

The Graham School

Encounter the world, engage the mind



Family
Handbook

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Dear Students and Families,

Welcome to the 2019-2020 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 make our community a better, more productive learning environment for everyone. Please take time to read all the enclosed information. We encourage you to discuss school policies and procedures as a family.

The intention of all our work is to move students toward attaining greater control of their daily experiences, including self-discipline. All of our policies and procedures focus on respect for individuals as well as the community to which we belong. A primary 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, 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.

In order to drive our EL Education Work Plan, The Graham School sets multi-year impact goals in the areas of: Mastery of Skills and Knowledge, Student Character and Engagement, and High-Quality Work. Our 2019-2020 goals are:

- All of the Graham School's 9-12th grade students will demonstrate continued growth leading to college and career readiness, with 60% of students meeting NWEA MAP growth targets on math and reading, and 60% of 11th grade students meeting the college and career readiness benchmark on the PSAT and/or SAT in math and reading.
- The 4-year and 5-year Graduation Rate at the Graham School will match or exceed the state average.
- 85% of TGS students will demonstrate a HOL GPA of 3.0 or higher in Power School.
- 100% of students will contribute to a service learning experience each year on/around Better World Day.
- The Graham School students will demonstrate and lead peaceful conflict resolution.
- The 4-year and 5-year Graduation Rate at the Graham School will match or exceed the state average.
- 80% of TGS students' final products will reflect 4 out of 5 criteria of complexity as defined in the "Attributes of High-Quality Student Work" document.
- All Graham students will produce high-quality work that:
 - reflects higher order thinking, multiple perspectives and transfer of understanding;
 - shows evidence of multiple drafts and critique;

- reflects authentic work that matters to students and connects to the larger community. When possible, it is created for and shared with an audience beyond the classroom.

We need our staff, students, and families to help achieve these goals for the year. Please be aware of the importance of our reaching and exceeding these goals in order for us to maintain the quality education we provide. Failing to do so puts our school in jeopardy of losing funding, the ability to properly lead our students, and the respect of our community

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

Sincerely,
The Graham School Staff

This institution is an equal opportunity provider.

Mission Statement

The Graham School has a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. Fostering ownership and responsibility for their education prepares our students to be successful in college, the workplace, and other endeavors they undertake upon leaving Graham.

Vision Statement

The Graham School's vision is to be an innovative leader in the educational world by engaging students in authentic academic work, networking with community partners, and nurturing social emotional growth to empower future citizens and leaders.

Core Values

At Graham...

- 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
- 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

Restorative Practices at TGS

a brief description

The Graham School believes that the emotional and physical safety of our whole community is paramount. Building an explicit community of learners who are strong and self-aware is our goal. To that end we are implementing a new dynamic in the area of school Discipline. Restorative Practices is a set of principles and practices that is centered on promoting respect, taking responsibility and strengthening relationships. It is the next step in high school discipline-- from punishing students after any and all wrongdoing to repairing the harm done and preventing its reoccurrence. A student learns how to correct their actions through discussion, talking circles and conferences which are structured ways of communicating with a student about the harm that has been caused and what can be done about it. In the process a student becomes aware of their impact on others. They learn to take responsibility for their actions by involving the person who was harmed in the circle conversation. We are teaching skills for civil conversations about wrongdoing as well as practical strategies to build strong, healthy relationships in order to enhance students' present learning and future possibilities.

This is not to say that there are not direct and strong consequences for behavior that puts the student or others at risk in any way or violates our code of conduct. But for the everyday difficulties that students face we are implementing measures that require a student to learn how to understand the harm that has been done as well as learn to repair the harm. Restorative Practice complements the foundational vision of TGS which is holistic in its approach to education---developing the social-emotional skills necessary for a civil society while supporting strong academics.

Core Values of Restorative Practices at TGS

WHY WE HAVE IMPLEMENTED RESTORATIVE MEASURES

We believe a supportive environment improves education and is foundational for students to become leaders of their own learning. Restorative Practices is an explicit way to support this sense of community among students from diverse backgrounds and experiences. It is also a safe and equitable way to resolve conflicts through conversations facilitated by skilled staff using safe protocols.

WE BELIEVE...

- Restorative Practice offers a strong cohesive framework **allowing students to feel safe and respected while also engaging in challenging academics.**
- Restorative Practice is more than a program. It is a commonly-held view that supports our original TGS vision by being an intentional path for belonging in our community--through relationships that are fair, trauma-informed and compassionate. **All voices matter here.**
- **Circles in classrooms and Crew are a safe protocol** that support consistency (managing expectations) for our diverse group of students/staff.
- **Tone of voice and mindful language** are the first step in modeling Restorative Practices.
- Restorative Practice is an **effective, compassionate method of conflict resolution** that relies on proven practices. All participants benefit from communicating in safe, helpful ways about the effects of disrespectful/harmful behavior and what can be done to make things right.
- Regarding behavior problems in class--there is no quick-fix. Staff/student relationships matter here. **Punishments** (though necessary at times) **remove a student from the classroom and disrupt learning.** Our goal is to augment the learning environment with agreed-upon strategies (consistently used by all teachers) for resilience/staying in class.
- **Parents/guardians are necessary members too.** Student success is best supported by the combined effort of students, parents, staff and the entire community .

OTHER GOOD THINGS...

- Student volunteers (peer mediators, peer mentors, ambassadors) benefit from helping their peers; **feeling personally empowered** and more connected to their school.
- Skills gained from RP such as conflict resolution and critical thinking (through honest discourse) can be **valuable for students as they enter college and seek employment.**

What Does it Mean to be an EL High School?

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.

Learning Expeditions

Learning Expeditions are long-term, in-depth studies that make content come alive for students. They offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic scholarship.

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. Crews discuss literature they have read, local or national issues of concern, and issues within the crew or school community. Crews also have common adventure and service experiences to develop teamwork and friendship. Your crew leader will know you well and will serve as your advisor.

Portfolios

Students at our school organize and reflect on their work in portfolios. As they approach graduation, students select examples of their work in each academic discipline to build graduation portfolios that are presented to a panel of adults.

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.

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.

EL Design Principles

Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning, and the culture of schools.

1. THE PRIMACY OF SELF-DISCOVERY

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. THE HAVING OF WONDERFUL IDEAS

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. THE RESPONSIBILITY FOR LEARNING

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. EMPATHY AND CARING

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. SUCCESS AND FAILURE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. COLLABORATION AND COMPETITION

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. DIVERSITY AND INCLUSION

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. THE NATURAL WORLD

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. SOLITUDE AND REFLECTION

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. SERVICE AND COMPASSION

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

The Graham School 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 none is 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.

Family Involvement in The Graham School

Supporting Success

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

Creating an effective learning environment at home

- Set a schedule and structure to make sure your student completes his or her work. Limit TV time. Keep books and other reading materials available and set aside a time to read each day.

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

- Permit your student to participate in fieldwork and extended trips.
- Be familiar with and discuss with your student The Graham School's Habits of Learning and Student Rights and Responsibilities.
- Attend school-wide activities each year.

Staying informed about your child's progress

- Attend all of your student's conferences and exhibition nights.
- Read teacher communications and promptly return permission slips and other communications asking for parent response.

Volunteer Opportunities

Parent 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 parent's special skills and experience can make a valuable contribution to the classroom.

School Projects

Many parents at The Graham School help with volunteer projects ranging from working in the classroom to participating in the governance of the school.

Classroom Help

If you would like to help out in the classroom, please contact your student's crew leader.

Fieldwork

We often need volunteers on fieldwork days. Again, if you are able to volunteer, please contact your student's crew leader.

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

Section I

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 is justifiably excused. Furthermore, students are responsible for attending all of their classes and Partner Site work, and arriving to 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 books, 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 simple, 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.

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 in both Academics and the Experiential Program with special recognition at the end of each school year at our awards ceremony.

- Each discipline – mathematics, social studies, technology, cultural studies, science, English, foreign languages, fine arts, health/physical education, 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 the Outstanding Senior, are recognized. The Deans honor one student each year with “The Deans’ Award for Courage” and “The Deans’ Award for Leadership.” Finally, the staff honors one student each year with the “True Dragon Award.”

- Parent Group Awards: The Graham School Parent Group each year honors graduating senior students through presentation of the True North, Open Hand, Open Heart, and Open Mind Awards. These awards are presented during commencement ceremonies.

(Note: these awards may be changed or added to by the end of the calendar school year.)

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.

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 Director of Special Education.

F. Counseling

Our school counselor and our Deans 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.

Guidance 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 bussed by CCS or to receive funding for similar transportation. All other students must arrange their own transportation. Questions on this matter should be directed to the front office.

Dropping off and Picking up Students at The Graham School: Parents, guardians and other responsible adults who are planning to either drop off or pick up students at The Graham School

must follow the traffic patterns described below. Students arriving more than 30 minutes before the start of the school day may have to wait outside, the front desk, or in an assigned room with a staff member until 30 minutes before the start of the school day in order to ensure adequate staff are present to supervise. The following steps must be followed to avoid conflict with our school busses:

- Whenever busses are present, especially at the end of the school day: Enter the South driveway marked “Graham School Entrance” off of Indianola Avenue, turn around in the East end of the parking lot, 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 busses are not present: Enter the South driveway marked “Graham School Entrance” off of Indianola Avenue, drive between Building B and Building C, 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
- To and From Partner Sites: (For information on this process, see page 27 “Transportation,” in the section, “The Experiential Program at The Graham School.”)

Driving to Graham and Partner Sites: 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.

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 used, workbooks, other study aids, and activity costs. These fees will be disclosed in detail during Course Advertising and prior to the activity.

I. The Graham School Building Hours

The Graham School building will be open for students, Monday through Friday from 7:30 am to 3:45pm. The school and/or individual teachers may have scheduled events before or after these hours. The Graham School will have staff supervision whenever it is open to students.

Section II

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

Each Graham student must accumulate experiential credit in order to graduate from The Graham School. Experiential credit is earned when students engage in Crew and Partner Site placements that satisfy the expectations in accord with each site. Each year through first semester senior year of experiential work is worth 1 experiential credit. Seniors on Walkabout earn 1 full credit for their work second semester of senior year. For more information on the Experiential Program, please see the Experiential Program, Section III, of this handbook beginning on page 26.

Ohio Curriculum Requirements For Students in the graduating class of 2018 & Beyond

To earn a high school diploma in Ohio, students must complete the course requirements below.

English language arts	4 units
Health	.5 unit
Mathematics	4 units
Physical education	.5 unit
Science	3 units
Social studies	3 units
Electives	5 units

1. Mathematics units must include 1 unit of algebra II or the equivalent of algebra II.
2. The Ohio Core allows school districts to adopt a policy that would exempt students who participate in interscholastic athletics, band or cheerleading for two full seasons from the physical education requirement. Students must take another course of at least 60 contact hours in its place.
3. Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.

4. Social studies units must include ½ unit of American history and ½ unit of American government.
5. Electives units must include one or any combination of foreign 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.
6. All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

Ohio State Testing Requirements:

It is mandated by the state of Ohio for students to graduate with 18 Graduation Test Points. Students have the opportunity to earn up to 5 graduation points on each Ohio State Test*.

Students have to take 7 tests:

- English (4)*
 - English 1
 - English 2
- Math (4)*
 - Algebra 1
 - Geometry
- Science and Social Studies (6)*
 - Biology
 - American History
 - Government

*Students need to earn at least 4 points in Math (Algebra 1 and Geometry), 4 points in English (English 1 and English 2), and 6 points in Science and Social Studies (Biology, American History, and Government).

C. Evaluations

The Graham School does not give traditional A-B-C-D-F grades, nor do we utilize traditional report cards. Instead, The Graham School uses narratives, gateways, and other methods designed to evaluate whether a student has mastered the core concepts of our curriculum

At The Graham School, students are not compared against each other. Instead, over time, a student's work is measured against his/her previous work in order to evaluate individual progress within essential skill areas and across disciplines.

The Graham School issues interim, semester and end-of-the-year evaluations that are founded on students meeting expectations within a class or partner placement. These evaluations are reported in two parts; a student's progress based on a scale of expectations, and a thorough narrative describing what and how the student is performing in each course.

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. 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 is so inconsistent with producing/demonstrating work or participation that adequate understanding is not established. Students earning a JB 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.

Final Comments on Evaluations at Graham

Our evaluations are not grades in the traditional sense, because they do much more than sort and rank students. Instead, our evaluation system describes what work looks like when it approaches, meets, or exceeds our expectations. Moreover, our evaluations are presented in narrative form so that the student, the parent/guardian and other interested parties will have a greater understanding of the totality of the student's performance in a variety of identified essential skills, academic objectives, and experiential abilities. These evaluations are transferable to other high schools and to colleges and universities.

D. 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 are available for students, families, staff, and invested members of our community to further enhance our student's 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.

- 1) The opportunity to pursue coursework and/or experiences not offered by the school
- 2) The potential to advance through coursework to obtain additional educational experiences in order to prepare for post-secondary work
- 3) 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, advisor, and content area specialist at their respective school to ensure curricula covers standards and appropriate benchmarks.
- The application must be reviewed by a Dean or Counselor and the Student's Crew Leader.
 - o Approved applications will be passed onto the School's Superintendent for signature and will require the following signatures as well: a Dean or Counselor, Crew Leader, Student, Parent or Legal Guardian, person or persons providing instruction (if applicable).
 - o 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 pre-determined 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 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.

E. Course Scheduling

Course scheduling at The Graham School happens throughout the year. Students are encouraged to take classes that not only meet requirements but peak their interest and challenge each student to experience new things and see the world from different points of view. Students work with a Crew Leader to plan their schedule before signing up for a class.

For more information about course scheduling at The Graham School, contact your Crew Leader or the Administrative Office 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.)

F. 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.

G. Assessment of Student Performance

State Mandated Testing

Students will take the OST. TGS works to exceed the state's standards for passing. If TGS, like any community and other public schools, does not meet all the requirements, the school must work to show improvement in the passing rates in alignment with the goals of the Ohio Department of Education.

Testing Materials Security

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

H. May Days

"May Days" is a month-long academic program at The Graham School. It is modeled after similar programs at other high schools and colleges. "May Days" provides courses that are intensely focused on one area of interest. These courses are designed to promote lifelong learning through the combined pursuit of experience and knowledge. Students can earn .5 academic credit. Some classes will include field trips, out of town experiences, and other work not at the school. More details will be made available to students and families during Spring semester prior to sign up for "May Days" courses.

Section III

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.

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. Graduation Requirements

In the fall senior students must earn 1 credit through participation in a program designed to prepare them for Walkabout, complete with reflections, walkabout proposals, and other assignments given by their walkabout Crew Leaders.

Spring semester is the time when senior students participate in the Walkabout program. A Walkabout is an 8 week internship for 30 hours a week that is student designed and initiated. In order to graduate from The Graham School students must successfully complete two Walkabouts. Meeting expectations includes reflective writing and presenting at Symposium on Graduation day. Students earn 1 experiential credit when they complete Walkabout.

D. Experiential Education Policies

i. Attendance

Attendance to 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

- At home - by 8:45 a.m. a parent should call The Graham School (262-1111) leaving a message that he/she is not coming to school or site. The parent should then contact the site mentor to inform about the absence.
- At placement - Call the parent or guardian to arrange for a responsible adult to pick up the student at the Partner 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 even if they were transported by TGS busing.
- 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.

ii. Transportation

TGS Bus Provision

9th and 10th Grade: The Graham School will provide busing for expeditions. This may include busing through COTA.

11th and 12th Grade: The Graham School will provide COTA passes for students who do not have their own transportation to non-Walkabout internships.

Walkabout: Students on Walkabout are expected to provide their own transportation to site.

TGS Bus Drop-off and Pick-up Policy

- If the student uses TGS busing, he or she receives one grace pick-up by a TGS staff member if the student misses the bus in the afternoon. After this grace pick-up is used, the student is responsible for finding a ride back to school if the bus is missed again in the future.

iii. 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. However, personal problems do arise and issues present themselves that need to be resolved.

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.

Section IV

The Graham School Policies and Procedures

A. The Graham School Code of Conduct and Disciplinary Process

The Graham School is a learning community built upon the foundation of relationships, both personal and organizational. Through the continued nurturing and development of these relationships, we have been able to forge a learning community where each contributor to our community – be it a student, a staff member, a Partner Site, 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 make us unique from other schools, we certainly share with them some of the normal behavioral problems that are a natural occurrence at all American high schools. Our efforts aim to respond to behavioral problems in a manner consistent with the school's vision, mission and philosophy. Our objective is to respond to behavioral problems in a preventive rather than punitive manner.

Therefore, teachers will first address behavioral problems on an individual basis. If problems are not resolved at the level of teacher-student, the problem will be referred to the administration of the school where more serious consequences will be considered, up to and including suspension and expulsion. Families will be informed of any persistent behavioral problems of their child's that detract from the school's learning environment. Our actions depend on the specific person, their willingness to solve the problem and the situation in consideration.

The School strictly prohibits Corporal Punishment by all teachers, administrators, non-licensed employees, bus drivers or volunteers.

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

This policy is provided under appendix C pages 56-62 of this handbook.

C. Policy on Inappropriate and/or 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 by a teacher to be inappropriate and/or disruptive will be dealt with in the following manner:

1. An in-class directive will be given to the disruptive student to change the behavior into more positive participation.

2. If, after warnings, the behavior does not change and the disruption to class continues, a dean or other available staff member will be contacted in order to support the student in class.
3. If the situation cannot be resolved with in class support then the student will be removed from class so that the students in class can continue the lesson without further interruption. At this time a Dean, the Positive Behavior Support Specialist, or another qualified staff member will work with the removed student to help them regulate and return to class.
4. If further action is required parents/guardians will be contacted to support the team in working with the student. The student then may be held out of that class for the remainder of the day.
5. If inappropriate and/or disruptive behavior occurs again, in that class or another, the student may be sent home and/or suspended. Parents/Guardians will be expected to meet with the Dean to discuss the issues, set up a behavior contract, and take any further action necessary to resolve the problem.

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 and other 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, television programs 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 40).

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. Policy on Truancy and Attendance

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 demonstration of critical analysis and problem solving, collaborative team work, 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 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.

As part of this mission, TGFS abides by Ohio House Bill 410 which outlines our interventions and plans for students missing too much school.

Attendance Policy Overview

Ohio House Bill 410 encourages and supports a preventative approach to excessive absences and truancy. Beginning with the 2017-18 school year, TGFS has adopted an attendance policy that outlines our interventions for students missing too much school.

Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate high school or be prepared for higher education or the workforce. 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;
- Development and implementation of an absence intervention plan, which may include supportive services for students and families;
- Counseling;
- Parent education and parenting programs;
- Mediation;
- Intervention programs available through juvenile authorities; and
- Referral for truancy, if applicable.

Chronic Absenteeism

Chronic absenteeism is defined by the Every Student Succeeds Act as missing 10 percent or more (~18 days, or 92 hours) of the school year for any reason. It includes excused and unexcused absences. This includes "excessive absences" in which a student is absent 38 or more hours in one school month with or without a legitimate excuse or absent 65 or more hours in one school year with or without a legitimate excuse. TGFS will work with our community partners to help any chronically absent students get to school every day. Early intervention can keep chronic absenteeism from becoming truancy.

Habitual Truancy

Habitual truancy is reflected by any student of compulsory school age who is absent without legitimate excuse from his or her public school for 30 or more consecutive hours, 42 or more hours in one school month or 72 or more hours in a school year. Truancy counts only absences without a legitimate excuse. When a student is habitually truant, the law requires the school to follow several administrative procedures and legal solutions to make sure the student attends school regularly.

Legitimate Absences

Every student should be in school every day. Even if an absence is excused, it still results in loss of important instruction time for the student. TGFS requests documentation of a legitimate excuse for any absence. Any absence without appropriate documentation is considered unexcused. Documentation must be received within 7 days of the student's absence date. If not received within 7 days, then the absence(s) is considered unexcused.

Ohio Revised Code Section 3321.04 and Ohio Administrative Code 3301-69-02 set forth situations in which an absence can be excused:

1. A personal illness or injury (medical note required from physician/hospital)
2. A family illness (medical note required from physician/hospital)
3. The quarantine of the home (note required from state agency)
4. The death of a relative
5. A religious holiday (Absences must be arranged in advance and be approved by a Dean)
6. Emergencies (Absences to be considered by a Dean as good and sufficient cause for the absence from school)

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. Select members of the attendance intervention team;

- b. Make three (3) meaningful attempts to secure the participation of the student's parent or guardian or appointment designee on the attendance intervention team.
2. Within ten (10) days of the triggering absence, the student will be assigned to the selected attendance intervention team;
3. Within fourteen (14) days after the assignment to the team, 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, TGF will 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 make three meaningful attempts to secure the participation of the student's parent or legal guardian or parent appointed designee on the attendance intervention team.

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 to school. Any violent, disruptive, and inappropriate behaviors, including excessive absenteeism, will be addressed with preventative strategies and alternative to suspension or expulsion.

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.

TGFS will not require a student to complete a suspension at the beginning of the next school year if the student's suspension is longer than the remainder of the school year. However, TGFS may require the student to complete community service or an alternative engagement activity during the summer.

Automatic Withdrawal

A student will be automatically withdrawn from TGFS if they have missed, without a legitimate excuse, 72 consecutive hours.

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 unexcused 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!

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) and which define 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, students 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.

K. Policy on Communication Devices, Pagers, Radios, Cell Phones, CD Players, MP3, iPods, and all other Electronic Devices

Students are permitted to have cell phones and other electronic devices on their person during school hours with the explicit understanding that:

- Cell phones and all other electronic devices will be turned off during school hours with the exception of lunch and breaks between classes
- Cell phones and all other electronic devices used during class time, including in the bathroom during class, may be confiscated until the end of class by the teacher or the end of the day by a dean; the second offense will result in parental involvement to come and get the cell phone from administration; multiple offenses will result in a ban of the cell phone/electronic device from school for that student.
- Students may not use cell phones or other electronic devices during Town Meeting
- Text messaging is considered cell phone use
- Students should have all parent/guardian phone calls directed to the front office (262-1111). Front office will get students from class if it is an emergency, otherwise the message will be delivered during the break. Students are not to leave class for a phone call unless directed from the front office
- Portable stereos, CD players, pagers, cell phones, MP3, iPods, electronic games and other electronic devices are prohibited during school-wide functions and at some Partner Site placements.

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, chicken pox, head lice, 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

All members of the Graham community are welcome to express themselves through their personal style. Please do not abuse this privilege.

Your clothing must not be of an objectionable nature. Any clothing that is offensive to any specific or targeted group may not be worn. Administration makes the final determination of what is deemed inappropriate or objectionable.

The following are not allowed:

- Overly revealing clothing
- Offensive and/or threatening language or pictures on clothing
- Any clothing that promotes or supports drugs, tobacco, alcohol, or violent weapons
- Anything gang-related. Ex: signs, graffiti, dress, language, etc.

*Students violating dress code will be sent home or asked for clothes to be brought in. Repeated offenses will result in disciplinary action.

N. Breakfast and Lunch

The Graham School has free breakfast available to all students from 7:30am to 8:00am.

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.

The lunch periods will be held during third and fourth period.

For expeditions 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: Students may charge up to two lunches on their lunch account.

Regardless of whether the student is reduced or full pay, students who have charged two lunches must pay their balance in full before they are allowed to charge again. It is recommended that students who pay full or reduced price for lunch and intend to eat the school lunch on a regular basis add money to their account to avoid having to charge. Money left on a student's lunch account can be refunded at any time with permission from the parent/guardian.

Free and Reduced Lunch: Opportunities for free or reduced lunches are available; please contact the front desk with questions.

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

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 may visit classrooms as long as they do not interrupt or interfere with the progress of the class. Parents/guardians who wish to confer with a student's Crew leader or another teacher should make an appointment. Staff is 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

It is the policy of The Graham School that 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 The Graham School, a student's medication may be administered during the school day. Medication will not be dispensed after 1:00 during the school day. The Administrators/trained staff will administer

medication. Interested parents/guardians should contact the front desk at The Graham School 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, our texting communication service - Remind, mass e-mails, through website posts, and/or from an off-campus phone location at GEMS (614-253-4000).

In the case that the school needs to relocate the staff and students for any reason, we will be relocating to The Whetstone Community Recreation Center (3923 N. High St., 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 in the office.

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 building, someone armed and within the building, someone at large in 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 Public Schools with respect to snow and inclement weather days. A decision by the Columbus Public 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 intended subject area.

Procedure:

- 1.) School has one week to review and write explanation of denial of application.
- 2.) Within one week of receiving denial student must submit a written request for reevaluation of application. This request must include a written explanation addressing the areas of insufficient information or processes. (Student 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 written appeal is submitted to 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 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 or 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 extra-curricular activities, and a teacher may remove a pupil from curricular or extra-curricular 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.

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, gender, gender identity, 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, gender, 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, gender, 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.

Gender (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. Gender (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. Gender (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 e-mail, 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 1974,
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 Handbooks
Student Handbooks