, no copyrighted material shall be distributed without the express written permission of the copyright owner. In particular, the un-purchased download and sharing of copyrighted music and video files are considered infringement of copyright. Any and all use of copyrighted materials must be properly credited, and plagiarism, as outlined in the Parent/Student Handbook, is prohibited.
- It is understood that all distributed content may be accessible beyond The Graham Family of Schools community and viewed by a global audience. No content shall reveal students identifying information. Content may include names of individuals; however further identifying information, such as names of family members, email addresses, home addresses and phone numbers will remain private.
- Content shall not contain objectionable material or point to objectionable material. The determination of what constitutes objectionable material shall be made on a case-by-case basis, as determined by school administrators. The distribution of content shall follow Copyright Law and Fair Use Guidelines.
- All content representing the school district shall follow district policies and state/federal laws pertaining to content standards, student's records, copyright, and technical standards.

Anyone who is aware of problems with, or misuse of ICT resources, or has a question regarding the proper use of resources, should see a teacher or administrator immediately.
Most importantly, the Board and the Administration urge any person who receives any harassing, threatening, intimidating, or other improper message through ICT resources to report it immediately.

For more information about the use of technology in The Graham Family of Schools, contact the Director of Information Technology at 614-262-1111.

Student Responsible Technology Use

We want each TGFS student to have a healthy and supported relationship with Digital Wellness. Digital Wellness means finding balance with internet and device based behavior. That means being safe online, having healthy etiquette with peers and others, and protecting yourself from cyber security problems. The responsible use of technology described below is what is necessary to find balance with Digital Wellness.

Digital Reputation, Social Pressure, and Conflict Resolution

- I will use respectful and appropriate language without using profanity, name-calling or causing others to feel uncomfortable due to their sex, race, appearance, behavior or beliefs when interacting online with others.
- I understand that things I post may be seen by others at school and at home, and that things that are posted on the internet can be seen by anyone and have the potential to be online forever.
- I will use social media responsibly by being honest, kind, and appropriate. Thoughtful Inclusion and Empathy for Others
- I will respect others online and not transmit threatening, obscene, harassing, or disruptive content.
- I will give constructive criticism and provide comments in ways that help others feel supported.

Ethical Design and Usage of Technology

- My use of generative Artificial Intelligence (AI) at school must remain inside the boundaries of academic integrity. Staff members can individually set expectations on the use of AI if they wish to utilize or have me utilize it for educational purposes. I will avoid providing any personally identifiable information inside of generative AI tools.
- My use of technology should be used ethically with respect to others personal information. This includes attempts at evading security measures.

Managing Your Devices to Protect Data and Information

- I have the ability to change my school password. I will choose strong passwords that are not easily guessable or too short. I am responsible for keeping my password safe.
- I understand that my activity and behaviors online may never be fully private; it is important to maintain a public facing presence that does not make me or my identity vulnerable.
- I will use two factor authentication on my Google assigned account Laws and Acceptable Use
- I will only use the apps or services that I know are approved for school use. If I am not sure, I will ask a staff member to confirm.
- My technology access is given and intended for educational purposes and not for consuming inappropriate material.

I will respect copyright law and fair use policies by not using other's work without their expressed permission.

Use of Artificial Intelligence/Natural Language Processing Tools

With respect to students, it is TGFS's policy that they are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, students are prohibited from using AI/NLP tools to complete school work. The use of AI/NLP tools without the express permission/consent of parent/guardian of students and a staff member is considered to undermine the learning and problem-solving skills that are essential to students' academic success and that the staff is tasked to develop in each student. Consequently, students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying on AI/NLP tools. Further, they are expected to ask staff members when they have questions and/or need assistance. Students' unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using such tools without permission or in a prohibited manner will have a consequence issued in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students are allowed to use AI/NLP tools in the school setting if they receive prior permission/consent from school staff members, so long as they use the AI/NLP tools in an ethical and responsible manner. Staff have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.

C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.

D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.

E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can

help students with specific learning disabilities or visual impairments to read texts, and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior staff member permission/consent, students can use AI/NLP tools to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask the staff member.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of TGFS Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

Signature Portion

Please complete the following information: Student User's Full Name (please print):

_____

School:_____

Grade:_____

Parent/Guardian's Name:_____

Parent/Guardian

As the parent/guardian of this student, I have read The Graham Family of Schools AI/NLP Policy, and have discussed them with my child.

Parent's Signature: _____Date: _____

Student

I have read and agree to abide by the Technology Policy and Guidelines. I understand that any violation of these terms may result in disciplinary action.

Student's Signature: _____Date: _____

K. 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.

L. Communicable Diseases

Parents/Legal Guardians of a student with a communicable or contagious illness or parasite (other than the common cold) are asked to contact the office (614-262-1111) as soon as possible so that the families of other students who may have been exposed can be informed. These illnesses/diseases/parasites include the flu, COVID, chicken pox, head lice, bed bugs, mumps, measles, whooping cough, meningitis, staph infection, strep infection, TB, hepatitis A, B, C, pink eye, ringworm, MRSA, and any other communicable or contagious diseases your doctor has informed your family that your student at our school has. Should a student come to school with a communicable disease, a parent or legal guardian will be asked to pick them up immediately.

M. Dress and Grooming

Please see the Dress Code Section of The Graham School's Code of Conduct in this handbook.

N. Breakfast and Lunch

Students may obtain breakfast at school between 7:45am to 8:00 am. Upon arrival at school, students will report to the Big Room, where breakfast will be served.

The Graham School has adopted a closed lunch policy meaning that students cannot leave The Graham School grounds during the lunch period. Students are also not allowed to have food delivered to the school by anyone other than a parent or guardian. When food is delivered to the school by someone other than a family member, delivery will be denied.

For expeditions or internships that take students away from the building during the regular lunch period, a sack lunch order will be taken in that class one week before the day of the trip (or earlier if school is not in session that day). Students should not expect to receive a sack lunch if they have not ordered one in advance.

Lunch Charging Policy: 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 25-26 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.

Free and Reduced Lunch: All students will eat for free for the 25-26 school year for both breakfast and lunch.

O. Guidelines for Student Events

General guidelines:
In order to take place the event must first be approved by the staff and the Deans at least one month prior to the event. The date for the event must also be approved by the school's business administrator.

The proper security for the event must be established; this includes the appropriate number of staff agreeing to attend the event and may also include hiring a police officer for the event. This officer must be paid for by the student group sponsoring the event.

Official rules and regulations for dances and lock-ins can be obtained by interested students from the faculty advisor of the dance committee club.

P. Visitors

Unless otherwise noted, parents, guardians and other community members are encouraged to visit The Graham School. Visitors must report first to the front desk to sign in and receive a visitor's badge. Parents/guardians who wish to confer with a student's Crew leader or another staff member must make an appointment. Staff members may be available to meet with parents/guardians during conference periods, professional work days, subject to individual staff schedules, before and after school.

Q. Administration of Medicine by School Personnel

All student medication, both prescriptive 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 TGS, a student's medication may be administered during the school day. OTC medication is only dispensed in the period 2 hours after school begins until 2 hours before school ends. Administrators/trained staff will administer medication. Please contact the front desk to learn more.

R. Telephone Use

Phones in the school are not available for student use, except for emergencies with prior staff approval. Phone use during class time is prohibited. Please call the front desk to contact your student. Contacting them via cell phone during class is disruptive and against school policy.

S. Emergency Procedure

The Graham School 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, mass emails, through website posts, and/or from an off-campus phone location at TGS (614-262-1111).

In the case that the school needs to relocate the staff and students for any reason, we will be relocating to OCALI located at 470 Glenmont Ave, Columbus, OH 43214. Arrangements for student pick-up will be communicated through the same methods listed above.

T. Injuries and Accidents

Any accidents or injuries, even minor ones, need to be reported to a staff member immediately. First aid supplies are available at the front desk.

U. Weapons

No student shall possess, use, or deliver a weapon on school property or at any school activity whether or not on school property. Weapons include but are not limited to the following: firearms, daggers, swords, knives, and any other cutting or stabbing instruments, explosive devices, mace, and electrical-mechanical devices. It is a violation of federal law for a firearm to be in a vehicle on, or in the proximate vicinity of, school property.

Incidents of students possessing weapons will be reported to the student's parents and to the appropriate law enforcement agency. Disciplinary and/or legal action will be taken against students who possess weapons and with students who assist in the possession in any way.

Students bringing weapons to school or in possession of a weapon at school or any school activity or event may be expelled as a result of the seriousness of the infraction.

V. Lockdown Procedure

Our school has in place a procedure for locking down the school should events or issues warrant such an action. Those actions include but are not limited to: someone armed and outside of the building, someone armed and within the building, someone at large in the community that poses a threat to our school, directions by law enforcement agencies alerting us to undergo lockdown.

W. Snow/Inclement Weather Days

The Graham School follows the 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 The Graham School would also suspend classes on that day. Should the decision to close school be made, students and their families will find notification on local T.V. stations, our website, and our message on the school's phone line
(614-262-1111).

X. Fire Alarms and Drills

Fire drills are held at regular intervals during the year. Directions are posted in each classroom, and the big-room. 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.

Y. 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.

Z. Complaints and Appeals

Students, parents and guardians who wish to formally file a complaint with The Graham School, its staff, administration, or The Board of Education are advised to contact the Administrative Office of The Graham School 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.

AA. Additional Questions, Comments and Concerns

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

APPENDIX A

Credit Flexibility Application and Appeals
Flexible Credit Application The Graham Family of Schools School attending: _____
Student Name: _____ Grade: _ _____ Date: _____
Advisor's Name: _____ Academic Content Advisor: _____
Credit Area attempting toward High School graduation: _____
Number of Credits: 0.25 0.5 1.0
Person or Program providing instruction:
_____

Address: _____ Phone: _____
Qualifications of Instructor or Program:
_____

Credentials attached: (Y) (N)
Time Frame and Benchmarks (beginning and ending dates; daily or periodic hours and time scheduled for this activity; benchmark dates for completion of portions of work; please indicate if additional pages or calendar is attached):
_____
_____
_____
_____
_____

Instructional Environments (location of instruction, study space devoted to activities and work):
_____
_____
_____
_____

Instructional Materials (include any materials to be used in the process of the instruction or activities that are relevant to the process of learning and mastery of objectives):

Student Name: _____ Date: _____
Please use additional pages as needed.

1.) Instructional Objectives/Goals:

2.) Standards to be addressed in subject area:

3.) Major Instructional Activities:

4.) Evaluation Criteria and Assessment Methods: (included: minimum threshold needed to award credit)

Approvals: Date
Student:
_____

Parent/Guardian:
_____

Instructor (if applicable):
_____

Counselor or Dean:
_____

Crew Leader:
_____

Academic Content Advisor (Teacher of Record):
_____

Superintendent:
_____

Credit Flexibility Policy: Appeals Process
The Graham Family of Schools

Students who have submitted an application for Flexibility Credit and are denied must follow the following appeals process if they wish to continue to pursue the possibility of Flexible Credit for the intended subject area.

Procedure:

1.) School has one week to review and write an explanation of denial of application.
2.) Within one week of receiving denial, students must submit a written request for reevaluation of application. This request must include a written explanation addressing the areas of insufficient information or processes. (Students should collaborate prior to resubmission with advisor/academic content advisor/family.)
3.) A meeting will take place at the school no later than one month after a written appeal is submitted to the school that will include the Dean of Academics, Advisor, Student, and/or Parent/Guardian. The Parent/Guardian may opt out of the appeals process with written intention to do so.

Auditing a Course

A student who elects to audit a course will be expected to perform the following basic guidelines of any course offered at The Graham School.

- The student will be required to complete 50% of all assigned work.
- The student is expected to take all quizzes and tests.
- The student is required to attend regularly.
- The student will be expected to participate as a positive and productive member of the learning community.

If the student does not fulfill these requirements by the interim of the semester the student will then be required to take the course for credit.

APPENDIX B

Removal, Suspension and Expulsion From The Graham School

(A) The superintendent or the Deans (who has, 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. 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. 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 Dean does both of the following:

(1) The Dean 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 Revised Code 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;

(2) The student shall have an opportunity to appear at an informal hearing before the Dean, superintendent, or superintendent's designee and challenge the reason for the intended suspension or otherwise to explain the student's actions.

(B)(1) 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 Revised Code, the superintendent shall expel a student from school for a period of one year for bringing a firearm to The Graham School 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 Revised Code.

(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 The Graham School or on property that is owned or controlled by The Graham School. 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 Revised Code.

(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 Revised Code.

(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 Revised Code or serious physical harm to property as defined in division (A)(6) of section 2901.01 of the Revised Code 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 Revised Code.

(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 Revised Code.

(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.

(B)(2) 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.

(C) No student shall be expelled unless, prior to the student's expulsion, the superintendent does both of the following:

(1) Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;

(2) 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. 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. 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. 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 Revised Code 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.

(D) The superintendent shall initiate expulsion proceedings with respect to any student who has committed an act warranting expulsion under The Graham School 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.

(E) 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 Dean 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. As soon as practicable after making such a removal, the teacher shall submit in writing to the Dean the reasons for such removal. 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. 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. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing. If the superintendent or the Dean reinstates 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.

(F) 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. 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 Revised Code 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. In accordance with the policy adopted by the board of education under section 3313.661 of the Revised Code, 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. 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.

(G) A student or the student's parent, guardian, or custodian may appeal the student's expulsion by the superintendent or suspension by the Dean to the board or its designee. 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. 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. 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. The board or its designee shall make a verbatim record of hearings held under this division (E). The decisions of the board or its designee may be appealed under Chapter 2506 of the Revised Code. 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.

(H)(1) If a student is expelled for committing any violation listed in division (A) of section 3313.662 of the Revised Code 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. 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. 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.

(2) 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 Revised Code 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. 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.

(I) 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 Revised Code.

(J) 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.

(K) 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.

(L)(1) Notwithstanding sections 3109.51 to 3109.80, 3313.64, and 3313.65 of the Revised Code, The Graham 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 Revised Code 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 Revised Code, The Graham 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 Revised Code 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 Revised Code 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 REVISED CODE

(A) The superintendent of public instruction, pursuant to section 3313.662 and the adjudication procedures of section 3301.121 of the Revised Code, 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 Revised Code;

(2) A violation of section 2923.12 of the Revised Code, 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 Revised Code, 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 Revised Code 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 Revised Code prior to being permanently excluded from public school attendance under this section and section 3301.121 of the Revised Code.

(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) 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.

Temporary Removal of a Student From Curricular and Extra-Curricular Activities

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place within a classroom or elsewhere on the school premises or at the Partner Sites, the Administration may remove a student from curricular or extracurricular activities, and a teacher may remove a pupil from curricular or extracurricular activities under that teacher's supervision, without the notice and hearing requirements of suspension or expulsion. As soon as practical after making such removal, the teacher shall submit in writing to the Administration the reasons for such removal.

APPENDIX C

THE GRAHAM SCHOOL ANTI-DISCRIMINATION, ANTI-HARASSMENT AND ANTI-BULLYING POLICY

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

GENERAL STATEMENT OF THE POLICY

The Graham 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 to, 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.

Complaint Procedure

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 during 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: ACA, Nondiscrimination on the Basis of Gender 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
IGBI, 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 & Student Handbooks

Appendix D: TGS Title IX Policy

The Graham School
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 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:

TGS Dean
3950 Indianola Ave. Columbus, OH 43214
614-262-1111
wakeley.1@mail.thegrahamschool.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 an 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)
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