



**The Genesis School
Family Handbook
SY 2026-27**

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MISSION AND VISION

Mission: To guide scholars toward successful lives by providing rigorous academics, moral foundation, love and support.

Vision: The Genesis School vision is to create a culture of high expectations for scholars by providing a college preparatory education, relevant curricula, and a focus on achievement. It is our goal that our scholars will attend a college prep high school and ultimately gain acceptance and graduate from a four-year college. It is our expectation that 100% of the Genesis scholars will make a positive contribution to their local communities, engage in global problem-solving activities and strive to be lifelong learners.

Genesis provides a structured, safe, and disciplined environment for teachers and scholars. These characteristics, along with strong instructional practices and research-based curricula, create a framework for scholars to excel at Genesis and beyond. By establishing a culture of high expectations for academics and behavior, The Genesis School aims to serve as a pipeline for local scholars to achieve success in higher education and disrupt community cycles of poverty.

The Genesis School cultivates a culture of joy and creativity along with a growth mindset that encourages scholars to reflect on themselves, acknowledge change, and embrace setbacks as opportunities to grow. The school believes this foundation will allow scholars the opportunity to achieve excellence in their future endeavors.

Motto: “Ethical Minds. Leading Hearts. Respectful Souls.”

NONDISCRIMINATION POLICY

The governing board of The Genesis School located at 3555 West 54th in Cleveland, Ohio, 44102 has adopted the following racial nondiscriminatory policies.

The Genesis School recruits and admits students of any race, color or ethnic origin to all its rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other school administered programs.

The Genesis School will not discriminate on the basis of race, color, or ethnic origin in the hiring of its certified or non-certified personnel. It is our policy to administer all of our employment practices, including those pertaining to recruitment, hiring, placement, transfer, promotion or compensation, layoff or termination, and selection for training in a nondiscriminatory manner without regard to age, color, sex, national origin, disability, race, religion, or status of a Vietnam veteran or on any other basis prohibited by federal, state, or local law. The School will also make reasonable accommodation for qualified individuals with known disabilities unless doing so would result in an undue hardship.

Any employee with a question or concern about discrimination in the workplace is encouraged to bring their concern to the attention of the Head of School and/or Principal(s) or their designee. If the Head of School and/or Principal(s) is allegedly of concern with regards to discrimination, the individual shall bring the question or concern to the attention of the Genesis School Board of Directors. No reprisal will be permitted for raising concerns or making a report. Anyone determined to have engaged in discrimination or retaliation for a

report of discrimination will be subject to disciplinary action, up to and including termination of employment.

29 USC § 631; 29 USC § 206(d); 42 USC § 2006(c); 42 USC § 12101; R.C. 4112.02.

SCHOLAR BILL OF RIGHTS & RESPONSIBILITIES

The Board recognizes that scholars possess not only the right to an education but the rights of citizenship as well. In granting scholars the education to which they are entitled, the Board shall provide them with the nurture, counsel, and custodial care appropriate to their age and maturity. At the same time, no scholar shall be deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of their own thoughts. Attendant upon the rights guaranteed to each scholar are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the rules and regulations of the school.

The Board realizes that as scholars differ in age and maturity, they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the scholar and the scholar's need for the continuing guidance and control of those responsible for their education.

A scholar who has reached the age of majority possesses the full rights of an adult and may authorize those school matters previously handled by their parents. Each scholar who has reached the age of majority shall assume the full responsibility for their performance in school, attendance, and compliance with school rules and regulations.

As members of the school community, scholars have rights and responsibilities described in part below:

1. All individuals are deserving of respect and acceptance. Both adults and youth at the school will exhibit respectful behavior in their speech and actions. All individuals are expected to set positive examples.
2. Scholars have a right to a learning environment free from physical and verbal threats and harassment. Individuals must not threaten or harass others. Neither must they cause or encourage threatening or harassment of others.
3. Scholars have a right to learn free from excessive distractions. Individuals must maintain behavior, including dress, vocalization, and other actions, which allows others to learn.
4. Scholars have a right to the ownership, possession, and respect of their property. Individuals must obtain permission before taking and/or utilizing the property of others. For exceptions, see policy no. 268: Search and Seizure. Property must be treated with care and respect.
5. Scholars have a right and are encouraged to ask questions when they do not understand, as long as the questions are presented respectfully and are appropriate for the setting. At times, questions may need to be deferred.
6. Scholars have a right to disagree with statements and policies affecting them as long as the scholars' positions are stated respectfully and in a way which does not disrupt the functioning of the class. Disagreement does not mean that statements and policies affecting scholars will be changed.
7. Scholars have a right to obtain an explanation of rules and expected behaviors before they are accused of breaking the rules.

SCHOOL HOURS

Monday - Friday: 8:00am - 3:45pm (3:00pm - 3:45pm is clubs, tutoring, and special programs) Friday:
8:00am - 3:45pm (No afterschool programming)

Saturday: 8:30am - 11:30am (for scholars assigned to Saturday School only)

ADMISSIONS POLICY

Admission to The Genesis School (Genesis) is open to any student in grades K-8. Admission is also open to any student who is initially in grades K-8 if they reside in Ohio.

Genesis will focus its recruiting efforts on parents with children eligible to enter grades K-8 who desire a rigorous education with authentic learning experiences in a collaborative and nurturing environment.

The character traits of students who will excel at Genesis are students who:

- Are self-motivated/motivated to achieve
- Have the ability to work cooperatively with others
- Are self-starters/leaders
- Have sustained focus abilities
- Have supportive families who are willing to commit to ensuring that students are present at school and complete their homework
- Are driven to put forth effort to do better than the day before in response to their own educational pursuits
- Generally are well behaved and do not allow others to influence their own learning
- Exhibit creative talents and enjoys the arts
- Have the potential to become a strong critical and analytical thinker

In accordance with federal and state laws, the school will not discriminate on the basis of any legally protected category in the admission of students. Genesis does not discriminate on the basis of race, sex, or handicap in the educational programs, activities, and employment practices as required by Title IX of the Educational Amendments of 1972 and 504 Rehabilitation Act of 1973. It is the policy of the School to provide an equal education opportunity to all students.

Any person who believes that the school or any staff person associated with the school has discriminated against a student on the basis of race, color, creed, disability, religion, ancestry, national origin, place of residence, social or economic background, has the right to file a complaint. A formal complaint can be made in writing to the school's Director.

Capacity & Lottery

The school will not exceed the capacity of its programs, classes, grade levels, or facilities. When the number of applicants for admission exceeds the school's capacity, admissions will be determined by a lottery of applicants in the following categories of preference: first to returning students who attended the Academy the previous school year; next to siblings of returning students; next to students residing in the area where the school is located; and then to other new students as space is available.

Enrollment

To enroll, parents/guardians must submit the following to the Academy:

- Complete Registration/School Enrollment Packet
- Copy of the students birth certificate

- Photo identification of parent/guardian enrolling the student/s
- Students current immunization record
- Custody paperwork, if applicable
- Copy of last report card
- Proof of Residency—two of the following in the parent/guardian name, showing a street address, are necessary:
 - Mortgage statement
 - Lease agreement
 - Utility bill
 - Bank statement
 - Voter registration card
 - Passport
 - Notarized statement of residency

The school's open enrollment period and lottery procedure will take place in the spring of each year. All prospective students will be given the opportunity to enroll in the free public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Intent to Enroll forms will be available no later than the first week of February from the office. These forms should be completed and returned as soon as possible but no later than the announced due date. Those names will be included in the lottery. Registration/Enrollment forms for returning students must be completed yearly in order to secure a spot.

After the due date, if the number of pupils who wish to attend The Genesis School exceeds the school's capacity, classes, and grade levels except for preferences listed above, enrollment shall be determined by a lottery (a random drawing). The lottery will be held on the first Wednesday following April 15th at 5pm in the local library or school location. The results will be witnessed and parents will be notified of the results. The school commits to making the lottery and enrollment procedures and practices clear and transparent to parents, staff, and community.

Any applications received after April 15th will be dated and timed. Children listed on these applications will be added to the list for their grade in the order they are received. If openings are available, the children will be given a spot in the class. If there are no openings, they will be added to the waiting list.

As openings occur, families on the waiting list will be contacted regarding the vacancy. They have 48 hours to accept the available opening. If they decline the offer, their name is removed from the waiting list and they must resubmit an intent form the following spring and participate in the stated admission procedures, including a possible lottery.

Medical Records and Health Services

Ohio state law requires all scholars enrolling in a new school to have a physical examination before entering the school. Before a scholar can enroll at Genesis, the school must have on file the following forms:

1. Birth Certificate
2. Current Shot Record
3. Physicals and Medical Forms

RECORDS UPON ENROLLMENT

Newly enrolled scholar records:

1. Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended.
2. If the records are not received within 5 business days, a second request will be made and school personnel will contact the school directly.
3. If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; or (5) an attested transcript of a hospital record showing the date and place of birth of the child, the school administrator will contact the school directly, then the Dean(s), Principal(s), or Head(s) of School will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

Requests for scholar records:

1. Upon receipt of a request for scholar records, the School will comply within 3 business days.
2. Copies of the scholar's records will be made and kept on file.

R.C. 3313.672

TRANSPORTATION

Transportation to and from school is the parent's responsibility. There are transportation options available. There is no valid excuse to miss school. Make a backup plan for the failure of your vehicle. Parents should learn the RTA route and ride it to school with their child, if necessary. Not being served by the bus, at any time and for any reason, does not eliminate the parent's responsibility to get the child to school.

ARRIVAL AND DISMISSAL

Scholars should not arrive at school earlier than 7:30am. At dismissal, scholars should either leave the school building or attend the school-sponsored activity of their choice. Scholars may not loiter on the school premises if they are not engaged in a school-sponsored activity or event.

Inclement Weather

In case of an emergency, please call the school number. In the event of inclement weather and snow days, the school does **NOT** follow the Cleveland Municipal School District. Please tune to local radio or television stations for updated information. The school will be listed by name regarding any closings or notifications.

Early Dismissal Policy

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation and the school has granted permission, no scholar will be dismissed early from school. In addition, the parent or guardian must sign out with the main office before removing the scholar

from school grounds. Unless it is an absolute emergency, parents must wait until the appropriate dismissal time.

In order to minimize disruption to class, we ask that notification regarding early dismissal be made as far in advance as possible, but no later than 1:00pm on the day of the early dismissal. This must occur by contacting the main office via phone, email, or a written note from the parent/guardian. We also ask that doctor and dentist appointments be limited to non-school hours to avoid scholars missing irreplaceable class time.

ATTENDANCE POLICY

Scholars enrolled at The Genesis School must attend school regularly in accordance with the laws of the state. State law is clear: No parent, guardian, or person having care of a school-aged child shall violate any provision of those laws which govern school attendance. Scholars must attend school in order to learn. They must come to school daily and they must be on time. The educational program offered by the school is predicated upon the presence and punctuality of the scholar and requires continuity of instruction and classroom participation. Scholars who miss an excess of two (2) hours in a given school day may be considered absent and not tardy for that particular school day.

Attendance shall be required of all scholars enrolled at the school during the days and hours that the school is in session. Attendance need not always be within the school facilities; a scholar will be considered to be in attendance if present at any place where school is in session by authority of the Board.

Tardy

Any scholar arriving after 8:15am will be considered tardy. A total of seven (7) tardies will result in a warning and justification hearing. A total of eleven (11) or more tardies without justification can result in expulsion. A tardy arrival or early departure which exceeds two (2) hours is considered an absence.

Late Pick-Up Policy

Scholars must be picked up within one hour after the completion of the school day. Scholars who are serving detention or attending an after-school program must be picked up from the school within 15 minutes after the completion of the detention or school program. If the scholars are not picked up from school within the time described above, then a school staff member may take the scholar to the local police station and may contact child services. The school reserves the right to charge parents for the direct costs related to requiring staff members to stay at school after the completion of the school day, detention, or school activity, and/or to transport the scholar.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at school. Scholars who miss two or more consecutive days **MUST** return to school with a physician's note;
2. Personal mental illness such that the scholar will not benefit from instruction;
3. Quarantine of the home;
4. Death in the family;
5. Observance of religious holidays;
6. Court subpoena;
7. Instruction at home from a person qualified to teach the branches of education in which instruction is required; and

8. An emergency or set of circumstances which in the judgment of the Principal(s), Head(s) of School, and/or Dean(s) constitutes a good and sufficient cause for absence.

Upon return to school, the scholar must provide to the school a written statement from a parent of the cause for absence, or the absence will be considered unexcused. The Principal(s), Head(s) of School, and/or Dean(s) reserve the right to verify such statements and to investigate the cause of each single absence. Under the Missing Child Law, parents are required by law to call the school to notify the school of the child's absence the morning of an unforeseen absence. Scholars who miss an excess of two (2) hours in a given school day will be considered absent and not tardy for that particular school day.

Withdrawal

A scholar who fails to participate in one hundred five (105) consecutive hours of learning opportunities will be automatically withdrawn, unless the scholar's absence is excused. Otherwise, a parent may withdraw a scholar voluntarily by signing a Voluntary Withdrawal form with the Principal(s), Head(s) of School, or Dean(s).

Total Minutes

Ohio law mandates that a scholar who misses 105 hours of consecutive learning opportunities provided by a charter school is automatically withdrawn. The contract with the sponsor states that a scholar who misses 105 hours of consecutive or cumulative learning opportunities provided by the school will be automatically withdrawn.

For further information, please refer to:

- Section 3321.38 of the Ohio Revised Code: Failure to Send
- Revised Code of Senate Bill 181

Truancy

A scholar is legally considered "habitually truant" if the scholar is absent without a legitimate excuse for five (5) or more consecutive school days, for seven (7) or more school days in one (1) month, or twelve (12) or more school days in one (1) school year.

A scholar is legally considered "chronically truant" if the scholar is absent without a legitimate excuse for seven (7) or more consecutive school days, for ten (10) or more school days in one (1) month, or fifteen (15) or more school days in one (1) school year.

Legitimate excuses for the absence of a scholar otherwise habitually or chronically truant include but are not limited to:

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

If the scholar is habitually truant and the scholar's parents have failed to cause the scholar's attendance, the Board authorizes the Principal(s), Head(s) of School, or Dean(s) to inform the scholar and their parents of the truancy record and the Board's intent to notify the Judge of the Juvenile Court of the scholar's excessive truancy.

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

The Principal(s), Head(s) of School, and Dean(s) are also authorized to establish a parent education program for parents of scholars who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

R.C. §3321.01; §3314.03; §3321.13-.191

SATURDAY SCHOOL POLICY

Throughout the school year, scholars who are having difficulties in reading, mathematics, or both, may be asked to attend the school's Saturday School Program in accordance with the academic calendar. Saturday School is **mandatory** for scholars who have been selected to attend. Written notice will be sent home with the scholar and a reminder phone call may be made in order to remind parents and guardians to get their child to school on Saturday morning. Ultimately, it is the parent or guardian's responsibility to get the child to school. If your child is not in school on Saturday, disciplinary actions will be taken:

1. **First Absence:** One-day detention at school.
2. **Second Absence:** Two-day detention at school.
3. **Third Absence:** Mandatory conference with the Head of School.

It is imperative that you make sure your child is in school on designated Saturday School sessions. If you are unsure, for any reason, then please call the Dean(s) and/or Principal/Head of School for clarification. Not knowing or forgetting is not a sufficient excuse for your child's absenteeism.

DRESS CODE & UNIFORM POLICY (Uniforms can be found at Schoolbelles)

The Genesis School scholars are required to be in proper uniform every day. In order to ensure all scholars are ready for classroom learning, all families must adhere to the following uniform policy. Families All scholars will be subject to a Uniform Check upon arrival. If scholars are out of uniform, the Dean of Students will try to find an appropriate piece of clothing so the scholar may get to class. The following consequences will be put into place if a scholar is consistently out of uniform:

1. **First Infraction:** Phone call home; Dean(s) attempt to place the scholar in the correct uniform; scholar still attends class.
2. **Second Infraction:** Phone call home from Dean(s), Principal(s), or Head(s) of School; scholar is not allowed to enter class until the missing garment is brought to school.
3. **Third Infraction:** Phone call home from Dean(s), Principal(s), or Head(s) of School; scholar is assigned detention.
4. **Fourth Infraction:** Mandatory family conference set up by Dean(s).

Dress and Grooming

Parents/guardians can purchase uniform pieces from Schoolbelles (www.schoolbelles.com). Shoes, belts and other accessories may be purchased from any vendor.

Shirts – K-4: polo style uniform shirt. 5-8: white Oxford button-down. All shirts must be fully tucked in.

Pants – Black or grey dress pants only – No blue denim, stretch pants, leggings, or joggers. Long pants only. No shorts - even in the summer. Belt loops on the pants are preferred.

Skirt – A black skirt may be worn if it reaches the knee. Shorts must be worn under skirts on days designated for physical activity.

Jumpers – K-8 scholars may wear a black uniform jumper with a simulated vest top attached to the skirt. Skirt length must be at the knees.

Socks – Solid black must be worn.

Ties – Grades K-5 will wear clip-on ties. Grades 6-12 will wear standard ties. Ties are mandatory and are included in the uniform components found at School Bells.

Blazers – The school may provide blazers for all scholars in grades 6-12. Blazers must be worn when directed by school administration. All blazers will be kept at the school.

Sweaters and Sweater Vests – Families will purchase the school sweaters or vest through School Bells.

Shoes – Black dress shoes only. No crocs, sandals, open-toed shoes, tennis shoes, or gym shoes.

Belts – Black only. The buckle should be small and should not say anything.

Jewelry – Conservative jewelry is permitted. Some necklaces of any material, bracelets, rings, earrings, nose rings, piercings, and anklets may be prohibited. Earrings must be the size of a quarter or smaller. No tongue rings. Anything not listed that you wish to send your child wearing please call the Deans and/or Principals and get written permission before sending. All items not listed are considered out of uniform, unless approved in writing by the Deans or Principals.

Tattoos – Families are responsible for making decisions about their child(ren) and tattoos.

Hair – The style is a parenting decision but the inclusion of items into the hair must meet the following restrictions: the items may not be removed for any length of time during the day. The item must be very secure and if the beads or other small items begin to fall the scholar will be asked to remove the rest, place them in a bag and take them home. If the hair includes any items or symbols that can be interpreted as advocating anything the item must be removed. Scholars may not groom themselves at school. Hairbrushes, combs, and other items used outside of the restroom will be confiscated.

Keychains – The keychain should be under the shirt, in the pocket completely. The keys or chain should never be visible at school.

Makeup – No makeup of any kind is permitted including glitter in grades K-4. Even bringing the items unopened and unused is grounds for disciplinary action. All lotions and lip balm must be applied in the restrooms and not during instruction.

Underclothes – Any underclothing that can be seen--including but not limited to, boxers, briefs, white tees, sleeveless undershirts, bras, slips, or panties--is grounds for suspension. All underclothes should stay under the clothing of the child at all times.

Purses – Small purses may be carried to hold personal items but may not exceed the dimensions six inches by eight inches. Purses which exceed this size may be required to remain in the coatroom or bins for the day.

Swimsuits – All swimsuits must be pre-approved by an administrator.

Other – All other items must be authorized in writing by the Principal/Head of School.

During enrollment, parents must sign a contract stating that they understand that no child may ever be out of uniform without written permission from the school for any reason. There is no valid excuse for scholars to come to school without being fully compliant with the dress code.

Hygiene

Scholars who bring hair products or grooming tools to school can have them taken if used or seen anywhere other than the restroom and carried within a bag. All scholars should wear deodorant. There is no shower facility for use after gym and activities classes.

TESTING, ASSESSMENT, AND REPORT CARDS

Communication between the home and school helps bind the scholar, parents/guardians, teacher, and administration into a team working toward a common goal. The following section explains some of the means by which the school attempts to report scholar progress:

At any time parents may call the teachers, Dean(s), Principal(s), or Head(s) of School to schedule a meeting and discuss their child's progress.

Enrollment Testing

The No Child Left Behind Act and Ohio Law require testing of all scholars within 30 days of enrollment in the school. The tests are used to determine grade level placement. The decisions are final.

Testing

All lessons and coursework will be based on the State of Ohio Content Standards and Common Core Standards. To prevent gaps in knowledge acquisition, regular testing is administered as a method of assessing scholar needs and progress.

Standardized Tests

Standardized tests are given to all scholars. The results on these tests give the school a benchmark for scholar academic standing relative to their peers within the school and across the country. These external tests are given again each spring so we can measure each scholar's longitudinal growth.

State Assessments

The school will administer all tests mandated by the Ohio State Legislature. These tests show how our scholars are performing relative to the state's requirements and relative to other schools and districts in the state. State-mandated assessments will be administered in every school year in the fall and spring for Third Grade until otherwise decided by the Department of Education. The KRA will be administered in the fall each year. The Reading Diagnostics will be administered to all scholars in grades Kindergarten through Third by September 30 of each year. Reading, math, and writing diagnostics will be administered each year to scholars in grades Kindergarten through Third. All state assessments and the PARRC assessment will be administered to all scholars in grades Third through Twelfth.

Progress Reports

Progress reports are designed to inform parents of potential academic problems their child(ren) may be experiencing. These reports may be used as well to acknowledge scholars who are doing outstanding work, such as a scholar who maintains an A+ average or a scholar who is making significant academic progress due to exceptional effort. For those scholars who are working very hard and making significant progress, the grade in some cases is not the issue, since the scholar is being measured against their own potential. Progress reports will be sent home every 2 weeks with the child.

CODE OF CONDUCT: INTRODUCTION

Schools must set boundaries that will ensure all scholars experience a safe, orderly, and productive environment. The Code of Conduct is the behavior mainframe by which the school carries out its day-to-day operations. The code reflects academic standards and the right for every scholar to learn in a non-threatening environment. The code further reflects the school's desire to protect each individual's right to deal with violations of safety issues through consequences. The Genesis School sees the implementation of such a code as a necessary element of providing a positive school experience for everyone. As such, the school holds the following:

1. All scholars have a right to a school that is safe, orderly, and drug- and violence-free.
2. All scholars have a right to learn in an environment with clear disciplinary codes and with fair and consistently enforced consequences for misbehavior.

Good conduct is a goal for all scholars at Genesis. However, if a child is unable to accept the responsibility for good behavior, the staff and administration must assist the scholar's growth. Genesis sees the implementation of the Code of Conduct as a necessary element of providing a positive school experience for everyone. The code that appears on the following pages governs the most serious and obvious types of scholar misconduct. The prohibited acts listed in the code are not to be construed as all-inclusive, nor is the list to be seen as a limitation upon the authority of school officials to deal appropriately with violations of school rules and regulations or with other types of misconduct that interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of scholars.

The Code of Conduct establishes reasonable boundaries for scholars and provides clear consequences for breaking the rules. By reading the code, scholars are expected to understand the school's expectations and avoid transgression. However, it is also expected that scholars, like adults, will make mistakes. It is the hope of the Genesis administration that scholars will learn from those mistakes.

Every staff person in the school is an equal and contributing partner in the important area of scholar management. All adults have the obligation to report any inappropriate behavior to administration. The underlying purpose of the discipline policy is to identify the type of behavior that will be acceptable, to set forth the response to unacceptable behavior, to assign responsibility for any action taken, and to keep open the communication between parent, scholar, and school.

Classroom and Common Area Rules

Goal: To implement an effective, structured, predictable system of behavioral standards and generate a positive school culture to enhance scholar performance.

Classroom and common area rules:

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.
3. I will raise my hand to speak and wait to be called on.
4. I will respect my classmates, my materials, and all adults.
5. I will work quietly, stay on task, and always do my personal best.

Homework

Each scholar is expected to complete all of their assigned homework. If a scholar in grades 3-12 comes to class without having completed the homework, they will serve a detention that evening. Completed

homework includes quality of work, all assignments from teachers completed, and a parent signature. If one or more of these requirements is missing, the homework will be considered incomplete and a detention will be assigned. Parents of scholars in grades Kindergarten through Second will be notified of homework infractions and appropriate consequences. For all scholars, excessive homework misses may result in consequences up to and including expulsion from school.

If a scholar is absent but has failed to notify the school in advance and brings a note upon their return, the scholar will need to complete the homework no later than one day after their return. If the scholar is absent without prior notice or fails to bring a note upon their return, the homework assignment will be considered missing and cannot be made up.

Progress-Monitoring Assessments, Tests, or Classroom Exams/Quizzes

If a scholar is absent on the day of an exam, quiz, or test but has notified the school in advance or brings a note upon their return, the scholar should be prepared to take the quiz, exam, or test the day they return. If the scholar is absent without prior notice or fails to bring a note upon their return, the exam, quiz, or test will be considered missed and cannot be made up.

In extreme situations, the Dean(s), Principal(s), and/or Head(s) of School will make a decision concerning make-up of the work. Scholars' academic success is the underlying reason behind every policy.

Classroom Behavior

Upon entering the classroom, scholars should take their seats quietly and without interference, begin their work, and on certain days place their homework on their desk for collection.

Scholars with Special Needs

All scholars are expected to follow the Code of Conduct. Federal and state law provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Dean(s), Principal(s), Head(s) of School, or Intervention Specialist.

These policies are not all inclusive and may be amended at the discretion of the Dean(s), Principal(s), and/or Head(s) of School with acceptance by the Board of Directors. These policies are guidelines for acceptable behavior and for general safety of the scholars. These policies are in line with the mission and vision of The Genesis School.

CODE OF CONDUCT: EARLY LEARNING (GRADES K-2)

Kindergarten through second grade will give young learners a solid foundation for success in reading, writing, mathematics, and the social sciences. The curriculum is designed to teach scholars how to read and problem-solve so that reading and critical thinking become automatic processes. The behavior management system is designed to encourage character-building and social development. The behavior system will gradually change throughout the primary years so that developmentally appropriate consequences and rewards are given to scholars. The overarching goal of the behavior system is to support and sustain good decision-making by all scholars. The following policies have been adopted to ensure successful completion of kindergarten through second grade.

Behavior Management System

Teachers will use a multi-tiered, color-coded card system to reward and modify scholar behaviors. Each morning, every scholar will begin on green to promote a positive beginning to each day. Scholars who remain focused and on task will stay on green. Any scholar who needs redirection for off-task behavior or who breaks a rule will progress through a five-step, developmentally appropriate set of consequences. Progression through the different steps will constitute a card being changed to a different color. Each color has different consequences.

1. **Green:** On task, focused, and having a great day!
2. First offense: Verbal warning and redirection. No card turned.
3. Third offense: Slow down and think. Card turned to **yellow**.
4. Sixth offense: Think Chair for five minutes. Note sent home to parent/guardian. Card turned to **orange**.
5. Ninth offense: Think Chair for ten minutes with a specific task related to behavior correction as assigned by the teacher. Note sent home. Phone call home. Card turned to **blue**.
6. Twelfth offense: Removal from class to Dean's office. Phone call home. Card turned to **red**.

Since the purpose of the card system is to modify behaviors, scholars will have the opportunity to correct their behavior through the consequence. As the scholar's behavior improves, so will the color of their behavior card. For example, a scholar whose card is on blue can be changed back to green after they show that their behavior has been modified and corrected. Scholar behavior is communicated to parents/guardians through a behavior log that is sent home daily. Daily signatures are required.

All scholars who end the day on green will be given a sticker to place on their individual behavior charts and a stamp on the hand. The stamp is a visual reminder to the scholar and the parent that they ended the day focused and on-task. Every ten stickers, scholars can choose a reward. Rewards may include choosing a prize from the treasure chest, bringing their favorite picture to school, or eating lunch with the teacher. Teachers will create an extensive list of developmentally appropriate rewards for their classrooms that will be communicated to scholars and parents throughout the year.

Homework Folder

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children because it boosts overall academic performance and teaches scholars responsibility. Young children have to understand that their schoolwork is important; they get that message when families make homework a priority. More importantly, making homework a priority gives children increased opportunities to learn.

There will be 30-60 minutes of intentional and purposeful homework to complete each evening. Kindergarten will receive 30 minutes of homework, first grade will receive 45 minutes of homework, and second grade will receive 60 minutes of homework. There will be no homework over the weekend. Typically, there will be homework in all five subjects: Reading, Writing, Math, Social Studies, and Science. Homework will be a review and/or extension of the day's material. No new content will be introduced as homework. Parents can choose the pace and order in which homework is completed.

Parent/guardian responsibilities:

1. Find a quiet place free of distraction, noise, and commotion for scholars to complete homework.
2. Provide the necessary tools to be successful, such as a pencil and an eraser.

3. Work alongside the scholar as they complete their homework.
4. Check work for completeness and quality.
5. Write notes to the teacher sharing any relevant observations.
6. Sign all homework assignments.

Teacher responsibilities:

1. Provide nightly homework assignments that are intentional and meaningful.
2. Collect homework folders each morning.
3. Work with scholars who are struggling with concepts parents/guardians have specifically identified during nightly homework time.

Other materials in the homework folder:

1. Scholar behavior log
2. Nightly book log
3. Any letters or reminders from teachers or administrators

Homework Completeness Policy

To ensure the effectiveness of homework assignments, all families must adhere to the following policy: Every homework assignment must be completed by the scholar (with a family member's assistance), signed, and returned to school in the homework folder every day.

1. **1st and 2nd Homework Misses:** Phone call home from the classroom teacher. Letter sent home via the homework folder.
2. **3rd Homework Miss:** Phone call from Principal, Head of School, and/or Dean. Certified letter mailed home. In-school parent meeting scheduled with Principal(s), Head(s) of School, Dean(s), family, and classroom teacher. Scholar is placed on Homework Probation for the remainder of the semester.
3. **4th Homework Miss:** One day of in-school suspension.
4. **5th Homework Miss:** Recommendation for suspension or expulsion.

At the end of the semester, all scholars on Homework Probation will be released from probationary status. The policy starts fresh at the beginning of the new semester.

Required At-Home Reading

Scholars should have daily opportunities to be in front of grade-appropriate texts. At the kindergarten through second grade levels, this occurs in two ways: (1) when an experienced reader reads aloud to the scholar, and (2) when the young reader reads aloud to an experienced reader. By increasing the amount of time spent in front of texts, children will crack the code of reading and develop as independent readers who fully understand what they read.

Parent/guardian responsibilities:

1. Find a quiet, well-lit place free of distraction, noise, and commotion to read.
2. Read alongside the scholar as reading occurs. Reading the same book a few times throughout the week is a best practice.
3. Ask questions as the child is reading.
4. Log who read the book with the child, the book title, and the time spent reading each evening in the nightly book log located in the homework folder.
5. Sign the nightly book log.

Teacher responsibilities:

1. Check the nightly book log for completeness.
2. Encourage scholars to read outside of their comfort zone by introducing a variety of genres.

Over the course of the school year, reading to your scholar for twenty minutes nightly will build nearly 3,000 minutes of additional reading time outside of the regular school day! The long term effects of this initiative will tremendously impact your scholar as an independent reader.

As your scholar is reading aloud or as you are reading to your scholar, the two of you should sit side-by-side so they can see the words and pictures. Read the book with enthusiasm. Model putting your finger under each word as you read the story. Stop to talk about illustrations and explain how pictures often add information to the story. Great questions to ask during reading are:

1. Can you predict what might happen next?
2. What is happening in the picture?
3. What is going on here?
4. What do we know so far about the story?
5. Where is the story taking place?
6. What do we know about the character(s)?
7. How might the story end?

Keep the questions open-ended to encourage discussion. Try your best to avoid questions that will elicit a yes/no answer. Since reading is an active process, ask questions during reading rather than saving all of the questions for the end.

Children who are in the early stages of reading need support from people who matter to them, such as parents, guardians, and/or family members. Please be patient with your child and praise them for the letters, sounds, and words that they are trying to read. Most importantly, do not get frustrated if your scholar cannot remember the letters, sounds, and words they are reading. Try to make learning to read a fun experience without the pressure of getting everything right all the time. If your scholar is not yet ready to read words, following along as an experienced reader reads is also a good practice. Reading together daily can help your scholar develop the desire to read!

Try these additional reading activities to make reading at home fun:

Retelling the Story: Have your scholar recall the title and author. Then, have them “read the pictures” to retell the story or to describe what is happening on each page. If interested, they can point to and guess or read the words to retell the story.

Purposeful Drawing: After reading the story, discuss the beginning, middle, and end of the book. Take a piece of paper and divide it into three parts. Label the sections beginning, middle, and end. Have your scholar draw a picture that tells what happens at each phase of the book. Encourage them to label the picture after they are finished. At the beginning of Kindergarten, some children may only be able to label the objects in the picture with the initial sound; do not be alarmed by this.

CODE OF CONDUCT: JUNIOR HIGH READINESS (GRADES 3-5)

Grades 3-5 will provide depth and breadth to the foundation that was built in the primary grades. Scholars will have numerous learning opportunities to practice and apply the foundational skills that are necessary

for reading, writing, math, and the social sciences. The discipline system is designed to encourage responsibility and ownership of one's actions and choices. The following policies mimic, in certain aspects, the code of conduct used at high-performing college-prep intermediate and middle schools.

Behavior Management System

Teachers will use a multi-tiered, color-coded card system to reward and modify scholar behaviors. Each morning, every scholar will begin on green to promote a positive beginning to each day. Scholars who remain focused and on task will stay on green. Any scholar who needs redirection for off-task behavior or who breaks a rule will progress through a five-step, developmentally appropriate set of consequences. Progression through the different steps will constitute a card being changed to a different color. Each color has different consequences.

7. **Green:** On task, focused, and having a great day!
8. First offense: Verbal warning and redirection. No card turned.
9. Third offense: Slow down and think. Card turned to **yellow**.
10. Sixth offense: Think Chair for five minutes. Note sent home to parent/guardian. Card turned to **orange**.
11. Eighth offense: Think Chair for ten minutes with a specific task related to behavior correction as assigned by the teacher. Note sent home. Phone call home. Card turned to **blue**.
12. Tenth offense: Removal from class to Dean's office. Phone call home. Card turned to **red**.

Since the purpose of the card system is to modify behaviors, scholars will have the opportunity to correct their behavior through the consequence. As the scholar's behavior improves, so will the color of their behavior card. For example, a scholar whose card is on blue can be changed back to green after they show that their behavior has been modified and corrected. Scholar behavior is communicated to parents/guardians through a behavior log that is sent home daily. Daily signatures are required.

All scholars who end the day on green will be given a sticker to place on their individual behavior charts and a stamp on the hand. The stamp is a visual reminder to the scholar and the parent that they ended the day focused and on-task. Every ten stickers, scholars can choose a reward. Rewards may include choosing a prize from the treasure chest, bringing their favorite picture to school, or eating lunch with the teacher. Teachers will create an extensive list of developmentally appropriate rewards for their classrooms that will be communicated to scholars and parents throughout the year.

Homework

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children because it boosts academic performance and teaches responsibility. Children must understand that their school work is a priority. More importantly, making homework a priority gives children increased opportunities to learn beyond the school day.

There will be 90-120 minutes of intentional and purposeful homework to complete each evening, including weekends. Third grade will receive 90 minutes of homework, fourth grade will receive 105 minutes, and fifth grade will receive 120 minutes. Typically, there will be homework in all five subjects: Reading, Writing, Math, Social Studies, and Science. Homework will be a review and/or extension of that day's material. No new content will be introduced as homework. Parents can and should choose the pace and order in which the homework is completed.

Parent/guardian responsibilities:

1. Find a quiet place free of distraction, noise, and commotion to complete the homework.
2. Provide the necessary tools to be successful, such as a pencil and eraser.
3. Work alongside the scholar as they complete homework tasks.
4. Check work for completeness and quality.
5. Write notes to the teacher sharing relevant observations.
6. Sign all homework assignments.

Teacher responsibilities:

1. Provide nightly homework assignments that are intentional and meaningful.
2. Collect homework each morning.
3. Work with scholars who are struggling with concepts the parents have identified during homework time.

Other materials sent home daily:

1. Scholar behavior log
2. Nightly book log
3. Any letters and reminders from teachers and administrators

Homework Completeness Policy

In order to ensure the effectiveness of the homework assignments given, all families must adhere to the following policy: Every homework assignment must be completed by the scholar (with a family member), signed, and returned to school in the homework folder every day. Scholars in third through fifth grade who do not have their homework completed with quality work and a parent signature will be issued an automatic after-school detention.

Required At-Home Reading

Readers should have daily opportunities to be in front of age-appropriate texts. In third through fifth grade, this occurs in two ways: (1) when the child reads aloud to an experienced reader, and (2) when the scholar reads independently and engages in dialogue with an experienced reader about the text. By increasing the amount of time spent reading, children will develop as independent readers.

Parent/guardian responsibilities:

1. Find a quiet, well-lit place free of distraction, noise, and commotion for reading.
2. Ensure the nightly book log is complete.
3. Sign the nightly book log.

Teacher responsibilities:

1. Check the nightly book log for completeness.
2. Encourage scholars to read outside of their comfort zone by introducing a variety of genres.

Over the course of the school year, this will build nearly 3,000 minutes of additional reading outside of the regular school day. The long-term effects of nightly reading will tremendously impact your scholar as an independent reader.

As your scholar reads aloud, stop to talk about the text. Great questions to ask include:

1. Can you predict what might happen next?
2. What is going on here?
3. What do we know so far about the story?
4. Where is the story taking place?
5. What do we know about the character?
6. How might the story end?

If your scholar is reading independently, great questions to ask include:

1. What happened in the text?
2. How do the characters interact with one another?
3. What is the main idea of the story? How do you know?
4. What do you predict will happen next? How do you know?
5. Were your predictions correct? Why or why not?

Required After-School Tutoring

Scholars may be required to stay after school for tutoring with a classroom teacher. Families will be contacted by the Principal(s) and/or Head(s) of School regarding tutoring assignments. The scholar's teacher will inform the family of the date and time of the tutoring sessions.

Saturday School

Throughout the school year, scholars who are having difficulties in reading, mathematics, or both may be asked to attend The Genesis School's Saturday School Program in accordance with the academic calendar. Saturday school is mandatory for scholars who have been selected to attend. Written notice will be sent home with the scholar and a reminder phone call may be made in order to remind parents and guardians to bring their child to school on Saturday morning. Ultimately, it is the parent or guardian's responsibility to transport the child to school. If your child is not in school on Saturday, the following disciplinary actions will be taken:

1. First Absence: one-day suspension from school
2. Second Absence: three-day suspension from school
3. Third Absence: recommendation for expulsion from the school

It is imperative that scholars are in school for designated Saturday school sessions. If you are unsure, for any reason, please call the Principal(s) and/or Head(s) of School for clarification. Not knowing or forgetting is not a sufficient excuse for a scholar's absenteeism.

CODE OF CONDUCT: JUNIOR HIGH SCHOOL (GRADES 6-8)

Grades six through eight will provide depth and breadth to the foundation that was built in the intermediate grades. Scholars will have numerous learning opportunities to practice and apply the foundational skills that are necessary for reading, writing, math, and the social sciences. The discipline system was designed to encourage responsibility and ownership of one's actions and choices. The following policies mimic the codes of conduct used at high-performing college-prep middle and high schools.

Behavior Management System

Teachers will use a merit and demerit system to track scholar behaviors. Each morning, every scholar will begin with zero demerits. Any scholar who breaks a rule will progress through a series of three demerits.

If three demerits are earned in one day, a scholar will receive an automatic after-school detention and the Principal(s) or Dean(s) will communicate with the parent/guardian. A scholar who receives three or more demerits during one class period will be removed from that class with a referral to the Dean(s). A scholar who earns six or more demerits in one day will be removed from the classroom environment for the day with a referral to the Dean(s) and a possible recommendation for a one-day suspension.

The demerit system is implemented as a line of authority between the teacher and scholars. It is designed to redirect any conduct that does not exude college preparatory behavior. The Dean(s), at any given time, may exercise the authority to increase the speed, severity, and/or aggressiveness of the consequence in accordance with the scholar handbook.

In addition to demerits, scholars may also receive merits for outstanding scholarly behaviors. The accumulation of merits will result in reward and recognition to promote scholarly behavior.

CODE OF CONDUCT: INFRACTIONS AND CONSEQUENCES

Teaching and learning can only occur in an orderly environment. Within the classroom, teachers will provide direction, set limits, and promote self-discipline. They will be diligent in their role to create a learning environment that is neither overly permissive nor overly oppressive. Within that context, they will make every effort to motivate scholars to learn, to redirect them when their attention or behavior falters, and to continue with instruction. This includes demerits, behavior checks, and after-school detention. However, if a scholar demonstrates unwillingness to participate in this learning environment, they may be removed from the regular class setting.

Category I: Scholar Behaviors that Require a One-Day Suspension

The following behaviors, in general, will result in a one-day suspension. Although teachers determine the consequences for misbehavior in class, the Principal(s), Head(s) of School, and Dean(s) will determine the appropriate consequences for repetitive behaviors in this category based on each scholar's discipline record.

Unruly Conduct: All scholars must obey all adults in the school: administrators, teachers, educational assistants, secretaries, custodians, lunchroom helpers, security guards, and others. Scholars must not talk back to an adult. If a scholar does not obey the instructions and/or directions given by an adult, their conduct will be considered unruly. If a teacher says to open a particular book, to write an assignment, to work with another scholar, to work in a group, to take a test, or to do any other class-related activity and a scholar refuses to do so, this is considered being unruly. This policy is applicable to all approved transportation services (including the RTA).

Being out of Uniform: Scholars must wear a uniform to school every day except when given written notice that it is a "non-uniform day."

Disorderly Conduct: Scholars must not break classroom or school rules. They may not keep teachers from teaching and scholars from learning. Scholars who cause a disruption in the classroom by talking, making noises, throwing objects, or otherwise distracting one or more of their classmates are engaging in disorderly conduct. If the teacher is prevented from starting an activity or lesson or has to stop what they are doing to try to stop the distracting behavior, then the behavior is considered disorderly. Leaving the classroom without permission and inappropriate displays of affection are also considered to be disorderly conduct.

Failure to Cooperate: Scholars must not refuse to cooperate with school administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules. Scholars must not make false statements or give false evidence. Scholars must not refuse to testify or otherwise cooperate with school personnel in any disciplinary proceeding.

Smoking: Scholars must not smoke, have, or use any kind of tobacco at school, on school grounds, or at any school-related activities.

Falsification of Records: Scholars must not use the name of another person or falsify times, dates, grades, addresses, or other data on school forms or records, nor shall they provide false, misleading, or inaccurate statements or information to school staff or on school forms or records, including forging of guardian signatures.

Scholastic Dishonesty: Scholars must not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or the actual giving or receiving of unfair advantage on any form of academic work. Scholars must not engage in plagiarism, which includes the copying of language, structure, idea, and/or thought of another and representing it as one's own original work. A scholar must not unlawfully duplicate, reproduce, retain, or use copyrighted material.

Trespassing: Scholars may not be on school property or in a school building except to participate in the educational process and/or the specific enrolled activity of the school, nor may scholars loiter in the building, hallways, classrooms, bathrooms, etc. Scholars who are suspended or expelled may not return to school without specific written permission from the Principal(s) and/or Head(s) of School. Scholars who do return to school without permission will be suspended or expelled depending upon the circumstances and the grade level.

Gambling: Scholars must not play games of cards, chance, or dice for money or other items unless these games are played as part of a special school activity.

Electronic & Communication Devices: Scholars may bring electronic and communication devices, including cell phones, to school. While cell phones are permitted at Genesis, they will be collected at the start of the school day and returned to each scholar at the conclusion of the day by an administrator. They will reside in a secure place during the school day. If scholars are tardy, they will turn in their cell phones to the office manager. Administrators will collect phones from that point as needed. Phones are available in classrooms and in the main office in case a scholar needs to contact home. **If a scholar is caught with a cell phone during instructional hours, the phone will be confiscated and returned to the parent/guardian at the end of the school day.** If this is a continual issue, additional steps may be followed as deemed appropriate by the Principal(s), Head(s) of School, and Dean(s).

Failure to Serve an Issued After-School Detention: In accordance with the Code of Conduct, scholars are expected to serve detentions that are issued and confirmed by the Dean(s), Principal(s), and/or Head(s) of school. In the event that a scholar does not serve an after-school detention in a timely manner as determined by the administration, a scholar may be issued a one-day suspension. Parents and families are responsible for making transportation arrangements to ensure after-school detentions are served in a timely manner as agreed upon with the Dean(s), Principal(s), and/or Head(s) of School.

Tardies: After five (5) unexcused tardies, a scholar will be suspended for 1-3 days. The scholar will be placed on an “At-Risk” list and the family will be contacted by the Principal(s), Dean(s), and/or Head(s) of School.

Category II: Scholar Behaviors that Lead to Multiple Days of Suspension

The following behaviors will, with no warning required, lead to immediate suspension. The length of the suspension will be determined by the Dean(s), Principal(s), and/or Head(s) of School and will be based on the scholar’s discipline record and the seriousness of the offense(s). It should be noted that automatic suspensions are not given at The Genesis School unless an emergency removal is warranted. The Dean(s), Principal(s), and/or Head(s) of School will investigate major breaches of scholar code of conduct on a case-by-case basis and make decisions accordingly. Repetitive violations will lead to a recommendation for expulsion, as well as violations deemed physically or mentally harmful or those requiring emergency removal at the discretion of the Dean(s), Principal(s), and/or Head(s) of School.

Fighting: No physical contact between scholars shall be allowed. Scholars must not fight. They must not push, shove, or hit with any part of their body or with any object. Fighting may be grounds for expulsion.

Profanity or Obscenity: Scholars must not use inappropriate words or make obscene signs. Scholars must not draw or show sexually explicit pictures to anyone at school. Scholars must not bring sexually related items (i.e. condoms) to school. Scholars must never curse or swear.

Being Repeatedly Out of Uniform: Scholars out of uniform may be suspended for one school day.

Stealing: Scholars must not take anything that does not belong to them. Scholars must not have in their possession anything that has been stolen.

Violent Disorderly Conduct: Scholars must not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.) cause the disruption, disturbance, or obstruction of any school function, activity, or even, nor shall they engage in any such conduct if such disruption or obstruction is reasonably likely to result. Scholars may not urge other scholars to engage in such conduct for the purpose of causing such disruption or obstruction. This may be grounds for expulsion.

Gang Activity: Gang activity is defined as “any assembly of individuals who gather together, whose purpose the school reasonably believes is to commit antisocial behavior or to violate school policy.” Scholars must not wear or display any clothing, jewelry, colors, or insignia that may be reasonably perceived by a teacher or administrator as evidence of membership in or affiliation with a gang or otherwise symbolizes support of a gang. Scholars must not use any words, phrases, written symbols, or gestures, which intentionally identify them as a member of a gang or otherwise symbolizes support of a gang. Scholars must not try to recruit others for gangs.

Defacement of Property: Scholars must not mark on, damage, break, or destroy school property or anything that belongs to someone else. This includes actions such as writing in school textbooks or library books; writing on desks or walls; carving into woodwork, desk, or tables; and spray-painting surfaces. Scholars who destroy or vandalize school property will be required to pay for losses or damages. This offense may be grounds for expulsion.

Destruction of Property: Scholars must not damage, break, or destroy school property or anything that belongs to someone else. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging drains, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are all acts of property destruction and may be grounds for expulsion.

Sexual Misconduct: Scholars must not act or use any body parts or those of another in an unacceptable way. Unacceptable will be defined using a “reasonable person” standard.

Harassment: Harassment of any type, including hazing and discriminatory harassment, is prohibited. Scholars must not engage in unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct relating to a person’s race, color, national origin, religion, height, marital status, or disability (e.g. sexual or racial comments, threat or insults, unwanted touching, etc.). See also “Sexual Harassment.”

Look-Alike Weapons: Scholars must not possess, handle, or transmit any object or instrument that is a “look-alike” weapon or instrument (e.g. rubber knife, toy gun, etc.).

Tardies: For 7-10 unexcused tardies, a scholar will be suspended from school for three (3) or more days.

Category III: Scholar Behaviors that Lead to Mandatory Suspension and Probable Recommendation for Expulsion

Scholars who engage in any of the behaviors in this category will be suspended for ten (10) school days with a recommendation for expulsion by the Dean(s), Principal(s), and/or Head(s) of School to the Board of Directors.

Alcohol and Drugs: Scholars must not bring alcohol or drugs to school. They must not manufacture, sell, handle, possess, use, deliver, transmit, or be under any influence (legal intoxication is NOT required) of any alcoholic beverage, intoxicant, or drug. Scholars must not inhale any chemical substance for the purpose of becoming intoxicated or under the influence. Scholars are permitted to bring prescribed medication to school with the permission of parents/guardians and the authorization of a physician. They must not sell or give prescribed medication to anyone at school. All prescribed medication must be submitted to the main office with a physician’s note describing dispensation for records purposes. before the scholar goes to class.

Physical Assault: Scholars must not physically attack another person. Physical assault is defined as “intentionally causing or attempting to cause harm to another through force or violence.”

Dangerous Weapons: Scholars must not possess, handle, transmit, or use as a dangerous weapon any instrument capable of harming another person. The following list of dangerous weapons is not all-inclusive and can be amended by the Principal(s) and/or Head(s) of School with approval by the Board of Directors. Dangerous weapons include, but are not limited to:

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

2. **Knives:** Any cutting instrument consisting of at least one sharp blade.
3. **Defensive Weapons:** Chemical mace, pepper gas, or like substances; stun guns; brass knuckles; blackjacks.
4. **Items not Designed as Weapons but Could be Perceived as Such:** Including razors, box cutters, hammers, baseball bats, metal combs of any length with a sharpened handle, etc.

False Fire Alarms or Bomb Reports: Scholars must not break or pull the fire alarm at any time unless there is an emergency. They must not make bomb threats.

Sexual Assault: Scholars must not sexually assault or attack another person.

Robbery: Scholars must not force or threaten someone to give them something that does not belong to them.

Bullying, Hazing, or Extortion: Scholars must not make a person do anything they do not wish to do by using a threat of mental or physical force. Scholars must not engage in the act of securing or attempting to secure money or other items of value from an unwilling person. Scholars must not, by violence and/or intimidation or force, force another person to perform an unwilling act.

Starting a Fire: Scholars must not start a fire at school. They must not take part in any activity of burning property.

Fireworks and Explosives: Scholars must not handle, possess, or transmit any substance or prepared chemical that can explode or is capable of inflicting bodily injury or is reasonably likely to cause physical discomfort to another person. Scholars may not bring any fireworks or firecrackers to school.

Breaking and Entering: Scholars must not force their way into any school building.

Tardies: Eleven (11) or more unexcused tardies will result in a ten-day mandatory suspension.

Truancy: A scholar who is habitually or chronically truant will be suspended with a recommendation for expulsion.

Progression of Consequences: Successive or repeated acts of misconduct may result in additional suspensions or expulsion.

Expulsion

In general, scholars who have had multiple suspensions and have shown little or no behavioral change toward more positive participation will be expelled. In addition, scholars who break a rule in Category III will be sent home for up to eighty (80) school days. However, if a firearm or knife is involved, then the expulsion may or shall (as prescribed by law) last up to one year. If there are fewer days left in the school year than the expulsion, the scholar will serve the remaining days of expulsion at the beginning of the next school year. If expelled, scholars may not come to school or any related school activities during the expulsion period, nor will they be permitted to enroll in the Cleveland Municipal School District. The Principal(s) and/or Head(s) of School will approve all expulsions. Parents/guardians will be informed in writing of the school's intent to expel. Scholars and parents/guardians have the right to appeal this decision to the School Board or their designee.

Emergency Removal

If scholars break the rules and cause danger or threat of danger to any person or property, the Dean(s), Principal(s), and/or Head(s) of School will have them removed from school without warning. A hearing will take place within 72 hours after the removal. The scholar, as well as anyone involved with the removal, can be present at the hearing.

Corporal Punishment Policy

No school employee or agent of the school shall cause corporal punishment or be inflicted upon a scholar to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term “corporal punishment” means conduct involving hitting or spanking a person, with or without an object, or unreasonable physical force that causes bodily harm. **Exception:** School employees may use reasonable force to restrain scholars when necessary to prevent them from injuring themselves, others, or property, or to prevent bodily harm or death to another.

ANTI-HARASSMENT, INTIMIDATION, AND BULLYING POLICY

The school prohibits acts of harassment, intimidation, or bullying (including cyberbullying) of any scholar on school property or at school-sponsored events. A safe and civil environment in the school is necessary for scholars to learn and achieve high academic standards. Harassment, intimidation, and bullying, like other disruptive or violent behaviors, disrupt both a scholar’s ability to learn and the school’s ability to educate its scholars in a safe environment. Since scholars learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

Harassment, intimidation, or bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that a scholar has exhibited toward another scholar or Staff member and the behavior both: (1) has one or more of the following effects: (a) harming a scholar or Staff member; (b) damaging a scholar’s or staff member’s property; (c) placing a scholar or staff member in reasonable fear of harm to the scholar’s or staff member’s person; (d) placing a scholar or staff member in reasonable fear of damage to the scholar’s or staff member’s property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a scholar or staff member.

The school prohibits acts of cyberbullying. “Cyberbullying” is defined as a subset of bullying that involves the use of the Internet and/or technologies—including but not limited to email, text messaging, social media, instant messaging, defamatory personal websites, and defamatory online personal polling websites—to support deliberate, repeated, and/or hostile behavior by an individual or group, that is intended to harm, intimidate, or harass others. This behavior is not permitted on school time, on school premises, at school events, at school-sponsored events and activities, or any other location on or off school time or school premises if such acts affect other scholars or staff of the school.

The school reserves the right to discipline scholars’ off-campus and online behavior which substantially disrupts the school’s educational process or mission or threatens the safety or well-being of a scholar or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or school’s mission due to the stress on the individual(s) victimized or the time invested by staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a scholar’s or staff member’s security or right to educate and receive education; (4) whether the behavior

invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying, and cyberbullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying, or cyberbullying that they require a response either at the classroom or school level or by law enforcement officials. Consequences and appropriate remedial actions for scholars who commit an act of harassment, intimidation, bullying, or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion.

All school employees, volunteers, and scholars are required to report prohibited incidents of which they are aware to the Principal/Head of School. The Principal/Head of School is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal/Head of School shall conduct a prompt, thorough, and complete investigation of the reported incident and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed and the reported incident has been substantiated, the parent or guardian of any scholar involved in the prohibited incident shall be notified and, to the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), have access to any written reports pertaining to the prohibited incident. The school will maintain, via the education management information system, information regarding the number of incidents of harassment of scholars against other scholars, in each building and School-wide, that violate this policy. All school employees, volunteers, and scholars shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

The school prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal/Head of School after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

The school may form a prevention task force and/or programs to educate scholars about this policy, such as holding an assembly on harassment, intimidation, and bullying for parents and scholars, to raise the level of awareness and help prevent the prohibited conduct. The school may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contact with scholars.

R.C. §§ 3301.0714(B)(1)(p); 3313.666, 3313.667

Harassment, Intimidation, and Bullying Policy

Article I: Purpose

The Harassment, Intimidation and Bullying Policy has been established to set forth requirements of the Ohio Department of Education and Ohio Revised Code with respect to school policies prohibiting harassment, intimidation or bullying.

Article II: Policy

1. It is the policy that any form of bullying behavior, whether in the classroom, on school property, to and from school or at school-sponsored events, is expressly forbidden.
2. The disciplinary procedure for any scholar guilty of harassment, intimidation, or bullying shall not infringe on any scholar's rights under the first amendment to the Constitution of the United States.
3. Administration shall semi annually provide the president of the board of directors a written summary of all reported incidents and post the summary on its web site, to the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232q, as amended.
4. The Board's policy on harassment, intimidation and bullying shall appear in any scholar handbooks, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and scholars. Information regarding the policy shall be incorporated into employee training materials.
5. Employees, scholars, or volunteers shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this policy if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in this policy.
6. Except as provided in paragraph five (5) above, nothing in this section prohibits a victim from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.
7. This policy does not create a new cause of action or a substantive legal right for any person.
8. scholars who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. Commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by scholars, faculty or school personnel.
9. It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one scholar against another scholar, whether appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

Article III: Definitions

1. Harassment, intimidation or bullying means any intentional written, verbal, graphic, or physical act that a scholar or group of scholars exhibited toward another particular scholar more than once and the behavior both:
 - a. Causes mental or physical harm to the other scholar; and
 - b. is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other scholar.
2. Harassment, intimidation or bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA) or wireless hand-held device that a scholar has exhibited toward another particular scholar more than once and the behavior both:
 - a. Causes mental or physical harm to the other scholar/school personnel; and
 - b. is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other scholar/school personnel.
3. In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front

of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

4. A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the school.

Article IV: Types of Conduct

1. Harassment, intimidation or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another scholar or school personnel. Examples of conduct that could constitute prohibited behaviors include:
 - a. Physical violence and/or attacks;
 - b. violence within a dating relationship on school property or at school sponsored events;
 - c. threats, taunts and intimidation through words and/or gestures;
 - d. extortion, damage or stealing of money and/or possessions;
 - e. exclusion from the peer group or spreading rumors; and
 - f. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:
 - i. Posting slurs on websites where scholars congregate or on web-logs (personal online journals or diaries);
 - ii. sending abusive or threatening instant messages;
 - iii. using camera phones to take embarrassing photographs of scholars and posting them online;
 - iv. using websites to circulate gossip and rumors to other scholars; and
 - v. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Article V: Complaint Process

1. Publication of the prohibition against harassment, intimidation and bullying and related procedures.
 - a. The prohibition against harassment, intimidation or bullying shall be publicized in any scholar handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for scholars at the school. In addition, information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:
 - i. Harassment, intimidation, or bullying behavior by any scholar/school personnel at the school is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, intimidation, or bullying, in accordance with House Bill 276, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a scholar or group of scholars toward other scholars/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

1. Causing mental or physical harm to the other scholar/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of scholars' personal property; and
2. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other scholar/school personnel.

Article VI: Complaints

1. Formal complaints
 - a. scholars, parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential scholar or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the principal for review and action in accordance with Article 7 of this policy.
2. Informal complaints
 - a. scholars, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential scholar or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the principal for review and action in accordance with Article 7 of this policy.
3. Anonymous complaints
 - a. Scholars who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (i) does not disclose the source of the complaint, and (ii) is consistent with the due process rights of the scholar(s) alleged to have committed acts of harassment, intimidation and/or bullying.

Article VII: School Personnel Responsibilities and Intervention Strategies

1. Teachers and other school staff
 - a. Teachers and other school staff who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or their designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive scholar or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the building principal and/or their designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal and/or their designee. If the report is an informal complaint by a scholar that is received by a teacher or other professional employee, he or she shall

- prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal and/or their designee.
- b. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with scholars. School personnel may find opportunities to educate scholars about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe scholar conduct that has the purpose or effect of ridiculing, humiliating or intimidating another scholar/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”
2. Administrator responsibilities
 - a. Investigation
 - i. The principal and/or their designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the building principal and/or their designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
 - ii. Notwithstanding the foregoing, when a scholar making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining scholar of the condition that his/her report be anonymous.
 - b. Remedial actions
 - i. Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal and/or their designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
 - ii. Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other scholars. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of “harassment, intimidation or bullying,” as defined above, will generally warrant disciplinary action against the perpetrator of such prohibited behaviors, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the board of directors prohibition against “harassment, intimidation or bullying.”
 - c. Non-disciplinary interventions
 - i. When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response,

scholars may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.

- ii. If a complaint arises out of conflict between scholars or groups of scholars, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

d. Disciplinary interventions

- i. When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, scholars are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.
- ii. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.
- iii. Expulsion may be imposed only after a hearing before the board of directors or an impartial hearing officer designated by the board of directors in accordance with board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

3. Intervention strategies:

a. General

- i. In addition to the prompt investigation of complaints of harassment, intimidation or bullying and direct intervention when such prohibited acts are verified, other board actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:
 - 1. Respectful responses to harassment, intimidation or bullying concerns raised by scholars, parents or school personnel;
 - 2. planned professional development programs addressing targeted individuals' problems, including what is safe and acceptable Internet use;
 - 3. data collection to document victim problems to determine the nature and scope of the problem;
 - 4. use of peers to help ameliorate the plight of victims and include them in group activities;
 - 5. avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
 - 6. awareness and involvement on the part of all school personnel and parents with regard to victim problems;
 - 7. an attitude that promotes communication, friendship, assertiveness skills and character education;

8. modeling by school personnel of positive, respectful and supportive behavior toward scholars;
 9. creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by scholars in support of others (Ohio School Climate Guidelines);
 10. employing classroom strategies that instruct scholars how to work together in a collaborative and supportive atmosphere; and
 11. form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.
- b. Intervention strategies for protecting victims:
- i. Supervise and discipline offending scholars fairly and consistently;
 - ii. provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
 - iii. maintain contact with parents and guardians of all involved parties;
 - iv. provide counseling for the victim if assessed that it is needed;
 - v. inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
 - vi. check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

Article VIII: Reporting Obligations

1. Report to the parent or guardian of the perpetrator
 - a. If after investigation, acts of harassment, intimidation and bullying by a specific scholar are verified, the building principal and/or their designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such scholar, a description of such discipline shall be included in such notification.
2. Reports to the victim and his/her parent of guardian
 - a. If after investigation, acts of bullying against a specific scholar are verified, the building principal and/or their designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.
3. List of verified acts of harassment, intimidation or bullying
 - a. It is a requirement that the Northeast School administrators semiannually provide the president of the board of directors a written summary of all reported incidents and post the summary on the school website. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.
 - b. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension/expulsion, due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

Article IX: Police and Child Protective Services

1. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. The school must also investigate for the purpose of determining whether there has been a violation of the School's Policy or Procedure, even if law enforcement or CPS is also investigating. All school personnel must cooperate with investigations by outside agencies.
2. In addition to, or instead of filing a harassment, intimidation or bullying complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

Article X: Training

1. Orientation sessions for scholars shall introduce the elements of this policy and procedure. scholars will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies, procedures and rules at scholar orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other school rules and disciplinary policies. This policy and procedure shall be reproduced in scholar, staff, volunteer and parent handbooks.
2. Information regarding the policy on harassment, intimidation and bullying behavior shall be incorporated into employee and volunteer training materials and with direct contact with scholars. Time spent by school employees in the training, workshops or courses shall apply toward any state or school mandated continuing education requirements.
3. School personnel members are encouraged to address the issue of harassment, intimidation and bullying in other interaction with scholars. School personnel may find opportunities to educate scholars about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe scholar conduct that has the purpose or effect of ridiculing, humiliating or intimidating another scholar or school personnel, even if such conduct does not meet the formal definition of "harassment, intimidation or bullying."

ANTI-HAZING POLICY

The school prohibits all acts of hazing. Hazing, like other violent and disruptive behaviors, is conduct that disrupts both a scholar's ability to learn and the school's ability to educate its scholars in a safe and civil environment.

"Hazing" or "hazing activity" means doing any act or coercing another, including the victim, to do any act of initiation into any scholar or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. For purposes of this Anti-Hazing policy, mental harm means mental stress, anxiety, physical injury, sickness, injury to feelings, humiliation, mental anguish, and/or depression, connected to and arising from the hazing activity. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

Hazing activities of any type are inconsistent with the educational process and are prohibited at all times, regardless of whether the activity occurs on or off of property owned, used, or controlled by the school, so long as the hazing activity is in any way connected to the activities or incidents that have occurred on property owned, used, or controlled by the school. This policy will be actively enforced at all times.

Hazing is a violation of school policy separate and distinct from harassment or other prohibited conduct. No scholar, including leaders of scholar organizations, may plan, encourage, or engage in any hazing activity. Scholars having engaged in hazing activity and who fail to abide by this policy are subject to disciplinary action including suspension, expulsion, removal, or permanent exclusion as set forth elsewhere in this policy manual, and may be liable for civil and criminal penalties pursuant to State law.

Staff is to be particularly alert to possible conditions, circumstances, or events, which might include hazing. If hazing or planned hazing is discovered, involved scholars are informed by the discovering staff member of the prohibition contained in this policy and are required to end all hazing activities immediately. All hazing incidents are reported immediately to the Dean(s) and Principal/Head of School.

No staff shall encourage, permit, condone, or tolerate any hazing activities, and staff who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties pursuant to State law.

R.C. 2307.44, 2903.31; 3313.661

GANG ACTIVITY POLICY

Gangs which initiate, advocate for, or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment will not be tolerated by the school. The Board believes gangs or gang activity create an atmosphere where violations of school policies and regulations as well as laws may occur.

Incidents involving initiations, hazing, intimidations, and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to scholars or staff are prohibited.

The Board directs the administration to prohibit any scholar wearing, carrying, or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another scholar. Such behaviors will be subject to disciplinary action.

The staff shall be provided with the necessary information that will enable them to identify symbols used by those involved in gang-related activities which include things such as hand signals, symbols, colors, apparel, jewelry, and/or any other pertinent gang related information.

DRUG PREVENTION

The school recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole community.

For purposes of this policy, "drugs" shall mean:

1. all controlled substances designated and prohibited by applicable Federal and Ohio law;
2. all chemicals which release toxic vapors;
3. all alcoholic beverages;
4. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
5. anabolic steroids; and
6. any substance that is a "look-alike" to any of the above.

The school prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia, as the term is defined by law, on school grounds, on school vehicles and vehicles used for school-sponsored events, and at any school-sponsored event.

The school's drug prevention program:

1. Emphasizes the prevention of drug use;
2. Provides for a comprehensive, age-appropriate, developmentally-based drug and alcohol education and prevention program which:
 - a. addresses the legal, social, psychological, and health consequences of drug and alcohol use;
 - b. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;
 - c. assists scholars to develop skills to make responsible decisions about substance abuse and other important health issues;
 - d. promotes positive emotional health, self-esteem, and respect for one's body;
 - e. advises scholars that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful; and
 - f. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on scholars who violate this policy. The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs. The school will provide information about any drug and alcohol counseling and rehabilitation and re-entry programs available to scholars and will direct scholars and their parents to the appropriate programs.

This policy serves as notification to parents and scholars that compliance with this policy and other standards of conduct is mandatory.

The school will provide a scholar assistance program which includes guidelines for prevention, intervention, referral, treatment, and after-care. Such a program must be comprehensive in nature addressing all issues affecting scholars' academic, social, and emotional well-being in the educational setting which may negatively affect behavior and interfere with their ability to learn. The Principal/Head of School will conduct a biennial review of the school's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced.

The school's policies and procedures on Search and Seizure, Suspension and Expulsion, and Permanent Exclusion, among others, will be complied with fully in dealing with scholars suspected of drug use or possessing or distributing drugs in school.

The school shall develop a curriculum for instruction in the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco for scholars at each grade level and conduct such in-service training programs for staff members necessary to ensure effective teaching about drugs and assistance to scholars with drug problems.

The Principal/Head of School shall establish administrative guidelines necessary to implement this policy. Such guidelines shall ensure that the proper notice regarding the use of anabolic steroids is posted in all school locker rooms used by scholars in all grades, as applicable.

21 USC § 806.

SEARCH AND SEIZURE

The school recognizes that the privacy of scholars may not be violated by unreasonable search and seizure and directs that no scholar be searched without reason or in an unreasonable manner.

The school acknowledges the need for in-school storage of scholar possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, scholars may lock them against incursion by other scholars, but in no such places shall scholars have such an expectation of privacy as to prevent examination by a school official. The Board may require the Principal/Head of School to conduct a regular search at least annually of all such storage places.

Scholars have no expectation of privacy with respect to the use of the internet, intranet, or e-mail. Routine maintenance and monitoring of the school network system may lead to the discovery that a scholar has or is violating school policy or the law. Violations of school policy, the scholar Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the scholars in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a scholar, with or without the scholar's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of School rules. Specifically:

Search and Seizure of Property: School lockers, desks, and property are on loan to the scholars and remain the property of the school. They may be inspected and reclaimed at any time. Scholars must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks, or desks. Scholars must open their lockers at the request of school officials.

When on school grounds, scholars and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the scholar has violated or is violating the law or school rules. A scholar shall have the opportunity to be present during the search of their locker, desk, or other property unless the scholar is absent from school or the safety or welfare of the school or an individual necessitates a search during the scholar's absence.

The search of a scholar's person or intimate personal belongings shall be conducted by the Dean(s), Principal(s), and/or Head(s) of School. This person should be of the scholar's gender and conduct the search in the presence of another staff member of the same gender. However, no strip searches may be conducted by school personnel. This authorization to search shall also apply to all situations in which the scholar is under the jurisdiction of the school.

Dean(s), Principal(s), and Head(s) of School are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a scholar has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the school has established a zero tolerance for alcohol use.

The school also authorizes the use of canines trained in detecting the presence of drugs, when the Dean(s), Principal(s), and/or Head(s) of School have reasonable suspicion that illegal drugs may be present in the school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual scholars unless a warrant has been obtained prior to the search.

The Dean(s), Principal(s), and/or Head(s) of School shall be responsible for the prompt recording in writing of each scholar search, including: the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Dean(s), Principal(s), and/or Head(s) of School shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a scholar.

Any scholar that refuses to cooperate with the Search and Seizure policy will be subject to consequences under Category I: Unruly Conduct in the Genesis Family Handbook. Any scholar that refuses to comply with the Search and Seizure policy will immediately be removed from the scholar population and isolated until a parent/guardian is contacted. The parent/guardian is obligated to immediately report to the school to meet with school administrators regarding the Search and Seizure policy. The parent/guardian must then conduct the Search and Seizure procedures with their scholar so that the scholar may be permitted to return to the scholar population.

U.S. Const. Amend. IV, XIV; Oh. Const. Art. 1 §14.

USE OF TOBACCO ON SCHOOL PREMISES

The use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the school. For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco.

In order to protect scholars and staff who choose not to use tobacco from an environment noxious to them, and because the school cannot, even by indirection, condone the use of tobacco, the school prohibits the use of tobacco in school buildings and school vehicles at all times. "School buildings" include buildings owned, leased, or used by the school, and "school vehicles" include vehicles owned, leased, used, or operated by the school.

20 U.S.C. 6081-6084; R.C. 3313.751; Revised Code Chapter 3794.

SEXUAL AND OTHER FORMS OF HARASSMENT

Scholars have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the school, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability, and/or other legally protected category.

The harassment by a scholar of a staff member or fellow scholar is strictly forbidden. Any scholar who is found to have harassed a staff member or scholar will be subject to discipline.

The harassment of a scholar or a staff member should be reported immediately by the scholar or staff member to any teacher or to the Principal/Head of School or their designee. Any person who receives such a report shall immediately advise the Principal/Head of School or their designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

20 USC §§ 1681 et seq.; R.C. 4112.02.

DUE PROCESS POLICIES

Before a student is suspended, expelled, or permanently excluded from school, there are specific procedures that must be followed. As long as the in-school discipline is served entirely in the school setting, it will not require any notice or meeting, or be subject to appeal.

Formal Discipline

Formal discipline involves removal of the student from school. It includes emergency removal for up to three (3) school days, suspension for up to ten (10) school days, expulsion for up to eighty (80) school days or the number of days remaining in a semester, whichever is greater, and permanent exclusion. Suspensions and expulsions may carry over into the next school year.

Any student who is expelled from school for more than twenty (20) days or for any period of time if the expulsion will extend into the following semester or school year will be provided with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitude and behavior that contributed to the incident that gave rise to the student's expulsion. The headmaster at her/his discretion may require/allow a student to perform community service in conjunction with or in place of an expulsion. The headmaster may impose a community service requirement beyond the end of the school year in lieu of applying the expulsion to the following school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspensions and expulsions may be appealed.

Students being considered for suspension are entitled to an informal meeting with the building administrator prior to removal. Also, students being considered for expulsion are entitled to an informal meeting with the headmaster or designee prior to removal. During the informal meeting, the student will be notified of the charges and given the opportunity to respond.

Students involved in co-curricular and extra-curricular activities such as band and athletics can lose their eligibility for violation of the school rules.

If a student commits a crime while under the school's jurisdiction, s/he may be subject to school disciplinary action as well as action through local law enforcement.

Suspension from School

When a student is being considered for a suspension, the administrator in charge will notify the student of the basis for the proposed suspension. The student will be given an opportunity to explain her/his view of the underlying facts. After that informal hearing, the principal [or assistant principal or other administrator] will determine whether or not to suspend the student.

If the decision is made to suspend the student, s/he and her/his parents will be given written notification of the suspension within one (1) day setting forth the reason for the suspension, the length of the suspension, and the process for appeal. The suspension may be appealed, within five (5) days after receipt of the suspension notice, to the principal. The request for an appeal must be in writing.

During the appeal process, the student shall not be allowed to remain in school.

If the appeal is heard by the Board's designee, the appeal shall be conducted in a private hearing. If the appeal is heard by the Board of Education, the appeal shall be conducted in executive session unless the student or her/his representative requests otherwise. A verbatim transcript will be made and witnesses will be sworn in prior to giving testimony. If the appeal decision is to uphold the suspension, the next step in the appeal process is to the Court of Common Pleas.

Absence from school due to suspension shall be considered an authorized absence.

The student will be given credit for properly-completed assignments and will receive a grade for any made-up tests.

Emergency Removal

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either in a classroom or elsewhere on the school premises, the headmaster, principal or assistant principal may remove the student from any curricular or extracurricular activity or from the school premises. A teacher may remove the student from any curricular or extracurricular activity under the teacher's supervision, but not from the premises.

If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing within one (1) school day. No prior notice or hearing is required for any removal under this procedure. In all cases of normal disciplinary procedures where a student is removed from curricular or extracurricular activity for less than one school day, and is not subject to further suspension for expulsion, the following due process requirements do not apply.

If the emergency removal exceeds one (1) school day, then a hearing will be held within three (3) school days after the removal is ordered. Written notice of the hearing and the reasons for removal and any intended disciplinary action will be provided to the student, as soon as practical prior to the hearing. If the student is subject to an out of school suspension, the student will have the opportunity to appear at an informal hearing before the principal, assistant principal, headmaster or a designee, and may challenge the reasons for the removal or otherwise explain her/his actions.

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

proceedings. If it is likely that the student may be subject to expulsion, the hearing will take place within three (3) school days and will be held in accordance with the procedures outlined in the Student Expulsion Policy. The person who ordered or requested the removal will be present at the hearing. In an emergency removal, a student may be kept from class until the matter of the alleged misconduct is resolved either by reinstatement, suspension or expulsion.

Expulsion from School

When a student is being considered for expulsion, the student and parent will be provided with a formal notice of the proposed expulsion. This written notice will include the reasons for the intended expulsion, notification of the opportunity to appear in person before the headmaster or the headmaster's designee to challenge the reasons for the expulsion and/or explain the student's action, and notification of the time and place to appear. Students being considered for expulsion may be removed immediately. A hearing will be scheduled no earlier than three (3), nor no later than five (5) school days after the notice is given. Parents may request an extension of time for the hearing. The student may be represented by her/his parents, legal counsel, and/or by a person of her/his choice at the hearing.

In accordance with Board Policy, the headmaster shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion will be imposed for the same duration that it would have been had the student remained enrolled.

If a student is expelled, the student and the student's parents will be provided with written notice within one (1) school day of the imposed expulsion. The notice will include the reasons for the expulsion, the right of the student, or the student's parent(s) to appeal the expulsion to the Board or its designee, the right to be represented in all appeal proceedings, the right to be granted a hearing before the Board or its designee, and the right to request that the hearing be held in executive session.

Within fourteen (14) days after the headmaster notifies the parents of the expulsion, the expulsion may be appealed, in writing, to the Board of Education or its designee. A hearing on the requested appeal will be formal with an opportunity for sworn testimony. If the expulsion is upheld on appeal, a student's parents may pursue further appeal to the Court of Common Pleas.

Students serving expulsions will not be awarded grades or credit during the period of expulsion. Expulsion for certain violations including use or possession of alcohol or drugs, may result in revocation of student's driver's license. When a student is expelled, the headmaster will notify any college in which the expelled student is enrolled under the Postsecondary Enrollment Option at the time the expulsion is imposed.

Permanent Exclusion

The Board may seek the permanent exclusion of a student 16 years of age or older who is either convicted in criminal court or adjudicated delinquent by a juvenile court of any of the following offenses that occur on school grounds or at a school function:

1. Illegal conveyance or possession of a deadly weapon or dangerous ordnance, carrying a concealed weapon, aggravated trafficking, trafficking in drugs, trafficking involving the possession of a bulk amount of a controlled substance or the sale of a controlled substance; and/or

2. Aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition or felonious sexual penetration, if the victim is a district employee.

In addition, complicity in any of the above acts may be the basis for permanent exclusion.

Any building administrator witnessing, or having knowledge of, one of these acts must report the incident to the headmaster within 24 hours, whether or not the student is over 16 years of age.

If the headmaster receives notification that a student has been found guilty of or is adjudicated delinquent for any of the listed offenses, a determination must be made whether the student's continued attendance endangers the health and safety of other students or employees or whether the student's attendance poses a danger of disruption to the graded course of study. If the headmaster determines that either danger exists, she/he may recommend that the Board adopt a resolution requesting the State Headmaster of Public Instruction to permanently exclude the student from attendance in any Ohio school. Written notice of the headmaster's recommendation for permanent exclusion is provided to the student and her/his parent(s).

The Board acts upon the headmaster's recommendation within 14 days. Among the items the Board considers is information on:

- Academic and extracurricular activity record of the student;
- Disciplinary record of the student;
- Social history of the student;
- Response to prior discipline and sanctions;
- Seriousness of the offense and any aggravating circumstances;
- Any mitigating circumstances;
- Evidence regarding the possible danger to other students and employees if the student remains in the district;
- Evidence regarding the probable disruption of the graded course of study; and
- Availability of less serious sanctions that would permit the student to stay in the district without conflict with either of the previous items.

The Board may allow for the hearing of witnesses and the presentation of additional evidence. If the Board adopts the resolution to permanently exclude the student, the Board:

- Forwards the written resolution, together with the adjudication or conviction and a copy of the student's entire school record, to the State Headmaster;
- Promptly designates a representative to present the district's case for permanent exclusion to the State Headmaster; and
- Forwards a copy of the resolution to the student and her/his parent(s).

If the State Headmaster rejects the resolution, the student shall be re-admitted to the district's schools.

No employee shall knowingly admit, or cause by inaction to be admitted, any student who has been permanently excluded.

Re-Admission From a Permanent Exclusion

If the headmaster determines that a permanently excluded student no longer represents a danger to the health and safety of other students or staff, the headmaster may recommend that the student be re-admitted.

On the recommendation of the headmaster, the Board considers a resolution requesting the State Headmaster to revoke the permanent exclusion. If the Board adopts the resolution, it is forwarded to the State Headmaster, together with the reasons for the resolution and any relevant information.

Probationary Admission Following a Permanent Exclusion

Under state law, a student permanently excluded from school may request probationary admission for a period not to exceed 90 days in any public school district.

If a student requests consideration of probationary admission into the district, the headmaster may enter into discussions with the student and her/his parent(s) to develop a probationary admission plan designed to meet the educational needs of the child and the disciplinary requirements of the district.

If a satisfactory plan is developed, the headmaster recommends that the Board allow the student to attend classes according to the terms of the plan. The Board acts on the recommendation within 14 days.

If a student violates the terms of the re-admission plan, the headmaster may immediately remove the student, pending action by the Board. The Board's action must take place within five days from receipt of the headmaster's recommendation to revoke the re-admission.

A student in compliance with her/his probationary re-admission plan may request either an extension of the plan for an additional 90 days or for the headmaster to recommend that the permanent exclusion be revoked.

Appeal Process

Should a student or a student's parent/s choose to appeal the suspension, s/he must do so within 3 school days of the notice of suspension. The student may be excluded from the school during the appeal process.

Should a student or a student's parent/s choose to appeal the expulsion, s/he must do so within 14 calendar days of the expulsion notice. The appeal period begins to run on the day following the expulsion and concludes 14 days later.

PARENT INVOLVEMENT

The Genesis School expects parents/guardians of scholars to be actively involved in the scholar's education. In order for our faculty and staff to effectively educate our children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our scholars academically and add to the vitality of our school. Parents will be expected to participate and sign an agreement with the school.

A parent conference is a formally scheduled conversation between faculty and parents in order to discuss the scholar's development and progress. Parents will be required to confer with faculty about their scholar's social and academic achievement on a regular basis as scheduled by the School. Parents should attend parent conferences in order to receive written report cards.

Additionally, the school encourages parents to initiate these conferences about their questions and concerns with the teachers, Dean(s), Principal(s), and/or Head(s) of School. No walk-in conferences will be granted. Any parent who wishes to speak to a teacher or administrator may do so by contacting the teacher through email. Teachers must respond within 24 hours; if the request is made over a weekend or holiday, the teacher has 48 hours to respond. The same procedure should be followed for meetings with school leaders and administrators. Meetings will occur after school hours unless otherwise scheduled.

Expectations of Parents

The purpose of this handbook is to provide a framework for understanding. It may, however, be useful to have a quick checklist of parental responsibilities relative to your child's education in one place. Therefore, the following list is provided. It is the school's expectation that parents/guardians of each scholar shall:

1. Be familiar with the published school calendar, noting specifically which days school is in session and which days it is not.
2. Notify the school (via a call to the office) the day before or the day of a scholar's absence.
3. Speak regularly with your child about their school attendance, absence, and tardiness.
4. Attend parent-teacher conferences.
5. Monitor your child's school performance in each class.
6. Converse regularly with your child and as needed with their individual teachers.
7. Make sure your child schedules enough time for proper rest each evening, but especially on those evenings prior to school days.
8. Establish a rising time each morning school is in session, which allows your child time to prepare for school, to travel, and to arrive safely and on time.
9. Familiarize yourself with the Code of Conduct and Attendance Policy.
10. Attend and participate in meetings with the Dean(s) and/or Principal/Head of School when educational placement of your child needs to be reviewed.

Parent Teacher Conferences

At any time, parents may request a conference by emailing their scholar's teacher. Meetings will take place after school. The same procedure will apply to meetings with administrators.

Parental Feedback

The Genesis School is committed to ensuring that the communication received by the school is handled effectively. This includes receiving, interpreting, and responding to parental input, requests for information, and concerns. Community feedback, critiques, and complaints, whether written or verbal, will be taken seriously by the school administration and will be dealt with promptly.

At or near the end of the school year, parents will be asked to complete a comprehensive satisfaction survey designed to assist the school in assessing areas where improvement may be necessary. Also, parents who choose to remove their child from the school will be asked to participate in an exit interview or to complete a survey to determine the reasons for the child's removal. These surveys will assist the school in improving its operations.

Every attempt will be made to return all calls (positive or negative) within a 24-hour period. If you have a complaint, you should address it directly with the designated administrator. If the initial conversation does not resolve the issue, you may refer the matter to the Dean(s), Principal(s), and/or Head(s) of School. In extreme situations, unresolved issues may be referred to the School Board Representative. At this level,

you are requested to submit a request for remedy in writing to the school office. In addition, your child's grades and attendance records will be available to you through our Gradebook portal. Login information will be provided to all families at the beginning of the school year. Please contact the Principal(s), Head(s) of School, and/or Dean(s) for assistance with login information and instructions.

Parental Review of Instructional Materials

The school shall make available for review by parents, upon a reasonable request, any instructional material used as part of the educational curriculum for scholars. "Instructional material" means instructional content that is provided to a scholar, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic format or digital formats (such as materials accessible through the internet). It does not include academic tests or assessments.

20 U.S.C. §1232h.

Parent Participation in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the scholars being served. Accordingly, the school establishes this parent involvement policy, which will be reviewed and approved annually by the Board and distributed to parents of children receiving Title I services. The school may:

1. Involve parents in the development of the school's Title I plans and in the process of school review and improvement, if necessary;
2. Provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve scholar achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement;
4. Coordinate and integrate parent involvement strategies with parent involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents and Teachers, and Home Instruction for Preschool Youngsters;
5. In consultation with parents, annually evaluate the content and effectiveness of the parent involvement policy in improving the academic quality of schools, including:
 - a. Identifying barriers to greater parent participation;
 - b. Designing strategies for more effective parental involvement; and,
 - c. Revising the parental involvement policy if necessary;
6. Involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities will be allocated;
7. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
8. Conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
9. Develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels scholars are expected to achieve and maintain;
10. Provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

11. Communicate information concerning school performance profiles and their child's individual performance to parents;
12. Assist parents in helping their children in achieving the objectives of the program, by such means as: ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
13. Provide timely responses to parental questions, concerns, and recommendations;
14. Coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
15. Conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The school will:

1. Convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parental involvement plan.
2. Meet with parents of children receiving Title I services at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
3. Assure that parents are involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities.
4. Provide parents of participating scholars with:
 - a. Timely information about the Title I program and the school's parent involvement policy;
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure scholar progress, and the proficiency levels expected;
 - c. Regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their scholar's education as soon as practicably possible.
5. The The Genesis School Family Contract will be given to parents prior to school opening. It describes how the parents, Staff and scholars will share the responsibility for improving scholar achievement.
6. Parents of children receiving Title I services must be notified about school parent involvement policies in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
7. School parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving scholars achievement, the school will:

1. Assist parents of children served under Title I in understanding the State's academic content and assessment standards, and in understanding how to monitor their child's progress and how to work with educators to improve their child's achievement;
2. Provide materials and training to help parents work with their children to improve achievement;
3. Educate teachers, pupil services personnel, and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;

4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal programs;
5. Provide such reasonable support for parent involvement activities as parents may request.

In order to build the School's capacity for parent involvement, the School may also:

1. Involve parents in the development of training for teachers and administrators to improve the effectiveness of such training;
2. Pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
3. Train parents to enhance the involvement of other parents;
4. Adopt and implement model approaches to improving parental involvement;
5. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
6. Develop appropriate roles for community-based organizations and businesses in parental involvement activities.

20 U.S.C. §6318 et seq.; 34 C.F.R. Part 200 et seq.

Title I: Parent's Right to Know

In accordance with the requirement of Federal law, for each school receiving Title I funds, the school shall make sure that all parents of scholars are notified that they may request and the Board will provide the following information on the scholar's classroom teachers:

1. Whether the teacher(s) have met the State qualification and licensing criteria for the grade levels and subject areas they are teaching
2. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
3. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
4. The qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents shall be provided:

1. Information on the level of achievement of their child(ren) on the required State academic assessments;
2. Timely notice if the scholar is assigned to a teacher who is not "highly qualified" as required, or if the scholar is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

*20 U.S.C. 6311
34 C.F.R. Part 200 et seq.*

SCHOOL VISITATION

Parents may visit classes at any time, with the school reserving the right to ask the parent to leave at the discretion of the Dean(s) and/or Principal/Head of School. Parents must sign in at the main office and obtain a visitor's pass before visiting the building and classrooms. During visitation, parents are asked to

be respectful of the instruction and learning that is occurring and refrain from interrupting these processes. Please refrain from visiting the campuses during the first four weeks of any school year. Parents must complete a classroom visitation request prior to visiting the campus classroom.

Building Safety

The school implements a number of basic procedures to ensure the safety and security of its scholars and staff. Cooperation on everyone's part supports the successful function of the school.

Closed Campus

Under no circumstances are scholars permitted to leave the campus at any time without permission, and then only under the escort and supervision of an authorized adult. All doors to the building will be locked and secured using security cameras. Scholars should be aware that the school has neighbors and we should be respectful and courteous of their needs.

Visitor Policy

All visitors are required to sign in after reporting to the main office. At that time, the visitor will be given a visitor's pass that should be worn at all times while on the school's campus. Any visitor who does not report to the office or is found in the building without a visitor's pass will be asked to leave immediately.

In case of an emergency, parents or guardians should contact the main office either by phone or in person. Under no circumstances should parents or guardians attempt to contact scholars in their classrooms, in person, or attempt to withdraw scholars from the building without notifying and receiving permission from the Dean(s), Principal(s), Head(s) of School, or other administrative official.

FIRE SAFETY PROCEDURES

Upon hearing the fire alarm, staff will assemble scholars in the classrooms and proceed out of the building according to the fire evacuation plan posted in each room. Scholars should follow the direction of the staff, who will verify the safety of the procedure. Once outside, scholars should follow the direction of the staff who will lead them outside, line the scholars up by class, and take attendance.

TECHNOLOGY AND INTERNET ACCEPTABLE USE

The use of technology and computer resources at the school is a revocable privilege. Failure to abide by this policy may render scholars ineligible to use the school's computer facilities and may bring additional disciplinary action.

Scholars are expected to use the technology available at the school in a manner appropriate to the school's academic and moral goals. Technology includes, but is not limited to, cellular telephones, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, e-mail, and all other similar networks and devices.

Scholars are expected to be responsible and use technology appropriately. Obscene, pornographic, threatening, or other inappropriate use of technology, including but not limited to e-mail, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the school community, is prohibited, even if such uses take place after or off school property (i.e., home, business, private property, etc.).

Unacceptable uses of technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with scholars' and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude into other people's files; and using other users' email addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes via the Internet or technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law. This behavior is punishable both on and off campus.
3. Accessing profanity, obscenity, abusive, pornographic, and/or impolite language or materials; accessing materials in violation of the scholar Code of Conduct. A good rule to follow is to never view, send, or access materials that you would not want your instructors and parents to see. Should a scholar encounter any inappropriate materials by accident, they should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging technology devices, computers, computer systems, or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
 - a. any activity that requires an exchange of money and/or credit card numbers;
 - b. any activity that requires entry into an area of service for which the School will be charged a fee;
 - c. any purchase or sale of any kind; and
 - d. any use for product advertisement or political lobbying.
8. Neither the Internet nor any other technology may be used for any purpose which is illegal or against the school's policies or contrary to its mission or best interests.

All users are expected to be responsible, courteous, and thoughtful when using technology and the Internet. Common sense should prevail. The use of the school computer network system should be in support of education and research, consistent with the educational mission or objectives of the school, and in accordance with federal law, Ohio law, and the scholar Code of Conduct.

Scholars have no expectation of privacy with respect to the use of technology, the Internet, intranet or e-mail. Maintenance and monitoring of the school network system may lead to the discovery that a scholar has or is violating school policy or the law. Violations of school policy, the scholar Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

The school makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the school technology system will be error-free or without defect. The school will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The school is not responsible for the accuracy or quality of the information obtained through or stored on the school system. The school will not be responsible for financial obligations arising through the authorized use of the system.

In accordance with the Children’s Internet Protection Act (“CIPA”), the school has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The school blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the school is to use Internet resources to achieve educational goals, there is always a risk of scholars accessing other materials. Parents should be aware of these risks.

ELECTRONIC COMMUNICATION DEVICES

While on school property, in a school vehicle, or while attending school-sponsored or school-related activities, whether on or off school property, scholars shall be permitted to possess and use electronic communication devices, including, but not limited to, cellular phones, personal video games, personal data devices, or other devices deemed to be distracting, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process or educational mission including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the scholar to do otherwise, devices shall be turned on and operated only before and after the regular school day. When scholars violate this prohibition, they shall be subject to disciplinary action, including but not limited to losing the privilege of bringing the device onto school property. In addition, an administrator may confiscate the device, which shall only be returned to the scholar’s parent(s). All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the school becomes aware of other misuse of the device or has a reasonable suspicion of other violations of school policy, the scholar may be disciplined for additional violations of this or other school policies. In other words, a scholar loses their privacy rights in the device and information contained in the device once a school policy is violated and the device is confiscated so long as the school has a reasonable suspicion of misuse.
2. Scholars are responsible for devices they bring to school. The school shall not be responsible for loss, theft, or destruction of devices brought onto school property.
3. Scholars shall comply with any additional rules developed by the school concerning appropriate use of electronic communication devices. Scholars are given the opportunity to turn in their electronic devices at the beginning of each school day.
4. Scholars shall not utilize an electronic communication device in a manner that would violate the school’s Technology and Internet Acceptable Use Policy or its scholar Code of Conduct.
5. Examples of types of prohibited behavior involving electronic communication devices include, but are not limited to:
 - a. text messaging on or off school property during school hours;
 - b. using digital cameras or camera phones to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another person via email, to another camera phone, or by posting it on the web;
 - c. using digital cameras, camera phones, or any other device to cheat on examinations;
 - d. playing digital games;
 - e. using digital cameras, camera phones, or any other device to harass or bully another.

See also Policy No. 232 Technology and Internet Acceptable Use; Policy No. 271 scholar Code of Conduct.

RESPONSIBILITIES OF THE FACULTY, ADMINISTRATION, & STAFF

Each employee of The Genesis School has an important role to play in creating a safe, disciplined, and clean environment that is conducive to academic success and that keeps with the mission of the school. All members of the Genesis staff will demonstrate and model the school's beliefs in everyday activities with scholars. All employees will understand that the school exists to educate and to socialize scholar behavior. The various roles and responsibilities that accompany each staff position are outlined below.

Classroom Teacher

The classroom teachers (including teachers, co-teachers, and assistant teachers) are the center of learning at Genesis. They are also responsible for modeling all appropriate behaviors that are aligned with the school's mission. Teachers constantly emphasize the classroom rules and school beliefs. Teachers interact with the scholars more than anyone else at the school. Thus, it is their responsibility to help scholars realize that if they follow these rules and adapt these behaviors into their lives, then they will be successful scholars, they will graduate, and they will attend a four-year college or university. In this way, teachers will focus on instruction, encouraging appropriate conduct, and building a strong moral fiber, rather than simply trying to control behavior.

The following principles will be implemented by all teachers to augment classroom learning:

1. At the beginning of each school year, scholars will be taught how to behave responsibly in all classroom activities. Scholars will be taught the school and classroom rules, and those rules will be reinforced all year.
2. Teachers and administrators will collectively reinforce positive behaviors.
3. When a scholar causes a disruption in the programmed learning environment by breaking one of the rules, the redirection and/or consequence will immediately follow. Teachers will be given a detailed set of rules governing scholar misbehavior. The Dean(s), Head(s) of School, and/or Principal(s) will determine appropriate consequences.

These principles will serve as useful guides. However, each teacher, scholar, and situation will be unique and will be handled individually. Teachers will use professional discretion to select the specific procedures that fit individual scholar needs and particular situations. Teachers will work closely with the Head(s) of School, Principal(s), and Dean(s) to ensure the success of each scholar.

Principal, Head of School, Dean of Students and Dean of Academics

The role of the Principal(s), Head of School(s), and Dean(s) with regard to behavior is to guide staff and scholars in their efforts to ensure and optimize scholar success. This is the core ideology underlying the mission of the school. These school leaders will have a thorough working knowledge of the school rules, curriculum, and beliefs and will assist staff in implementing classroom- and school-wide management procedures.

The Principal(s), Head(s) of School, and Dean(s) assist staff in responding to severe misbehavior, such as insubordination, disrespectful acts, or negative attitudes in class, as well as any chronic or recurring problems. In all cases, these administrators will initiate parent conferences, make parent phone calls, conduct scholar disciplinary write-ups, impose out-of-school suspensions, and/or other severe consequences. They may also contact the appropriate authorities, depending on the nature of the infraction. In addition, the Principal(s), Head(s) of School, and Dean(s) will assist classroom teachers with the implementation of their classroom management plans, if necessary.

The Principal(s), Head(s) of School, and Dean(s), with assistance from selected personnel, shall also be responsible for the following:

1. Review and assess scholar achievement in all areas of the curriculum on a weekly basis. This includes all short-cycle assessment results, progress in Saturday school and tutoring, and informal assessment results.
2. All other behavioral and emotional aspects of scholar life as they pertain to their overall success at The Genesis School.

Staff

The Genesis support staff will consist of all staff that are employed with duties other than direct instruction or chief administration. At all times, all employees of Genesis will enforce classroom and school rules as well as the beliefs and activities that further the mission of the school. This will ensure the opportunity for success for each scholar.

Board of Directors (School Board)

The Board of Directors is organized to operate the school's programming, which prepares scholars to succeed in middle school and high school, achieve high test scores, and graduate with acceptance to a four-year college or university. All actions, policies, and decisions will be in compliance with all state and federal laws, in addition to being in alignment with the mission of the school.

FERPA PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of scholar educational records.

1. Parents or eligible scholars have the right to inspect and review the scholar's education records maintained by the school. The school is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible scholars to review the records. The school may charge a fee for copies.
2. Parents or eligible scholars have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible scholar then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible scholar has the right to place a statement with the record setting forth their view about the contested information.
3. The school must have written permission from the parent or eligible scholar in order to release any information from a scholar's education record. The school must have written permission from the parent or eligible scholar to release any information that identifies the scholar. However, FERPA allows the school to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a scholar is transferring;
 - c. Specified officials for audit or evaluation purposes;
 - d. Appropriate parties in connection with financial aid to a scholar;
 - e. Organizations conducting certain studies for or on behalf of the school;
 - f. Accrediting organizations;
 - g. To comply with a judicial order or lawfully issued subpoena;
 - h. Appropriate officials in cases of health and safety emergencies; and

- i. State and local authorities, within a juvenile justice system, pursuant to specific state law.

The school may disclose, without consent, “directory” information such as a scholar’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents and eligible scholars about directory information and allow parents and eligible scholars a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible scholars annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of the school.

SCHOLAR ASSESSMENT

The school shall comply with the Ohio assessment and graduation requirements of R.C. §3301.0710 and .0711. The Principal and/or Head of School shall be responsible for all testing procedures. Additionally, the school shall comply with diagnostic assessment requirements of ORC 3313.608(B)(1) for scholars in grades Kindergarten through Third.

Previously Home-Schooled Scholar Testing Policy

Previously home-schooled scholars enrolling at the school will be given a diagnostic test in order to determine the appropriate grade level placement. Although the age of the scholar is considered, the school is committed to setting high standards for scholars and is not a proponent of social promotion.

ACADEMIC INTERVENTION

The Board of Education authorizes and directs the Principal to conduct academic prevention/intervention services for all grades. Such prevention/intervention services shall include, but are not limited to, all of the following:

1. Use of diagnostic assessments to measure scholar progress toward the attainment of academic standards and to identify scholars who may not attain academic standards;
2. Classroom-based intervention services to meet the instructional needs of individual scholars as determined by the results of diagnostic assessments;
3. The regular collection of scholar performance data;
4. Use of scholar performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services;
5. Required prevention/intervention services set forth in O.R.C. §§3301.0711; 3301.0715; and 3313.608.

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

Intervention services shall also be provided to scholars whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

This policy shall be updated annually.

O.R.C. §§3313.6012; 3301.0711; 3301.0715; 3313.608

PROMOTION POLICY

Regular assessment is important in order to guide the provision of academic services, enhance district and classroom instructional strategies, and measure student learning and students' progress toward meeting the school's academic achievement standards. Therefore, the school shall employ a comprehensive student assessment system to help ensure that students remain on course to meet the academic achievement standards of the district and on target to meet the grade level standards recognized by the state and federal governments.

Assessment of the student in the context of the total learning situation and its attendant circumstances should be used to determine what is best for the student. Factors to be considered when deciding what is best for the student should include:

- Current skill level;
- The student's age;
- Achievement potential;
- Previous performance;
- Evaluative data;
- Chances for success with more difficult material when current skills are inadequate;
- Number of absences;
- Previous retention;
- Maturity level;
- Standardized test results; and
- What benefits can be accomplished by retention.

Promotion

Promotion shall be based on skill mastery and shall be considered on the basis of what is best for the child in terms of school success. Grades will be a major factor in determining promotion. For high school students, credits are important. Unfortunately, if a student has missed 10% of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, they will not be promoted to the next grade level. Additionally, all 11th and 12th graders must successfully complete their Independent Study with a grade of pass on their portfolio assessments for 1 full credit towards their graduation requirements for the two years they work on them. During their junior year, they must also complete volunteer services, college exploratory activities, and papers in preparation for their future.

Conditional Promotion and/or Assignment to Transitional Classes

If a student's ability to succeed at the next grade level is highly questionable, consideration shall be given to conditional promotion and/or assignment to transitional classes if such classes exist.

Retention

Retention is used to help students improve their knowledge base by providing an additional year of instruction to address inadequate skills mastery. Retention will be considered on an individual basis. Deficiencies in several of the factors listed above indicate that retention shall be considered. Retention, however, should not be used as a punitive measure; as a way to hold a student back because of parental wishes when a student's performance does not warrant it; or when the school feels retention is inappropriate. However, in most instances, if a student was truant (defined as absent without excuse) for more than 10% of the required attendance days in the current school year and failed two or more of the required curriculum subject areas of the current grade, they may be retained. An exception applies where the school principal/administrator and the teachers of any failed subject areas agree that the student is

academically prepared for the next grade level.

Special Consideration

Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

Third Grade Promotion/Retention

A student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, such student may be promoted if the student participates in an approved, research-based intervention prior to the beginning of the next school year (i.e. summer school).

A collectively developed educational plan which suggests different strategies and materials should be considered for every student to be retained. The administration (or designee) shall monitor the progress of the retained students.

Academic Interventions

It is expected that interventions will occur on an ongoing basis and that effective intervention strategies may result in a student's promotion. Therefore, instructional strategies, classroom grades, and intervention opportunities shall be monitored and reviewed by principals on a regular basis.

Required Interventions

Academic interventions shall be required for the following students:

- Students who are not making satisfactory progress toward academic benchmarks
- Students who have not met promotional standards by the end of the school year (i.e. retained students)
- Students who are one or more years behind grade level in a course or grade
- Students not performing at the level to meet the College Readiness Benchmarks, as defined by the ACT

Student Evaluation and Intervention: Grades 3-8

A criterion-referenced test will be administered in subjects and grade levels in accordance with the policy of the State Board of Education. Based on achievement data from the benchmark years 3, 5, and 8, there shall be a research-based intervention initiated by the local education agency for students scoring below proficient in reading, language, and mathematics on the criterion referenced portion of the state achievement test. The intervention shall occur during the year following the benchmark assessment data. Evidence of compliance with this requirement shall become a component of the school improvement plan.

English Language Learners (ELLs)

ELL students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the sole factor in determining that a student has not met the performance standards for promotion. Intervention strategies shall include, where appropriate, assistance in the development of English language proficiency.

Students with Disabilities

To the maximum extent appropriate, students with disabilities shall be governed by Ohio student standards established for students without disabilities. Students with disabilities who meet the requirements established by the Ohio Board of Education shall earn regular diplomas. All enrichment, intervention/remediation, opportunities, benefits, and resources made available to students without disabilities shall be made available to students with disabilities. Students with disabilities may be exempt from promotion/retention standards if an Individualized Education Plan (IEP) team determines that the student does not have the ability to successfully meet general curricular standards.

Students with disabilities are not subject to promotion/retention standards if, due to the nature and severity of their disability, they have an IEP allowing them to take an alternative form of state- or city-wide assessment.

Parent Concerns

Parents who disagree with the decision of the teacher(s) and principal regarding the promotion or retention of a student may appeal the decision to the management team or their designee. The decision of the management team or their designee shall be final.

ACCELERATION AND EARLY GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, scholars who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. The Board of Education believes that such scholars often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from scholar to scholar. The Board of Education believes that all scholars, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating scholars for possible accelerated placement, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. Referrals and Evaluation

- a. Any scholar residing in the district may be referred by a teacher, administrator, guidance counselor, school psychologist, or a parent or legal guardian of the scholar to the principal of their school for evaluation for possible accelerated placement. A scholar may refer themselves or a peer through a district staff member who has knowledge of the referred child's abilities.
- b. Copies of this policy and referral forms for evaluation for possible early whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or their designee) shall solicit referrals of scholars for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring scholars for evaluation for possible accelerated placement.

- c. The principal (or their designee) of the referred scholar's school shall obtain written permission from the scholar's parent(s) or legal guardian(s) to evaluate the scholar for possible accelerated placement. The district shall evaluate all scholars who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the scholar for possible accelerated placement.
 - d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the scholar's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee if the committee determines the child should be accelerated.
 - e. A parent or legal guardian of the evaluated scholar shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred scholar's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
 - f. A parent or legal guardian of the referred scholar may appeal in writing the decision of the evaluation committee to the Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of their final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the scholar may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.
2. Acceleration Evaluation Committee
 - a. Composition
 - i. The referred scholar's principal (or their designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred scholar. This committee shall be comprised of the following:
 1. A principal or assistant principal from the child's current school;
 2. A current teacher of the referred scholar;
 3. A teacher at the grade level to which the scholar may be accelerated (with the exception of scholars referred for possible early graduation from high school);
 4. A parent or legal guardian of the referred scholar or a representative designated by a parent or legal guardian of the referred scholar;
 5. A school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may refer a scholar.
 - ii. The acceleration evaluation committee shall be charged with the following responsibilities:
 1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the scholar.
 - a. scholars considered for whole-grade acceleration shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the scholar's own thoughts on possible accelerated placement in its deliberations.
 - b. scholars considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the scholar's maturity and desire for accelerated placement. The

- committee shall consider the scholar's own thoughts on possible accelerated placement in its deliberations.
- c. scholars referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the scholar's own thoughts on possible accelerated placement in its deliberations.
 2. The acceleration evaluation committee shall issue a written decision to the principal and the scholar's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the scholar will be determined by a majority vote of the committee membership.
 3. The acceleration evaluation committee shall develop a written acceleration plan for scholars who will be whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the scholar shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - a. placement of the scholar in an accelerated setting;
 - b. strategies to support a successful transition to the accelerated setting;
 - c. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d. an appropriate transition period for accelerated placement for grade-level accelerated scholars, and scholars accelerated in individual content areas.
 4. For scholars the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the scholar to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the scholar to take the Ohio Graduation Test.
 - a. scholars who excel in school shall be permitted to complete the requirements for graduation of the Ohio Department of Education and the Board of Education in less than the normal four (4) years of senior high school. The following standards shall apply:
 - i. To be considered for entrance into an early graduation program, a scholar must attain a cumulative grade point average of 3.4 at the end of the first semester of the tenth grade.
 - ii. To remain in the early graduation program, the scholar must maintain a 3.2 cumulative grade average.
 - iii. No more than three credits toward graduation may be earned in summer and/or extension schools, and no such credits may be earned before completion of the ninth grade.
 - iv. A scholar who wishes to be accepted into the early graduation program must submit to his/her guidance counselor a written proposal outlining his/her plans to complete the Board of Education and State requirements for graduation. The proposal should be made no later than June 1, of the sophomore year. Upon approval of the counselor, the proposal will be forwarded to the principal who will arrange a conference involving the pupil, his/her parents, guidance

- counselor, and the principal. The decision to allow a scholar to enter the program shall be made by the principal.
- v. A scholar who does not complete the program for early graduation, shall be required to carry an average of five (5) credits during the two (2) semesters of the senior year and must complete eight (8) semesters of attendance. Once a scholar is accepted into the early graduation program, every effort will be made by the school to help him/her.
 - b. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the scholar to the accelerated setting.
3. Accelerated Placement
- a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated scholars, and scholars accelerated in individual subject areas.
 - i. At any time during the transition period, a parent or legal guardian of the scholar may request in writing that the scholar be withdrawn from accelerated placement. In such cases, the principal shall remove the scholar without repercussions from the accelerated placement.
 - ii. At any time during the transition period, a parent or legal guardian of the scholar may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the scholar will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the scholar's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
 - b. At the end of the transition period, the accelerated placement shall become permanent. The scholar's records shall be modified accordingly, and the acceleration implementation plan shall become part of the scholar's permanent record to facilitate continuous progress through the curriculum.

COLLEGE CREDIT PLUS

Beginning with the 2015-2016 school year, a secondary grade scholar who is a resident of this state may enroll at a college, on a full- or part-time basis, and complete nonsectarian, non remedial courses for high school and college credit. This arrangement is known as the College Credit Plus Program ("Program"). Upon successful completion of college-level, non remedial coursework applicable to at least one degree or professional certification at a partnering college, such scholar shall receive transcribed credit from the college, except for any of the following:

1. An agreement governing an early college high school program that meets any of the exemption criteria under O.R.C. §3313.6013(E);
2. An advanced placement course or international baccalaureate diploma course, as described in O.R.C. §3313.6013(A)(2)and(3);
3. Until July 1, 2016, a career-technical education program that is approved by the Ohio Department of Education under O.R.C. §3317.161 and grants articulated credit to scholars participating in that program.

Eligibility Restrictions

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

1. The scholar or the scholar's parent shall inform the principal, or equivalent, of the scholar's school by the first day of April of the scholar's intent to participate in the Program during the following school year. Any scholar who fails to provide the notification by the required date may not participate in the Program during the following school year without the written consent of the principal, or equivalent. If a scholar seeks consent from the principal after failing to provide notification by the required date, the principal shall notify the Ohio Department of Education of the scholar's intent to participate within ten days of the date on which the scholar seeks consent. If the principal does not provide written consent, the scholar may appeal the principal's decision to the State Board of Education.
2. The scholar shall both:
 - a. Apply to a public or a participating private college, or an eligible out-of-state college participating in the Program, in accordance with the college's established procedures for admission, pursuant to O.R.C. §3365.05;
 - b. Meet the college's established standards for admission and for course placement, including course-specific capacity limitations, pursuant to O.R.C. §3365.05.
3. The scholar shall elect at the time of enrollment to participate under either Option A or Option B of this paragraph for each course under the Program.
 - a. OPTION A: The scholar may elect, at the time of enrollment, to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. A scholar electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.
 - (i) The scholar may elect to receive only college credit for the course, in which case the Board shall not award high school credit to the scholar.
 - (ii) The scholar may elect to receive both high school credit and college credit for the course. If the scholar successfully completes the course, the Board shall award the scholar high school credit, unless the scholar took the college courses during their expulsion from the District.
 - b. OPTION B: The scholar may elect, at the time of enrollment, for each course to have the college reimbursed under O.R.C. §3365.07. If the scholar successfully completes the course, the Board shall award the scholar high school credit, unless the scholar took the college courses during their expulsion from the school.
4. The scholar and the scholar's parent(s) shall sign a form provided by the school, stating that they have received the counseling required under O.R.C. §3365.04(B) and that they understand the responsibilities they must assume in the program. Counseling information shall include:
 - a. Program eligibility;
 - b. The process for granting academic credits;
 - c. Any necessary financial arrangements for tuition, textbooks, and fees;
 - d. Criteria for any transportation aid;
 - e. Available support services;
 - f. Scheduling;
 - g. Communicating the possible consequences and benefits of participation, including all of the following:

- (i) The consequences of failing or not completing a course under the Program, including the effect on the scholar's ability to complete the secondary school's graduation requirements;
 - (ii) The effect of the grade attained in a course under the Program being included in the scholar's grade point average;
 - (iii) The benefits to the scholar for successfully completing a course under the Program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.
- h. The academic and social responsibilities of scholars and parents under the Program;
 - i. Information about and encouragement to use the counseling services of the college in which the scholar intends to enroll;
 - j. The standard packet of information for the program developed by the chancellor of the Ohio board of regents pursuant to O.R.C. §3365.

Limitations on Enrollment

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

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

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

Participation by Non-Secondary School Scholars

Scholars in grades seven and eight may participate in the Program if they meet the eligibility criteria required of secondary grade scholars for participation and shall be subject to the same requirements as secondary grade participants. The parent or guardian of a seventh or eighth grade scholar participating in the Program shall be responsible for any transportation related to participation in the Program.

Academic Consequences of Expulsion

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

Awarding Grades and Calculating Class Standing

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

Applicability of Credit

High school credit awarded for courses successfully completed under the Program shall count toward the graduation requirements and subject area requirements of the District. If a course comparable to one a scholar completed at a college is offered by the District, the Board shall award comparable credit for the

course completed at the college. If no comparable course is offered by the District, the Board shall grant an appropriate number of elective credits to the participant.

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

Consequences of Withdrawal and Failure to Attain Passing Grades

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

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

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

Ohio Revised Code Chapter 3365

CAREER ADVISING

This policy on career advising is reviewed at least once every two years and made available to scholars, parents, guardians and custodians, local post-secondary institutions, and school residents.

The school's plan for career advising includes, providing:

1. Grade-level examples that link scholars' schoolwork to one or more career fields
2. Career and college advising to scholars in grades 6-12
3. Additional interventions and career advising for scholars who are identified as at risk of dropping out of school. These include:
 - a. Identifying scholars who are at risk of dropping out of school with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a scholar Success Plan for each at-risk scholar that addresses both the scholar's academic and career pathway to successful graduation and the role of education, when appropriate.
 - i. Before a school develops a pupil's scholar Success Plan, school staff will invite the scholar's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the school will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the scholar.
4. Training for employees on how to advise scholars on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the school.

5. Multiple academic pathways through high school that scholars may choose to earn a high school diploma.
6. Information on courses that can award scholars credit.
7. Documentation on career advising for each scholar and scholar's parent, guardian or custodian to review, as well as schools that the scholar may attend in the future. These include activities that support the scholar's academic, career and social/emotional development.
8. The supports necessary for scholars to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for scholars who need remediation in mathematics and English language arts.

COLLEGE AND CAREER READINESS

The school will provide education and guidance that:

- meets the current needs and anticipates the future workforce demands of the economy;
- prepares learners to succeed in lifelong learning and careers through secondary-postsecondary programs of study that include high-level academic and technical skills in real-work contexts;
- supports career development for all learners, career pathways for high school scholars;

FINANCIAL LITERACY

Scholars in grades 6-10 will experience the integration of economics and financial literacy within social studies classes. Scholars in grades 9-12 will also experience the integration of economics and financial literacy within social studies classes and also have the ability to take economics and/or financial literacy as an elective.

ADEQUATE YEARLY PROGRESS

The school will annually review the progress of the school using state academic assessments and other indicators described in the state plan to determine whether it is making adequate annual progress. The school will publicize and disseminate the results of the school's annual review to parents, teachers, the principal, and the community to enable the teachers, the principal, and the community to continually refine the program of instruction to help all children meet the state's academic standards.

20 U.S.C. §6316(a)(1)(A); NCLB §1116(a)(1)(A)

20 U.S.C. §6316(a)(1)(c); NCLB §1116(a)(1)(c)

WELLNESS POLICY

The Genesis School believes that children and youth who begin each day as healthy individuals can learn more and better, and are more likely to complete their formal education. The school also believes that healthy staff can more effectively perform their assigned duties and model appropriate wellness behaviors for scholars. This policy encourages a holistic approach to scholar wellness.

The wellness policy creates a school environment that protects and promotes the health of our scholars. Our commitments to providing nutrition education and regular physical activity, as well as access to nutritious foods for all scholars, are described in the policy. A full script of the policy can be provided upon request.

Nutrition

Academic performance and quality of life issues are affected by the choice and availability of good foods in the school. Healthy foods support scholar physical growth, brain development, resistance to disease, emotional stability, and ability to learn.

Nutrition guidelines for all foods offered by the school shall require the use of products that are high in fiber; low in added fats, sugar, and sodium; and served in appropriate portion sizes consistent with USDA standards. Menu and product selection shall utilize scholar, parent, staff, and community advisory groups whenever possible. Nutrition policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations and guidance. A la carte offerings to scholars shall be nutritious and meet federal recommended guidelines and shall be selected with input from scholars, parents, and staff. All beverages served in the school shall include: water; 100% fruit juice; non-carbonated drinks with less than 150 calories per container; non-fat, low-fat, plain, or flavored milk; or other non-carbonated drinks. Nutrition services shall support classroom activities for all scholars that include hands-on applications of good nutrition practices to promote health and reduce obesity.

Health Education and Life Skills

Healthy living skills shall be taught as part of the regular instructional program and provide the opportunity for all scholars to understand and practice concepts and skills related to health promotion and disease prevention. The Genesis School shall provide for an interdisciplinary, sequential skill-based health education program. Scholars shall have access to valid and useful health information and health promotion products and services. Scholars shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before- or after-school programs. Scholars shall be taught communication, goal-setting, and decision-making skills that enhance personal, family, and community health. Some of these activities may include but will not be limited to:

1. Physical education classes;
2. Music class designed to include physical activity;
3. Healthy meal education;
4. Wall space dedicated to eating healthy and exercise; and
5. Mandatory policy for Foods of Minimal Nutritional Value (FMNV).

Physical Education and Activity

Physical education shall be taught by a qualified school staff member. Physical education and physical activity shall be an essential element of the school's instructional program. In lieu of a gymnasium, the school may use auxiliary space for physical activity. The program shall provide the opportunity for all scholars to develop the skills, knowledge, and attitudes necessary to participate in a lifetime of healthful physical activity.

The physical education program shall be designed to emphasize physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to scholars, subject to the differing abilities of scholars. Participation in such physical activity shall be required for all scholars. Such instruction may be provided through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities offered at specific times throughout the school year.

Family, School, and Community Partnership

Long-term effective partnerships improve the planning and implementation of health promotion projects and events within the school and throughout the community. Family, scholar, and community partners shall be included on an ongoing basis in school wellness planning processes. The equality and diversity of the school shall be valued in planning and implementing wellness activities. Community partnerships shall be developed and maintained as a resource for school programs, projects, activities, and events. The Genesis School shall actively develop and support the engagement of scholars, families, and staff in community health-enhancing activities and events at the school or throughout the community. The school shall appoint a staff member to assure that the school is complying with this policy.

Allergy Policy

The Board of Education recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating scholars with food allergies and to reduce the likelihood of allergic reactions of scholars with known food allergies while at school.

A. Parent/guardians and scholar responsibilities:

1. Parents and guardians of scholars with allergies, or scholars with allergies age eighteen or older, shall:
 - a. Notify the school principal when they become aware that their scholar has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider-documented allergy and a diet modification order as necessary;
 - b. Provide the district with prescribed emergency medications;
 - c. Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:
 - i. Food allergy action plan;
 - ii. Anaphylaxis emergency action plan;
 - iii. Diet order
2. Parents and guardians will be responsible for educating their scholars about allergy management at school. Allergy management and education includes, without limitation, identification of “safe foods” by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

B. District responsibilities:

1. The district will cooperate in the development of a food allergy action plan for scholars with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the school nurse, parents/guardians of the scholar and the scholar’s health care provider. The plan will be effective for the school year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.
2. With parental consent, the district will share the food allergy action plan with appropriate school staff.
3. Food will not be provided during the school day by means other than the school breakfast, snack, lunch or vending programs except with prior consultation with the building principal, school nurse or designee of the building principal.
4. At least one employee who has received instruction in the recognition of food allergy reactions will be present when scholars are being served food during the regular school day.

5. Each school will post procedures concerning the provision of food in staff and parent handbooks.

Asthma Policy

The School recognizes that a clear, concise policy on asthma management in school can have an impact on academic achievement. All schools must have protocols and procedures for children with asthma and evaluate the implementation of these plans on a regular basis. This document outlines the comprehensive and collaborative nature of managing a child's asthma within our school setting.

Background on Asthma

Because asthma is one of the most common chronic childhood illnesses and a major cause of scholar absences, it is important for schools to adopt a comprehensive, coordinated approach to addressing asthma. A comprehensive plan includes: management and support systems, appropriate health and mental health services, educational programs for staff and scholars, appropriate and reasonable environmental remediation and communication systems with home and child clinicians. These components need to be integrated with community efforts that include the medical and mental health fields, housing and community air quality improvements, and active engagement of families.

This document links with other policies such as Medication Policy and Management of Life Threatening Allergic Reaction policies. It is based on the National Asthma Education and Prevention Resolution on Asthma Management in the School, a document that outlines basic guidelines for an asthma policy and which is supported by major national health associations.

Protocol for Implementation

Role of the Parent:

- Fill out appropriate asthma information on health form prior to commencement of school year.
- Complete emergency forms indicating that child has asthma and include emergency numbers.
- Meet or talk with the school leaders to discuss the child's asthma
- Review with your child's primary care provider and sign all asthma forms presented by the school nurse. These may include a combination of the following:
 - Permission for school to communicate with the family, other teachers and the primary care provider.
 - Authorization to dispense medication
 - Consent for child's self administration of asthma medicine (when developmentally appropriate)
 - The Parent/Guardian Asthma Questionnaire
 - The Asthma Action Plan
- Provide the school with a pharmacy labeled supply of medications, including nebulizer medications, mask and tubing. Most health rooms have nebulizers but are not equipped with extra masks and tubing.
- Participate in the Asthma Action Plan for their child with the child's health practitioner and deliver the completed asthma action plan to the school nurse.
- Provide a pager, cell phone or other emergency number/s.
- Assure the pre-school and after-school staff have the appropriate information and training.

Role of the School Administrator:

- Support faculty, staff and parents in implementing all aspects of the asthma management program including self-management.

- Support the development of a school-wide policy, with input from School Facilities Staff, for management of the school environment which includes, but is not limited to:
 - Review of and action on annual school inspections
 - Use of green cleaners
 - Enforcement of tobacco policy
- Ensure there is a contingency plan in the case of a substitute teacher, or food service personnel who is not familiar with the child
- Ensure that the child is placed in a classroom where the teacher is informed about asthma prevention, management and emergency response.
- Support program development, especially in schools with higher than state average of asthma or with large numbers of absenteeism related to asthma.
- Review environmental inspections and ensure that all work orders occur in a timely fashion.
- Support the scholar support team, the school nurse and classroom teacher in identifying children with increased absenteeism in relation to asthma.

Role of the Scholar (where developmentally appropriate):

- Sign off on self-administration plan guidelines
- Complete the “Scholar Breathing/Asthma Questionnaire”

Role of the School:

- Ensure that all appropriate asthma-related forms are distributed to the parent and/or the primary care provider.
- Make a reasonable attempt (a minimum of two phone calls) to collect all outstanding forms.
- Complete with the scholar (where developmentally appropriate) the scholar Breathing/Asthma questionnaire.
- Develop a plan for child management in classroom, lunchroom, etc.
- Ensure that all other staff members (including coaches) who have contact with children with asthma are familiar with their Individual Health Care Plans on a need-to-know basis. Teachers should be contacted individually rather than lists posted.
- Provide a list of scholars with life-threatening allergies as a component to their asthma (if consent given by parent) to all staff on a need-to-know basis (including bus drivers).
- Conduct in-service training and education for appropriate staff regarding asthma symptoms, risk reduction procedures, and emergency procedures. This information should be reviewed annually, preferably in the beginning of the school year.
- Ensure that there is a contingency plan in place in all school-related venues where substitutes are utilized.
- Communicate with parents on a regular basis to discuss issues relating to plan.
- Maintain child’s medications as per the medication policy.

Role of the Teacher:

- Maintain access to information for all scholars in classroom with asthma.
- Participate in asthma awareness professional development.
- Inform volunteers, scholar teachers, aides, specialists and substitute teachers about the child's asthma needs.
- Provide school leaders with adequate warning about school-sponsored off-site activities.
- Notify leaders of any concerns.

Role of Off-Site Staff:

- Maintain awareness of all scholars with severe persistent asthma.
- Coaches will be told of any scholars on their teams who have asthma and will be trained in asthma awareness and maximizing athletic performance.
- Allow responsible scholar to self-medicate during practices and sports events.
- Inform substitutes about the child's food/other allergies and necessary safeguards by both verbal communication and in an organized, prominent and accessible written format.

SCHOLAR MEALS

All scholars will be provided with healthy school meals for breakfast and lunch. Scholars may bring lunch from home, if they choose. No foods of minimal nutritional value are acceptable. This means all “junk foods” as defined by the Dean(s), Principal(s), and/or Head(s) of School. Scholars will not be allowed to bring/eat chips, soda, or candy to school for lunch or breakfast.

Scholars may either eat school lunch and milk from the school or bring their own lunches from home. The school does not have its own cafeteria or kitchen, so we have arranged for a catering service to bring in either hot meals or bag lunches every day.

Since school lunches are prepared off-site, the school must have an accurate number of meals to order and must place that order with the caterer one week in advance of the meal. The monthly menu will be sent home every week and posted in conspicuous places around the school building.

Lunch will be served each day between 11am and 1pm to all scholars in their classrooms or the common area. Lunch monitors, Deans, and designated teachers will supervise the meals and cleanup at the end of each lunch period.

The school will participate in the National School Lunch Program, which provides free or reduced price lunches and free milk to eligible scholars. At the beginning of the school year, each family will be given a table describing eligibility and an application to participate in the program.

Parents should call the Dean(s), Principal(s), Head(s) of School, or main office about dietary needs.

FIELD TRIPS

During the school year, classes may participate in out-of-school activities that correlate with the educational program. Parents will be required to sign a permission slip each time the class leaves the Genesis campus. Verbal consent for a field trip is not acceptable. Parents will be informed in advance of plans for any trips, describing the time and destination.

The dress code for field trip days will be the school uniform, unless written permission is granted by the Dean(s), Principal(s), and/or Head(s) of School.

RELIGION IN THE SCHOOL

Religious belief and disbelief are matters of personal consideration rather than governmental authority, and the scholars of this school are protected by the First Amendment from the establishment of religion in the school. Accordingly, no devotional exercises or displays of a religious character will be permitted at the school in the conduct of any program or activity under the jurisdiction of the school, nor shall instructional activities be permitted to advance or inhibit any particular religion or religion generally.

An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the scholars, instruction about the religions of the world.

The Board of Directors (School Board) and school administration acknowledge the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the school. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the scholars of the school, not for its conformity to religious principles. Scholars should receive unbiased instruction in school so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

Accordingly, no scholar shall be exempted from attendance in a required course on the grounds that the instruction therein interferes with the free exercise of their religion.

School Prayer

Any other policy of this school notwithstanding, the school shall not prevent a scholar from participating in or deny a scholar the ability to participate in constitutionally protected prayer.

20 U.S.C. §7904(b); NCLB §9524(b)

RIGHTS OF INDIVIDUALS WITH DISABILITIES

It is the policy of the school that no otherwise qualified person shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the school.

As used in this policy, “individual with a disability” means a person who has, had, or is regarded or was regarded as having, a disabling condition; “disabling condition” means a physical or mental impairment that substantially limits one or more of a person’s major life activities and includes specific learning disabilities.

Notice of the school’s policy on non-discrimination in employment and education practices shall be given in this Policy manual, posted in the school, and published in any school statement regarding the availability of employment positions or special education services.

Employment

No employee or candidate for employment shall be discriminated against in recruitment, employment, promotion, training, or transfer solely because of their disabling condition.

No candidate for employment shall be required to answer a question regarding a disabling condition and no such candidate will be discriminated against on the basis of a disabling condition that is not directly related to the essential functions of the position for which they have applied.

Reasonable modifications in scheduling and the allocation of duties, not directly affecting the instructional program, shall be made to accommodate employment conditions to the needs of individuals with disabilities.

Facilities

Barrier-free access to school facilities or an alternative means of providing services shall be provided as required by law so that no individual with a disability is excluded from participation in a school program solely by reason of their disability. The school will comply with the building, program, and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Program

All reasonable efforts shall be made to serve the school's special needs children eligible for special education and/or related services in accordance with the school's Special Needs Policy. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier-free facilities comparable to those provided for non-disabled scholars. To the maximum extent appropriate to the scholar's disability, a disabled scholar shall be placed in an educational setting with non-disabled or less severely disabled scholars.

No scholar will be denied, because of their disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the scholars of the School.

The due process rights of disabled scholars and their parents will be rigorously enforced.

Section 504

It is the intent of the school to ensure that scholars who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended (29 USC 794), are identified, evaluated, and provided with appropriate educational services. Scholars may be identified as handicapped under Section 504 even though they are not eligible to receive services under the Individuals with Disabilities Act.

The Intervention Specialist or their designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

Procedures

The School shall annually adopt procedures for the Education of Children with Disabilities as approved by the Ohio Department of Education Office of Exceptional Children.

20 USC 1412; 34 CFR 300.220.

Positive Behavior Intervention and Seclusion & Restraint

The school has adopted the State of Ohio's policy for the use of positive behavior intervention supports and the use of restraint and seclusion.

OAC 3301-35-15

HOMELESSNESS POLICY

The Board believes that all school-aged scholars, including homeless scholars, have a basic right to equal educational opportunities. Accordingly, the school must enroll each homeless scholar in the school determined to be in the scholar's best interest. A homeless scholar or individual is defined as an individual who lacks fixed, regular, and adequate nighttime residence and who has a primary nighttime residence that is:

1. A supervised, publicly or privately operated emergency or transitional shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill);
2. An institution that provides a temporary residence for individuals intended to be institutionalized;
3. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
4. A hotel, motel, car, campground, public spaces, abandoned buildings, or similar settings; or
5. Sharing the housing of another family due to loss of housing, economic hardship or similar reasons.

In compliance with the McKinney-Vento Homeless Assistance Act, the school must make school placement determinations on the basis of the best interest of the scholar. To the extent feasible, homeless scholars are kept in the school of origin unless doing so is contrary to the wishes of the scholar's parent/guardian.

The Board ensures that:

1. It reviews and revises Board policies and regulations to eliminate barriers to the enrollment, retention and success in school of homeless scholars;
2. The school does not segregate homeless scholars into separate schools or separate programs within a school based on the scholar's status as homeless;
3. The enrollment officer ensures that homeless scholars enroll and succeed in school; and

4. Homeless scholars are provided with transportation services that are at least comparable to the service provided to non-homeless scholars.

The school ensures compliance with the sub grant and coordinates services for homeless scholars with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act. To the extent feasible, the school complies with requests made by parents regarding school placement regardless of whether the scholar lives with the homeless parent(s) or is temporarily residing elsewhere. A scholar who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

The school complies with the Ohio Department of Education's Plan and State and Federal laws for the education of homeless children and youth.

CHILD ABUSE AND NEGLECT

Because of their sustained contact with school-age children, teachers and other school employees are in a position to identify abused or neglected children. The school requires that every teacher, counselor, psychiatrist, nurse, or administrator complete at least four hours of in-service training in child abuse prevention, violence, substance abuse, and the promotion of positive youth development within two years of commencing employment in the school, and every five years thereafter. The school shall maintain records of staff participation in in-service child abuse detection.

To comply with Section 2151.421 of the Ohio Revised Code, any school teacher, school employee, employee assigned to the school, or school authority who knows or suspects that a scholar under eighteen years of age (or a mentally retarded, developmentally disabled, or physically impaired scholar under twenty-one (21) years of age) has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the scholar shall immediately report that knowledge or suspicion, by telephone or in person, to the local county Children's Services Board or, if the scholar is not a resident of the local county, to the public children's services agency or a municipal or county police officer of the county in which the scholar resides. They shall also notify the Dean(s), Principal(s), and Head(s) of School.

If the agency or officer receiving the report requests a written report, the Dean(s), Principal(s), and Head(s) of School shall provide a written report containing the following information:

1. The names and addresses of the scholar and the scholar's parents or the person or persons having custody of the scholar, if known;
2. The scholar's age and current condition;
3. The nature and extent of the scholar's known or suspected injuries, abuse, or neglect, or of the known or suspected threat of injury, abuse, or neglect, including any evidence of previous injuries, abuse, or neglect; and
4. Any other information that might be helpful in establishing the cause of the known or suspected injury, abuse, or neglect, or of the suspected threat of injury, abuse, or neglect.

In addition, the Dean(s), Principal(s), and/or Head(s) of School or their designee may take color photographs of areas of trauma visible on the scholar and include them with the written report.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. Information concerning alleged child abuse of a scholar is confidential information and is not to be

shared with any unauthorized person. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

The Dean(s), Principal(s), Head(s) of School, or their designee should be mindful of the possibility of physical or mental abuse being inflicted on a scholar by an employee. Any such instances, whether real or alleged, should be reported to the Dean(s), Principal(s), and/or Head(s) of School, who will investigate and take appropriate action in accordance with Board directives.

Anyone making a report under 2151.421 of the Ohio Revised Code is presumed to be acting in good faith and is immune from any civil or criminal liability that might otherwise result from making the report. A report made under this section is confidential as set forth in 2151.421 of the Ohio Revised Code. No person may disclose the contents of any report made under this section except as provided above.

Failure to make a report required by this section, or unauthorized disclosure of the contents of a report made under this section, may result in disciplinary action against the employee.

R.C. 2151.421; R.C. 3319.073; OAC 3301-57-01.

MISSING CHILD POLICY

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

A scholar, at the time of initial entry into school, shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to them which were maintained by the school which they most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. an attested transcript of the certificate of birth;
3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
4. an attested transcript of a hospital record showing the date and place of birth of the child; or
5. a birth affidavit.

If the scholar does not present copies of the required documents, the principal shall call the school from which the scholar transferred and request the information. If that district has no record on file of the scholar or if that district does not send the records within a reasonable time the principal shall notify the police department having jurisdiction in the area where the scholar resides of the possibility that the scholar might be a missing child.

The primary responsibility for supervision of a scholar resides with their parent(s)/guardian(s). The staff provides as much assistance as is reasonable to parents/guardians with this responsibility.

ORC 109.65; 2901.30; 3313.672; 3313.96; 3319.321; 3319.322; 3321.12

MEDIA RELEASE POLICY

Over the course of the school year, opportunities arise to provide positive publicity and information about our school and scholars to the general public or specific audiences. The school may receive requests from the news media or professional persons to interview, photograph, and/or film scholars for news publications, television or radio broadcasts, or for educational information and training or various publications and brochures printed by the school. Permission is needed for your child to be the subject of any news media publicity or for educational information.

By granting this permission, The Genesis School, including its employees and contractors, are released from all claims resulting from the use and editing of your scholar's image, voice, or name, and the use, sale, editing, and release to media outlets. This permission remains valid for all media projects occurring during the school year in which the form is signed. You may revoke this permission by completing a new media release form at your campus.