



# **Student Handbook 2022-2023**

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### **School Mission Statement**

To create an educational experience through positive relationships that empowers every person the opportunity to overcome personal challenges and pursue one's unique goals.

### **School Goals**

1. Meet the Needs of the Whole Student
2. Create a Productive, Safe, Orderly, and Nurturing Environment
3. Support Students to Graduate and Succeed
4. Promote Quality Instructional Leadership and Effective Communication
5. Maintain High Expectations for Achievement and Success
6. Ensure Student Progress by Monitoring Academic Performance
7. Build Positive Home to School and School to Community Relationships

### **Hours of Operation**

Townsend Community School will be open on Mondays, Tuesdays, Thursdays, and Fridays from 8:00 PM - 3:00 PM, and on Wednesday from 8:00 AM - 6:00 PM. Townsend Community School will be open during the summer as well on Tuesday - Thursday from 9:00 AM - 2:00 PM.

### **Inclement Weather**

If the Margaretha Local School District is closed due to inclement weather or an emergency, TCS will also be closed for the day. If Margaretha has a two-hour delay, TCS bus routes will also run on a two-hour delay schedule. If a student's district of residence closes due to inclement weather, TCS will not run a bus route to that town that day. Closings and delays will be communicated on the school's Facebook page, along with notifications through OneCall or Final Forms. Anytime school is closed, students will still be responsible for their attendance hours remotely from home that day.

### **Food Service**

Breakfast will be available to students at approximately 8:00 AM and lunch will be available to students at approximately 11:30 AM.

In accordance with Federal civil rights law and the U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information

may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, S.W.  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7742; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

### **Emergency Parental Notification System**

As a precautionary measure, the School has developed an Emergency Management Plan to assist personnel in responding to various potential, though unlikely, crisis/emergency situations. In the event that a manmade or natural crisis occurs, PLEASE DO NOT CALL THE SCHOOL DIRECTLY. Calling the School may block telephone lines and cause delays in the School's ability to access emergency rescue services. Notifications to parents will be made through: local news station, One Call, and/or Final Forms. Once students are safe and secure, parents will be contacted by School personnel with procedures to release students.

### **Grading Scale**

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
64 - 66	D
60 - 63	D-
Below 60	F

### **Notice Concerning State-Prescribed Testing And Compulsory Attendance Law**

The Townsend Community School is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the administrative code shall no longer be excused for that purpose

upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.

### **Admission and Lottery Standards**

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as “at risk” in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have first preference for a position;
- Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School’s total enrollment.

### **Enrollees Suspended or Expelled Elsewhere**

The School has the authority to recognize and honor the disciplinary suspensions and expulsions imposed by other public schools. A student who has been suspended or expelled from another school district in Ohio may be denied admittance at the School for a period equal to the period of the original suspension or expulsion. The student will be provided an opportunity for a hearing before admittance is denied.

If the student has been expelled or otherwise removed for disciplinary purposes from a public school in another state, the School may deny admittance for the shorter of (1) the period of such expulsion or removal or (2) the period of expulsion or removal which would have been applied had the student committed the same offense in Ohio. Prior to denial of admission, the student will be given an opportunity for a hearing.

## **Attendance/Truancy/Withdrawal**

### **General Policy**

Students enrolled in the School must attend School regularly in accordance with the laws of the State.

Students are responsible for completing at least 26 hours of instruction per week through some combination of online and in-person learning, which must include at least 13 hours of in-person instruction at a School facility per week. Students are required to establish flexible schedules at the start of each semester to determine approximately how they will complete 13 hours of in-person instruction within the established school hours. Missed in-person instructional hours must be made-up at another time during the week.

### **Excused Absences**

Absences due to the following will be excused; however, assignments and time missed due to any absence, whether excused or unexcused, is required upon return.

1. Personal physical illness such as to prevent attendance at School.
2. Personal mental illness such that the student will not benefit from instruction.
3. Illness in the family if a student is age fourteen or older.
4. Quarantine of the home.
5. Death in the family.
6. Observance of religious holidays.
7. Court subpoena.
8. Necessary work at home due to absence of parents/guardians.
9. Instruction at home from a person qualified to teach the branches of education in which instruction is required.
10. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
11. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of 4 days per school year. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for 4 or more consecutive school days, classroom teachers must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.
12. Any instance in which complications to attendance arise due to COVID-19 pandemic, including but not limited to illness or symptoms, technical difficulties for at-home access, limited availability of parental transportation due to COVID-19, or other circumstances which in the judgment of the School constitutes good and sufficient cause for absence.

When a student will be absent, a parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session. If a parent fails to call the School, School personnel will attempt to call the parent to inform him/her of the student's absence. In those cases where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence. Shortly following the absence, the student must provide to the School a written statement, email, or verbal confirmation by phone from a parent of the cause for absence, or the absence will be considered unexcused. The Superintendent or his/her designee reserves the right to verify such statements and to investigate the cause of each individual absence.

All attendance requirements may be subject to changes set forth in the School's Remote Learning Plan as applicable.

#### Withdrawal

A student will be automatically withdrawn if the student fails to participate in 72 consecutive hours of learning hours of learning opportunities without excuse. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Superintendent or his/her designee.

#### Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences shall be grounds for disciplinary action in accordance with the Student Code of Conduct.

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

#### Truancy

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

A student is excessively absent from school if a student is absent from the School for nonmedical reasons without legitimate excuse for thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate nonmedical excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

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

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

### **Student Leaving School Grounds**

Once a student signs out and leaves TCS, they are done for the day. Students may not come back to TCS that day, unless they have a signed note from a parent/guardian that gives them permission to leave for a medical appointment or another approved circumstance.

### **Academic Integrity Policy**

Notwithstanding any contrary policies or procedures within the Student Code of Conduct, students who do not demonstrate academic integrity in their courses may be subject to the following:

**1<sup>st</sup> Offense:** A new version of the exam covering the same course content must be completed in the presence of a TCS staff member. Conversation between the administration, teacher, and student will occur. In the conversation, it will be communicated that if this behavior persists, the result may be additional consequences, including a potential expulsion from our school.


**2<sup>nd</sup> Offense:** Additional disciplinary action will take place as deemed appropriate by TCS administration.



### **STUDENT EXPECTATIONS**

The School has numerous resources available to assist students in progressing towards graduation requirements, including offering additional instructional and support services as needed. However, a failure to complete core curriculum requirements may result in a student's ineligibility to enroll in most Ohio state universities without additional coursework.


#### **I. Curriculum Requirements for Students Entering Ninth Grade for the First Time on or after July 1, 2010.**


<b>CURRICULUM REQUIREMENTS</b>	<b>STATE MINIMUM</b>	<b>ADDITIONAL LOCAL CREDITS</b>	<b>CREDITS EARNED TO DATE</b>	<b>CREDITS REMAINING</b>	<b>HONORS DIPLOMA CREDITS</b>
English Language Arts	4 units	_____	_____	_____	_____
Health	½ unit*	_____	_____	_____	_____
Mathematics	4 units**	_____	_____	_____	_____
Physical Education	½ unit***	_____	_____	_____	_____
Science	3 units ****	_____	_____	_____	_____
History & Gov.	1 unit*****	_____	_____	_____	_____
Social Studies	2 units *****	_____	_____	_____	_____
Electives	5 units *****	_____	_____	_____	_____

 The half Health unit shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health.

  Math units shall include 1 unit of algebra II or the equivalent of algebra II, or, 1 unit of advanced computer science+ after signing and submitting a letter of understanding of the impact of such a course selection on college admissions. However, students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track shall not be required to take algebra II or advanced computer science and instead may complete a career-based pathway mathematics course as an alternative.



\*\*\* For those schools that have adopted a physical education waiver policy, Any student who, during high school, has participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons, or has participated in the junior reserve officer training corps (JROTC) for at least two (2) full school years, shall not be required to complete any physical education course as a condition to graduate. In lieu of a physical education course, the student shall be required to complete one-half (1/2) unit, consisting of at least sixty (60) hours of instruction, in another course of study. Credit received for participation in the JROTC may be used to satisfy the requirement to complete one-half (1/2) unit in another course of study.

\*\*\* Science units shall include inquiry based laboratory experiences, and shall include 1 unit of physical science, 1 unit of life science, 1 unit of advance study in one or more of the following sciences: chemistry, physics, or physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science; or computer science<sup>+</sup>. No student shall substitute a computer science course for a life science or biology course.

\*\*\*\*\* The 1 History unit shall include a half unit of American History and a half unit of American Government. For students who enter ninth grade for the first time on or after July 1, 2012, these half units shall include the study of: the Declaration of Independence; the Northwest Ordinance; the Constitution of the United States with an emphasis on the Bill of Rights; and the Ohio Constitution. Study of American History and American Government shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist Papers to establish the historical background leading to the establishment of the provisions of the Constitution and the Bill of Rights.

\*\*\*\*\* The School shall integrate the study of economics, financial literacy, and entrepreneurship into one or more existing social studies credits or into the contents of another class so that every high school student receives instruction in these concepts. Beginning with students who enter ninth grade for the first time on or after July 1, 2017, the 2 Social Studies units shall include at least a half unit of instruction in the study of world history and civilizations.

\*\*\*\*\* Elective units may consist of the combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, which may include computer science<sup>+</sup>, agricultural education, a junior reserve officer training corps program, or English language arts, mathematics, science, or social studies courses not otherwise required. Each student must complete two semesters or the equivalent of fine arts to graduate from high school. This coursework may be completed in grades 7 through 12; however, if completed in grade 7 or 8, the course must be taught by a person with a valid high school teaching license, and the course has been designated by the Board as meeting the high school curriculum requirements.

<sup>+</sup> If a student applies more than one computer science course to satisfy curriculum requirements, the courses shall be sequential and progressively more difficult or cover different subject matter within the area of computer science.

A student who enters ninth grade on or after July 1, 2010, and before July 1, 2016, may qualify for graduation even though the student has not completed the Ohio core curriculum if:

1. During the student's third year of high school both the student and parent sign and file with the School a written statement asserting consent to the student graduating without completing the Ohio core curriculum and acknowledgment that a consequence of not completing the Ohio core curriculum is ineligibility to enroll in most Ohio state universities without additional coursework;
2. The student and parent fulfill any additional procedural requirements mandated by the

School to ensure informed consent has been given;

3. The student, parent, and a representative of the School jointly develop a student success plan for the student that specifies the student matriculating to a two-year degree program, acquiring a business and industry- recognized credential, or entering an apprenticeship;
4. The student receives counseling and support from the School relating to the student success plan during the remainder of the student's high school experience; and
5. The student successfully completes the curriculum requirements listed above for students entering the ninth grade for the first time before July 1, 2010, or if the student entered ninth grade for the first time on or after July 1, 2014, the student must successfully complete the curriculum requirements listed above for students entering the ninth grade for the first time before July 1, 2010 allowing for the following modifications:
  - a. 4 units of Mathematics, with one unit on probability and statistics, computer programming, applied mathematics or quantitative reasoning, or any other course approved by ODE for such purposes;
  - b. 5 elective units;
  - c. 3 units of Science, with one unit of biological sciences and one unit of physical science, which shall include inquiry based laboratory experiences.

#### **I. Graduation Tests Requirements.**

##### **For Students Who Need to Pass the Ohio Graduation Tests (OGT):**

###### **A) Notify student and parents about:**

- Importance of earning a diploma
- Need to meet both testing and curriculum requirements to earn a diploma
- Any additional local graduation requirements
- District's policy about participation in commencement ceremony

###### **B) How to access information (test blueprints, previous tests) on the web about OGT:**

- <http://www.ode.state.oh.us> and enter *OGT* in the search box

###### **C) OGT test administrations before graduation:**

- Spring of 10<sup>th</sup> grade
- Summer between 10<sup>th</sup> and 11<sup>th</sup> grade (optional)
- Fall and spring of 11<sup>th</sup> grade
- Summer between 11<sup>th</sup> and 12<sup>th</sup> grade (optional)
- Fall and spring of 12<sup>th</sup> grade

###### **D) How to access previous graduation tests:**

- *OGT Reading and Mathematics*
- <http://www.ode.state.oh.us> and enter *previous OGT tests* in the search box

##### **For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time Prior to July 1, 2019:**

- A) Students must take seven end-of-course State Tests
- B) For each of the seven end-of-course tests, a student must earn a minimum of 18 out of a maximum total of 35 possible points towards graduation overall from all tests. Students are scored between one and five points per test.

Students taking Advanced Placement or International Baccalaureate courses in American history or American government may take tests specially designed for these courses instead of the state end-of-course test to avoid double testing. Similarly, students taking College Credit Plus courses in these subjects will use their course grade, not end-of-course test points, to determine their points earned towards graduation.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time on or after July 1, 2019:

- A) Students must take five end-of-course State Tests (or six if required by the Ohio Department of Education).
- B) Only passage of the end-of-course tests for English language arts II and Algebra I shall be required for graduation. The school shall offer remedial support to any student who fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations. Following the first administration of the exam, if a student fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations that student must retake the respective examination at least once.

**I. Alternative Way to Meet the Testing Requirements.**

For Students Who Need to Pass the Ohio Graduation Tests (OGT): A student may meet the testing requirements for passing all five Ohio Graduation Tests if he/she meets ALL of the following criteria:

- Passes 4 of the 5 tests and has missed passing the 5<sup>th</sup> test by no more than 10 points;
- Has a 97% attendance rate, excluding any excuses absences, through all four years of high school and must not have had an expulsion in high school;
- Has at least a grade point average of 2.5 out of 4.0 in the courses of the subject area not yet passed;
- Has completed the high school curriculum requirements;
- Has participated in any intervention programs offered by the school and must have had a 97% attendance rate in any programs offered outside the normal school day; and

Has letters recommending graduation from the high school principal and from each high school teacher in the subject area not yet passed.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time Prior to July 1, 2019: A student shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

- Earn a remediation-free score in English, mathematics, and reading on the ACT or SAT;
- Attain a score that demonstrates workforce readiness and employability WorkKeys assessment;
- Satisfy all diploma conditions required for students entering ninth grade for the first time on or after July 1, 2019.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time Prior to July 1, 2019: A student shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

- Demonstrate competency in the failed subject area (ELA II or Algebra I) through one of the following options:
  - a. Earn course credit in the failed subject area through the College Credit Plus program;
  - b. Complete two of the following options, one of which must be foundational:
    - i. Foundational options to demonstrate competency:
      - Earn a score of proficient or higher on three or more state technical assessments in a single career pathway;
      - Obtain an industry-recognized credential;
      - Complete a pre-apprenticeship or apprenticeship in the student's chosen career field; or
      - Provide evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen years of age or older;
    - ii. Supporting options to demonstrate competency:
      - Complete two hundred fifty hours of a work-based learning experience with evidence of positive evaluations;
      - Obtain an OhioMeansJobs-readiness seal; or
      - Attain a workforce readiness score, as determined by the department of education, on the nationally recognized job skills assessment selected by the state board.
  - c. Provide evidence that the student has enlisted in a branch of the armed services of the United States.

For any students receiving special education and related services, the individualized education program developed for the student under that chapter shall specify the manner in which the student will participate in the assessments administered above.

**V. Diploma Seal Requirements for Students Entering Ninth Grade for the First Time on or after July 1, 2019.**

Earn at least two of the state diploma seals, at least one (1) of which shall be a State-designed seal:

- a. State-designed Seal:
  - i. Biliteracy seal;

- ii. OhioMeansJobs-readiness seal;
- iii. One of the following seals:
  - An industry-recognized credential seal;
  - A college-ready seal;
  - A military enlistment seal;
  - A citizenship seal;
  - A science seal.
  - An honors diploma seal; or
  - A technology seal.
- b. Local-designed Seal:
  - i. A community service seal;
  - ii. A student engagement seal; or
  - iii. Fine and performing arts seal.

### **Child Find**

The School must establish and implement procedures to identify, locate and evaluate children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during this process

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the School and a copy in his or her native language will be provided.

### **Identification Activity**

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing within the School's geographic boundaries, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education can be made available. The types of disabilities that, if found, cause a child to need services are a cognitive disability (mental retardation), a hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, by reason thereof, the disabled child needs special education and related services.

The School is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior, \_\_\_\_\_ [insert additional child find

activities performed by the School]. Input from parents/guardians is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents/guardians give permission for their child to be evaluated.

### Confidentiality

If after screening a disability is identified, upon parent/guardian permission the child will be evaluated. A written record of the results is called an education record, which is directly related to the child and is maintained by the School. These records are considered personally identifiable to the child.

The School will gather information regarding the child's physical, mental, emotional and health functioning through testing and assessment, observation of the child, as well as through review of any records made available to the School through the child's physician or other providers of services.

The School protects the confidentiality of personally identifiable information. The School will inform the parent/ guardian when this information is no longer needed to provide educational services to the child and will destroy the information at the request of the parent/guardian.

The parent/guardian of the child has a number of rights regarding the confidentiality of the child's records. The parent/guardian has the right to inspect and review any education records related to the child that are collected, maintained, or used by the School. The School will comply with a request to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (IEP meeting), and before a hearing should there be a disagreement about how to educate the child who needs special education. In no case, may the school take more than 45 days to furnish the opportunity to inspect and review the child's records.

The parent/guardian has the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent exercising the right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, the School will provide a list of the types and the location of education records collected, maintained, or used by the agency.

The parent/guardian has the right to request amendments on their child's education records that they believe are inaccurate or misleading, or violate the privacy or other rights of the child. The School will decide whether to amend the records within a reasonable time of receipt of the request. If the School refuses to amend the records, the parent/guardian will be notified of the refusal and right to a hearing.

Parent/guardian consent is required before personally identifiable information contained in a child's education records is disclosed to anyone other than officials of the School collecting or

using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the School, upon request, discloses records without consent, to officials of another School in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent/guardian with regard to confidentiality of personally identifiable information is transferred to the student.

Complaints alleging failures of the School with regard to confidentiality of personally identifiable information may be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

The School will be providing ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact the School.

### **Scholarship Programs For Students With Disabilities**

Your child may be eligible for a scholarship under the Autism Scholarship Program or the Jon Peterson Special Needs Scholarship Program to attend a special education program that implements the child's individualized education program and that is operated by an alternative public provider or by a registered private provider. Information on scholarship programs is available from the Ohio Department of Education (ODE) website at [www.education.ohio.gov](http://www.education.ohio.gov).

- For information on the Autism Scholarship Program, search *Autism Scholarship Program*.
- For information on the Jon Peterson Special Needs Scholarship Program, search *Jon Peterson Scholarship*

For additional information or questions on these scholarship programs, contact:

Office of Nonpublic Educational Options  
(614) 466-5743  
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### **Ways to Turn In Work**

Student work will be turned in electronically through the School's Virtual Learning Academy (VLA). Students involved in CBI will submit work hours by turning in copies of their pay stubs.

### **Assessments & Retakes (Classroom-Based or Demonstrated Mastery)**

Students are required to turn in completed assessments online in VLA each week that align with their 26 hours of academic time. A passing grade is 70% or higher, and each assessment must be passed to earn credit for the class. Students who do not earn a passing score on an assessment will be provided a retake assessment, and the student can have another chance to master the material. Grades may be viewed anytime in VLA.

### **College Credit Plus Program**

Townsend Community School recognizes the value to students and to the school for participation in programs offered by accredited colleges and universities. Any student (grades 7-12) may enroll in the post-secondary enrollment options program. A student participating in the program shall elect one of two tracks:

**Option A** - Elect to receive only college credit, in which case the cost of attending the college courses is borne entirely by the student and his/her parent.

**Option B** - Elect to receive both college and high school credit, in which case the student's attendance will be subsidized by direct payments to the college out of the school's foundation funds. If the school provides its own transportation to students, reimbursement for transportation costs may be available. There are a number of advantages and possible consequences in the program as well as a number of restrictions and requirements. For a complete explanation, have your student contact the Principal.

### **Behavior**

Disruptive behavior will not be tolerated. Disruptive behavior will be handled in accordance with the School's Student Code of Conduct. Townsend Community School strives to be a place where all students can expect an atmosphere of acceptance and learning.

### **Respect Philosophy**

Townsend Community School is a unique non-traditional school that will have a unique non-traditional respect policy. Students in our school will be required to behave in school facilities and on school buses in an appropriate school manner. Profane language, disrespect and insubordination; tobacco and drugs; and cheating, will be dealt with fairly and firmly. Each specific student respect incident is different and consequences will be administered on a case-by-case basis consistent with the School's Code of Conduct. Consequences may include, but are not limited to: a conference with the Principal, bus privilege suspensions, learning center suspensions, or expulsions from Townsend Community School.

Townsend Community School will be proactive in their approach and dealings with students. Research clearly shows that *students respond better to positive reinforcement for proper*



*behavior* than they do to negative reinforcement for improper behavior. Our goal will be to create a positive atmosphere where students must discipline themselves in a proper manner. Therefore, staff members will strive to create positive environments where students will be motivated to discipline themselves in keeping school rules and teacher instructions.

***Purpose of the Respect Policy:***

The purpose of the respect policy at Townsend Community School is to foster self-discipline so that students may attend school in a safe, positive, and orderly environment where no one is impeded from learning.

***Goals of the Respect Policy:***

1. All staff members will target student behaviors that impede a safe and orderly learning environment and seek solutions that will bring about meaningful change in student behavior.
2. All staff members will seek to anticipate discipline problems and take measures to prevent them before they develop.
3. Our program will foster a safe and positive atmosphere where students respect themselves, their peers, and all staff members.
4. Our staff will seek to identify and resolve system-related problems that affect school discipline.

**Positive Behavioral Interventions and Supports, Seclusion, and Restraint**

This policy governs the use of positive behavioral methods and emergency safety interventions including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

**Definitions**

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes, or other sensory stimuli such as climate control, lighting, and sound.

Behavior Intervention Plan: a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain the behavior, by strengthening replacement skills, teaching new skills, and providing positive behavior intervention and supports and services to address the behavior.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement that is not (A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

De-escalation techniques: are strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening, violent, and disruptive behavior before a crisis occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process used to describe the function or purpose that is served by a student's behavior. Understanding the function that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint: (A) any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose; and (B) does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including: (1) restraints for medical immobilization; (2) adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or (3) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary, physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from student's possession; (C) to calm or comfort; (D) to assist a student in completing a task if the student does not resist the contact; or (E) to prevent a threat to the immediate safety of the student or others.

Positive Behavior Interventions and Supports ("PBIS"): (A) a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students, and (B) that encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminishes reoccurrences of challenging behaviors, and teaches appropriate behavior to students.

Positive Behavior Interventions and Supports Leadership Team: the team at the School that plans, coaches and monitors implementation on PBIS. The team may include the a School administrator, teacher representatives across grade levels, and staff able to provide behavioral expertise, and other representatives identified by the district or school such as bus drivers, food service staff, custodial staff, and paraprofessionals.

Prone Restraint: physical or mechanical restraint while the student is in a face down position.

Seclusion: involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus driver, related service providers, nursing staff, or other School staff who interact directly with students.

Timeout: a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

### **Creation of Positive Behavioral Intervention and Supports**

The School shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement. The School's PBIS framework includes all of the following:

- A. A decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students;
- B. Data-based decision making to select, monitor, and evaluate outcomes, practices, and systems;
- C. Evidence-based practices along a multi-tiered continuum of supports;
- D. Systems that enable accurate and sustainable implementation of practices; and
- E. Progress monitoring for fidelity and target outcomes.

The School's implementation of its PBIS framework includes:

- A. Explicit instruction of school-wide behavior expectations;
- B. A consistent systems of acknowledging and correcting behaviors;
- C. Teaching environments designed to eliminate behavior triggers; and
- D. Family and community involvement.

### **Prohibited Practices**

The following are **prohibited under all circumstances**, including emergency safety situations:

- A. Prone restraint;

- B. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
  - i. involves the use of pinning down a student by placing knees to the student's torso, head, or neck;
  - ii. uses pressure point, pain compliance, or joint manipulation techniques; or
  - iii. otherwise involves techniques that are used to unnecessarily cause pain.
- C. Corporal punishment;
- D. Child endangerment as defined in R.C. 2919.22;
- E. Deprivation of basic needs;
- F. Seclusion or restraint of preschool students (if any);
- G. Mechanical or chemical restraints;
- H. Aversive behavioral interventions;
- I. Seclusion of students in a locked room or area; or
- J. Any physical restraint that obstructs the student's airway or impacts the student's primary mode of communication.

Staff must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- B. Continually observe the student in restraint and/or seclusions for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use verbal and on-verbal communication strategies and research based de-escalation techniques in an effort to help the student regain control;
- D. Remove the student from physical restraint and/or seclusion immediately when the immediate risk of physical harm to self or others has dissipated;
- E. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. Complete all required reports and document staff observations of the students.

### **Restraint**

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective intervention is possible. Physical restraint must be performed by trained staff, except in the case of an unavoidable emergency situation.

Physical restraint may not be used for punishment, discipline, or as a substitute for other less restrictive means of assisting a student in regaining control, and should be used only as a last resort.

### **Seclusion**

Seclusion may be used as a last resort for the student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention available.

Seclusion shall not be: used for punishment or discipline; as a substitute for an education program; as a substitute for inadequate staffing, or for staff training in PBIS frameworks and crisis management; for the convenience of staff; as a means to coerce or retaliate; in a manner

that endangers the student; or, as a substitute for other less restrictive means of assisting the student in regaining control reflective of the cognitive, social, and emotional levels of the student.

The room or area used for seclusion cannot be locked, and must allow for the student to exit the area should the staff become incapacitated or leave the area. The room or area must also provide for adequate space, lighting, ventilation, and the ability to observe the student. The student must be under constant supervision by staff trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

### **Multiple Incidents and Functional Behavioral Assessment**

For students eligible for special education per the Individuals with Disabilities Education Act ("IDEA") or who have a Section 504 Plan, the School shall convene the IEP team or Section 504 team within ten (10) school days after the third incident of seclusion or physical restraining in a school year. The IEP team or Section 504 team will consider the need to conduct a functional behavioral assessment ("FBA"). If necessary, this FBA should be followed by a behavioral intervention plan ("BIP"), or an amendment to an existing BIP, that incorporates appropriate positive behavioral interventions.

### **Training and Professional Development**

The School PBIS Leadership Team or other qualified training shall train all staff working with students at least every three (3) years on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. Professional development will include:

- A. An overview of PBIS;
- B. The process for teaching behavioral expectations;
- C. Data collection;
- D. Implementation of PBIS with fidelity;
- E. Consistent systems of feedback to students for appropriate behavior and corrections; and
- F. Consistency in discipline and disciplinary referrals.

The School shall also ensure that an adequate number of personnel in each building are trained annually in crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion, and that their training is kept current. The minimum training requirements include:

- A. Proactive measures to prevent the use of seclusion or restraint;
- B. Crisis management;
- C. Documentation and communication about the restraint or seclusion with appropriate parties;
- D. The safe use of restraint and seclusion;
- E. Instruction and accommodation for age and body size diversity;
- F. Directions for monitoring signs of distress during and following physical control; and

- G. Debriefing practices and procedures.

Training must include face-to-face training and allow for a simulated experience of administering and receiving physical restraint. The School shall maintain documentation that includes the following:

- A. The name and position of each person who completed training;
- B. The name, position, and credentials of each person who provided the training;
- C. When the training was completed; and
- D. What protocols, techniques, and materials were included in training.

Student personnel will be trained to perform the following functions:

- A. Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- B. Use preventative assessments that include at least the following:
  - i. A review of existing data;
  - ii. Input from parents, family members, and students; and
  - iii. Examination of previous and existing behavior intervention plans.

### **Required Data and Reporting**

Staff must document each use of seclusion or restraint and report it to the building administration and the parent immediately. A written report of the incident must be created, given to the parent within twenty-four (24) hours of the incident, and placed in the student's file. This report is subject to the Family Educational Rights and Privacy Act.

The School shall report information concerning its use of seclusion and restraint annually to, and as requested by, the Ohio Department of Education.

The School shall give notice of this policy to parents annually, and shall post this policy on its website.

### **Monitoring and Complaint Procedures**

The School shall review this policy on an annual basis.

A Parent may submit written complaints regarding an incident of seclusion or restraint to the School, and the Principal or his/her designee will investigate every complaint.

Parents may choose to file a complaint with the Ohio Department of Education, Office of Integrated Student Supports, in accordance with the complaint procedures established by the Department.

## **Dress Code**

Students must wear clothing that covers their shoulders to their knees, and is not transparent. Clothing should not contain references to tobacco, drugs, alcohol, nor contain inappropriate language. Students must also wear shoes or footwear. Clothing that is found to be disruptive to the school environment, may be deemed as a violation of the dress code, at the discretion of school staff and administration.

## **Student Code of Conduct**

All students are expected to conform to the Student Code of Conduct at School, on the School premises, at School activities or functions whether on or off the School premises (including at scheduled times at locations where staff are present) and on transportation to and from School, if paid for or provided by the School and are subject to the School's disciplinary process when they fail to do so. Students may also be subject to the School's disciplinary process for a violation of the Student Code of Conduct, regardless of where it occurs, if the misconduct is directed at School Staff or their property.

### **Progressive Discipline**

#### **First Level Offense**

1. Teacher explains or reviews class and School rules and warns the student of possible consequences.
2. Teacher applies appropriate in-school consequences.

#### **Second Level Offense**

1. Teacher applies appropriate consequences, including longer time-outs, or alternate areas for reflection, loss of privileges, detention, etc.
2. School will personally communicate the problem(s) with the student's parent(s).
3. School sends a written report home and a copy to the office.

#### **Third Level Offense**

If actions taken at Levels 1 – 2 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct, the Principal or his/her designee may suspend the student from School, not to exceed 10 School days.

#### **Fourth Level Offense**

If actions taken at Levels 1 - 3 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct, the highest level administrator of the School likened to a Superintendent may expel the student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the student is permanently excluded under Policy No. 273.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Principal and/or the highest level administrator of the School likened to a Superintendent.

### **Infractions and Likely Disciplinary Action**

	<b><u>DEFINITION</u></b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>
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Academic Misconduct	Plagiarizing, cheating, copying another's work or internet materials, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 1-4 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.
Dress Code Violations	Students must wear clothing that covers their shoulders to their knees, and is not transparent. Clothing should not contain references to tobacco, drugs, alcohol, nor contain inappropriate language. Students must also wear shoes or footwear. Clothing that is found to be disruptive to the school environment, may be deemed as a violation of the dress code, at the discretion of school staff and administration.	Change into school provided uniform for the day and return it at the end of the school day. Excessive dress code violations may result in additional consequences (Levels 2-3)		
Electronic and Other Communication Devices	If given approval to use electronic devices (cell phones, i-pods, ect.), devices may only be used in a manner deemed appropriate by school staff, based upon their classroom rules. Pictures, videos, or audio recordings are not to be taken at any time during the school day unless permission is granted from a	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.



	teacher and/or administrator. Taking pictures or videos in a restroom, locker room, or similar setting is strictly prohibited and a violation of this guideline may result in suspension or expulsion. This includes the recording of fights and other incidents within the building.			
Firearm	Bringing a firearm (or an item designed as a look-alike firearm or used in a threatening manner as though it was a firearm) to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion.	1 year mandatory expulsion.	1 year mandatory expulsion.
	Bringing a firearm (or an item designed as a look-alike firearm or used in a threatening manner as though it was a firearm) to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a firearm (or an item designed as a look-alike firearm or used in a threatening manner as though it was a firearm) at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang	Levels 1-3	Level 2-4	Level 3-4

	paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student. See also Gang Policy.			
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 1-2	Level 2 -3
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	Level 1-2 disciplinary action.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone and pager text messages, blogs, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Websites, and defamatory online personal polling Websites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.

	or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying.			
Knife	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Lying	Intentionally giving untrue communication.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarity	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students. See also Fighting Policy.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Minor Safety	Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: <ul style="list-style-type: none"> <li>• Talking during safety drills</li> <li>Running, pushing, yelling, or other inappropriate behaviors</li> <li>• Any inappropriate playground behaviors</li> <li>• Minor insubordination to adults</li> </ul>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.

Major Safety	<p>Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to Leaving the school building or grounds without permission</p> <ul style="list-style-type: none"> <li>• Other acts which could harm the student or others</li> <li>• Any act in violation of requirements for safety during the COVID-19 pandemic, including but not limited to failure to social distance or failure to wear a facemask, as established by the School administration, Board, or any requirements at alternate locations</li> </ul>	Level 2-4	Level 2-4	Level 2-4
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling, purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or events. See also Drugs and Alcohol.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Use of Tobacco on School Premises.	Level 1-2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 2- 4 disciplinary action.
School Property	<p>Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to:</p> <p>Defacing textbooks, library books, and other school materials</p> <p>Destruction or improper use of school computers, printers, or other technology</p> <p>Defacing/destruction of school property including desks, walls, lockers, etc.</p>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.

	<p>Failure to respect the property of other students, teachers, school personnel, etc.</p> <ul style="list-style-type: none"> <li>• Gum chewing on school property</li> <li>• Improper use of restrooms and/or supplies</li> <li>• Stealing</li> </ul>			
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Tardiness	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
Toys or Play Objects	<p>School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Bringing toys or distracting objects to school</li> <li>• Creating toys or distracting objects at school</li> </ul>	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also the Truancy Section.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.

Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.
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### **Transportation Discipline**

Bus suspensions (for bus riding privileges only, but not for suspension from School) may be imposed for any period of time as set forth in the School's Code of Conduct. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to appear before the Principal before a suspension is imposed.

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be held within seventy-two hours of the removal. Immediate removal is authorized when the Student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School's Code of Conduct. If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding Code of Conduct of the home school districts from which Students are being transported, in a central location in each School building, and make them available to Students or Parents upon request.

Suspensions or immediate removal from bus riding privileges of disabled students shall be accomplished in accordance with the laws governing suspension and expulsion of disabled students.

### **In-School Suspension**

A student may be required to serve an in-school suspension at the discretion of the Superintendent or his/her designee for misconduct or rules violation consistent with the Code of Conduct. In-school suspensions will be served in a learning environment and the student shall be permitted to complete any classroom assignments missed because of the suspension

### **Out of School Suspension**

Out-of-school suspension is removal of a student from school for a period of one (1) to ten (10) days. While students are suspended from school, they shall be afforded the opportunity to complete all of their classroom assignments missed due to the suspension. During suspension, students are not permitted to participate in extracurricular activities, be on any School property, or in any school buses. Appeal procedures are available at the front office upon request and are included in the notice of suspension.

The Principal must give written notice of the intention to suspend and the reason for the proposed suspension to the student. The student shall be given the right to appear at an informal hearing before the Principal to challenge the reasons for the intended suspension or otherwise explain.

If the parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the Principal within fourteen (14) school days of the written notice of suspension. The

Principal shall immediately forward this written appeal to the Board of Directors' appeal hearing designee.

### **Expulsion**

Expulsion is removal of a student from school for a period of eleven (11) to eighty (80) school days and in some instances, one (1) year. Students expelled from the School are not permitted to participate in extracurricular activities, be on any School property, or in any School buses. Expulsions may extend into the following school year.

The Superintendent shall provide the student and the parent written notice of the intent to expel. The student and the parent shall have an opportunity to appear on request before the Superintendent to challenge the expulsion or to otherwise explain the actions that led to the intended expulsion. The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision. A parent has the right to appeal the expulsion, which must be submitted in writing to the Superintendent within fourteen (14) school days of the written notice of expulsion. The Superintendent shall immediately forward this written appeal to the Board of Directors' Appeal hearing designee.

An expelled student will be provided with a date for re-entry.

### **WEAPONS – EXPULSION**

A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used or leased by the School, school extra-curricular or school related events). A student may be expelled for a period not to exceed one year for: 1) bringing a firearm to an inner-scholastic competition, an extra-curricular competition, and extra-curricular event, or any other school program or activity that is located at a school or on school property; 2) bringing a knife capable of causing serious bodily injury to the school, onto school property, or to an inner-scholastic competition, an extra-curricular event or any other program or activity sponsored by the school or which the school is a participant; 3) possessing a firearm or knife capable of causing serious bodily injury at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto School Property by another person; 4) committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property; or 5) making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.

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

Knife is defined as a cutting instrument consisting of a sharp blade or edge capable of causing serious bodily injury, not to include scissors, wire cutters, or other similar tools determined by the Principal to be necessary in the school setting at a particular building or grade level, if used only for the necessary purpose.

Parents must emphasize to the student(s) the seriousness of making a bomb threat or possessing a firearm or knife, or on school grounds, other property or to an activity under its jurisdiction.

### **Discipline/Suspension/ Expulsion of Disabled Students**

In matters relating to the disciplining of disabled students, the Board shall abide by Federal and State laws regarding suspension and expulsion.

### **Electronic Surveillance**

Townsend Community School uses electronic surveillance systems to monitor activity on school property and in school vehicles in an effort to protect the health, welfare, and safety of its students and staff, in order to maintain order and discipline on school property. Surveillance cameras may be used both inside and outside the building to assist in the security of students, staff and property. Cameras are not positioned in areas where individuals have a reasonable expectation of privacy.

Electronic surveillance recording may be used as evidence in any disciplinary proceedings, administrative proceedings, or criminal proceedings, and may become part of a student's education record, subject to Board rules, regulations and policies, and applicable law.

### **Vehicle Search Policy**

Motor vehicles driven by students to school and parked on school or sponsor property are subject to search by a school administrator on the basis of a reasonable suspicion. Dogs trained to detect the presence of drugs also may be present on school or sponsor property.

### **Use of Tobacco and Other Stimulants on School Premises**

The use of tobacco and some oral, stimulants, including betel nuts, present a health hazard that can have serious consequences both for the user and the nonuser and is, therefore, of concern to the School.

### **School Property**

There is no loitering on Margarettta Local Schools' property. Students are not to be on the Margarettta Local School District's elementary, middle or high school properties while school is in session, or at times of arrival/dismissal, unless prior arrangements have been made through both Townsend Community School and Margarettta Local Schools. Contact with Margarettta Local Schools' students during school hours, and during arrival/dismissal times, is prohibited. Townsend Community School students need to go directly to Townsend Community School during attendance times. Alcohol, tobacco, illegal substances, weapons, and firearms are prohibited on all school properties, including in parked vehicles on school or sponsor property.



### **Public Conduct on School Property**

The Board welcomes and encourages visits to School programs by parents, other adults, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including parents and volunteers, must report to the School office upon entering the School building and sign the guest register.

The School prohibits the possession of a weapon or other device designed to inflict serious bodily harm on School premises or on property being used by the School for School purposes. This restriction applies to visitors licensed to possess firearms unless serving as an authorized security officer or unless the Governing Authority has provided them with written authorization to convey or possess deadly weapons or dangerous ordnance in(to) the school safety zone.

No person shall assault, strike, threaten, or menace a teacher, instructor, or person in charge of a class of students, or any employee while in the performance of their duties, or disrupt, disturb, or interfere with any activity conducted in or on the School premises, or unlawfully assault, strike, threaten, menace, follow, pursue, or lay hands upon a student or other person in or on the School premises, or on the way to or from School or School-sponsored activity.

School officials have the authority to call a law enforcement officer if any individual violates this policy or other posted regulations, or does not leave School property when requested to do so.

The Principal or his/her designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults and/ or educators, to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School grounds or creates a disturbance, the Principal or his/her designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

### **Anti-Hazing Policy**

The School prohibits all acts of hazing. Hazing, like other violent and disruptive behaviors, is conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe and civil environment. **No person shall recklessly participate in the hazing of another. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.**

Hazing or hazing activity means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization, or any act to continue or reinstate membership in or affiliation with any student or other organization, that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse. For purposes of this 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.

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 Student, including leaders of student organizations, may plan, encourage or engage in any hazing activity. Students 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 are to be particularly alert to possible conditions, circumstances or events, which might include hazing. If hazing or planned hazing is discovered, involved students are informed by the discovering Staff member of the prohibition contained in this policy and are prohibited from participating or permitting hazing, and must end all hazing activities immediately. All hazing incidents are reported immediately to the Principal or his/her designee. Additionally, no administrator, employee, faculty member, teacher, consultant, or volunteer of the School who is acting in an official capacity shall fail to immediately report the knowledge of hazing to a law enforcement agency in the county where the hazing victim resides or where the hazing is occurring or has occurred.

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.

### **Gang Activity**

Students are prohibited from engaging in gang activities while at School, on School property, or at School-sponsored events.

As used herein the term “gang” means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.

The term “gang activity” shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on School grounds or while attending a School function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang.

### **Athletics**

Townsend Community School students may be eligible to play sports in their home district. If there is a desire to do this, the student must notify your assigned teacher at Townsend as soon

as possible so that curriculum arrangements can be made to be eligible to play. Participation in athletics is at the discretion of the home district and the Ohio High School Athletic Association requirements, not Townsend Community School.

### **Title I — Parent and Family Engagement**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Board and distributed to family of children receiving Title I services. The School will address and strive to achieve the following:

- A. involve family in the development of the School's Title I plans and in the development of support and improvement plans, if necessary;
- B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
- C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;
- D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
  - 1. identifying barriers to greater family participation;
  - 2. identifying the needs of family to assist with the learning of their children;
  - 3. identifying strategies to support successful school and family interactions; and
  - 4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;
- E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
- F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
- G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- H. communicate information concerning school performance profiles and their child's individual performance to family;
- I. assist family 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;
- J. provide timely responses to family questions, concerns, and recommendations;
- K. conduct other activities as appropriate to the Title I plan and state and federal requirements.

- L. convene an annual meeting at a convenient time to which all family 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 parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement;
- M. provide materials and training to help family work with students to improve achievement;
- N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;
- O. consider training family to enhance the involvement of other families;
- P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs; and
- Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

The School shall reserve at least one percent of its Title I funds to carry out the activities described in this section, unless one percent constitutes less than \$5,000.00, in which case the School is not required to reserve a specific amount.

## **Parent's Right-to-Know Letter**

Dear Parent/Guardian,

Under federal law, Townsend Community School must notify parents of their right to request certain information about their child's education. We are happy to provide this information to you, and we will do so in a timely manner.

At any time, you may request information about state or school policies or procedures regarding student participation in any required assessment. This information will include the right to opt out of the assessment, if such a right applies.

In addition, you may ask:

- Whether the teacher met State qualification requirements for the grade level and subject in which he/she teach,
- Whether the teacher is teaching under an emergency or provisional certificate through which the State requirements were waived, and
- Whether the teacher is teaching in the field of discipline of his/her certification.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are qualified.

If you have any questions about your child's assignment to a teacher or paraprofessional or about required assessments, please contact the School at any time.

Sincerely,



Ryan J. Bohn  
Superintendent/Principal

**General Notice of Non-Discrimination**

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding nondiscrimination policies, including Title IX:

Ryan Bohn, Superintendent/Principal  
Townsend Community School  
207 Lowell Street  
Castalia, OH 44824  
[rbohn@townsendcs.org](mailto:rbohn@townsendcs.org)

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

The Superintendent or his/her designee shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX. A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure" (Policy 222.1).

The Superintendent or his/her 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 (Policy 228) that provides for the prompt and equitable resolution of disputes.

Nondiscrimination policies are available upon request in the office.

**Access to Equal Educational Opportunity**

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category.

The Board appoints the Principal to be the Compliance Officer whose responsibility it will be to coordinate the School's efforts to comply with and fulfill its responsibilities under Federal and State regulations. The Principal shall also ensure that any complaints are dealt with promptly in accordance with law, and that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public.

Any complaints shall be addressed in accordance with the provisions, respectively, of:

Section 222.1 – Title IX Grievance Procedure; and/or

Section 223.1 – Title I Complaint Procedure; and/or

Section 228 – Section 504 of the Rehabilitation Act of 1973, Grievance Procedure.

### **Anti-Harassment, Intimidation and Bullying Policy**

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students 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 either of the following: 1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or 2) violence within a dating relationship. The definition of "harassment, intimidation or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying".

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. 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 the 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 Student'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 in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and code of conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

All school personnel, volunteers and students are required to report prohibited incidents of which they are aware to the Superintendent or his/her designee. All other persons may report prohibited incidents of which they are aware to the Superintendent or his/her designee. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment,

they shall immediately report it to the Title IX Coordinator. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Superintendent or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Superintendent or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See attached Form for Reporting Incidents of Harassment Intimidation and Bullying at **Appendix 264.1-A**). Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Superintendent will provide the Board President with a written summary of all reported incidents. All School personnel, volunteers and Students 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 Superintendent or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures. However, Students who deliberately make false reports of harassment, intimidation, or bullying will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to insure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. 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" will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e.*, detention, in- and out-of-school suspension, or expulsion) is a matter left in the professional discretion of the Principal, or other decision maker in the case of sexual harassment. The following procedure sets forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. Non-disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students 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. If a complaint arises out of conflict between students or groups of students, 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. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

## 2. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. 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. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board 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 situations where past interventions have not been successful in eliminating prohibited behaviors.

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

To the extent state or federal funds are appropriate, the School shall require that all students enrolled in the School be provided with age-appropriate instruction of this policy annually. The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct.

The School shall incorporate training on this policy into the in-service training required under R.C. 3319.073. The School may provide training, workshops, or courses to other Staff and volunteers who have direct contact with students.

## Form for Reporting Incidents of Harassment, Intimidation and Bullying

Incident Reporter: \_\_\_\_\_

Date: \_\_\_\_\_

Victim(s): \_\_\_\_\_

Approximate time of prohibited incident: \_\_\_\_\_

Place of prohibited incident: \_\_\_\_\_

Additional witnesses of prohibited incident: \_\_\_\_\_

\_\_\_\_\_

Description of prohibited incident observed:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Reporting Person: \_\_\_\_\_

\*Reports should be submitted in the locked box located in the School office, or to a school employee.

## **Student Records and Release of Information**

### **Parents and Eligible Students**

For the purposes of this section, “eligible students” shall include any student who is at least eighteen (18) years of age or an emancipated minor. Parents and eligible students shall receive annual notice of their rights under this section.

Parents and eligible students have the right to inspect and review the student’s education records within forty-five (45) days of the receipt of a request for access to such records. Such requests must be in writing and the school shall make arrangements for access to such records and shall notify the parent or eligible student of the time and place where such records may be inspected.

Parents and eligible students have the right to request in writing an amendment of a record that they believe is inaccurate. In the event the school determines that the requested amendment will not be made, the parent or eligible student shall be informed of the reasons for such decision in writing and the school shall advise the parent or eligible student of their right to a hearing regarding the request for amendment.

### **Release of Directory Information**

The School may disclose directory information if it has given public notice to parents or students of the types of personally identifiable information that the School has designated as directory information. The School shall provide annual notice to parents and eligible students regarding their rights under FERPA and also whether the school will make available, upon request, “directory information”. Directory information may (but does not have to) include a student’s name, address, telephone listing, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, dates of attendance, date of graduation, awards received, honor rolls, and scholarships. In its notice, the School shall clearly specify which of the above information it designates as directory information. Such information shall not be provided to any organization for profit-making purposes.

However, at this time, the School has chosen **not to identify or define any directory information**, so it will not issue any personally identifiable information and will not be able to provide directory information in response to records requests or inquiries made by third parties.

Within ten (10) days of receiving notice of the intent to disclose directory information, a parent or eligible student may object to the release of such information without prior written consent, upon notification of which the school shall not release directory information without first obtaining such consent.

Exceptions to the released personally identifiable information are allowed in the following circumstances:

1. to school officials who have a legitimate educational interest.

A “School Official” is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit, which consists of any members of the sheriff’s office; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board.

A School Official has a “legitimate educational interest” in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the

School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education.

2. to officials of other schools or school systems in which the student seeks or intends to enroll, upon the condition that the student's parents be notified of the transfer, receive a copy if desired and have an opportunity for a hearing to challenge the content of the record.
3. to appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education record.
4. when images of students captured on security video tapes are maintained by the school's law enforcement unit;
5. when information is obtained through a school official's personal knowledge or observation and not from the student's education record. For example, if a teacher overhears a student making threatening remarks to other students, that information is not protected and the teacher may disclose what he or she overheard to appropriate authorities.

The School shall provide the Ohio Department of Education ("ODE") with personally identifiable student information under the following circumstances:

1. A testing scoring company has notified ODE that the student's written response to a question on a state achievement test included threats or descriptions of harm to the student or another person and ODE needs the information to identify the student for the purpose of alerting the School of the potential for harm;
2. The School asks ODE to verify the accuracy of the student's score on an achievement test; or
3. The student has passed all but one of the Ohio Graduation Tests (OGT) and ODE must determine whether the student satisfies the alternative requirements for a high school diploma.

If agreed to in and required by its Charter Contract with its Sponsor, the School may provide its Sponsor, as an authorized representative of the Ohio Department of Education, with access to student or other records if necessary and in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of the federal legal requirements which relate to such programs. When collection of personally identifiable information is specifically authorized by federal law, no such data shall be disclosed to anyone other than authorized representatives of the Ohio Department of Education, or as otherwise allowed by law. The Sponsor must, by law, destroy such personally identifiable information when no longer needed for the audit, evaluation, and enforcement of the federal legal requirements.

#### Student Records Log

School officials maintaining records shall keep a log identifying all individuals (whether from the school or not), agencies or organizations, who request or obtain access to non-directory information within a student's education record. The log shall contain the reason why access

was requested and shall be kept by the person responsible for maintaining the records. All student records must be reviewed on the School premises.

#### Health and Safety Emergency Exception

The School may, taking into account the totality of the circumstances, disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of a student or others. The School must determine and record the articulable and significant threat, and it then may disclose information from education records to any person whose knowledge is necessary to protect these individuals.

#### Notice of Rights Under the Family Educational Rights and Privacy Act ("FERPA") and Authorization to Release Student Directory Information

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School Principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or

by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901**

5. The school intends to forward any and all education records to another school or post-secondary institution at which the students seeks or intends to enroll, upon the condition that the student's parents be notified of the transfer, receive a copy if so desired, and have an opportunity for a hearing to challenge the content of the record.

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education records. Under FERPA, most information about our students cannot be made public without the consent of parents/guardians. However, if the School designates information as directory information, FERPA allows the release of student directory information unless the student's parent(s)/guardian(s) inform the School in writing not to release such information.

No directory information will be released (see above) and no parental opt out is required.

<b>Notice to Parents Regarding the Protection of Pupil Rights Amendment</b>
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Dear Parent:

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h) affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is part of any program funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical approvals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive* notice and an opportunity to opt a student out of -
    1. Any other protected information survey, regardless of funding;
    2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  - *Inspect*, upon request and before administration or use –
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

The School has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The School will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey.
- Any nonemergency, invasive physical examination or screening as described above.

*Parents/eligible students who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605



### **Media Release Consent Form**

The School's students will be participating in many activities and will be getting attention from sources interested in public community schools and our progress. Please sign this Media Release authorizing this School to publish your child's photo and/or name for the limited uses for public relations and media purposes. The School will not release photos resulting from disciplinary actions.

I hereby consent to the above.

\_\_\_\_\_  
Parent\_\_\_\_\_

\_\_\_\_\_  
Date\_\_\_\_\_

\_\_\_\_\_  
Parent\_\_\_\_\_

\_\_\_\_\_  
Date\_\_\_\_\_

### **Technology Acceptable Use**

The Townsend Community School is pleased to make available to each student access to interconnected computer systems, computer equipment, computer programs, the Internet, and other new technologies within the school (collectively, the "Network").

Access to the School's network is provided as a privilege and as an educational tool. In order to continue enjoying access to the Network, each student must take responsibility for appropriate and lawful use of this privilege. Students are responsible for their behavior on the Network just as they are in a classroom. While the school may make reasonable efforts to supervise student use of Network access, the ultimate responsibility for exercising and promoting responsible use of this access is that of the student, under the guidance of their parents.

Each student is responsible for reading and abiding by the School's Technology and Internet Acceptable Use Policy. If you (parent or student) have any questions about the provisions of this policy, you should contact the building Principal or the Principal's designee. Any use of your account that violates these policies may result in your access being withdrawn and/or additional disciplinary action. Violations of these policies are considered violations of the Student Code of Conduct and may result in disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement if appropriate. The school reserves the right to seek reimbursement of expenses and/or damages arising from student violations of these policies.

### **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 you ineligible to use the School's computer facilities and may bring additional disciplinary action.*

All users 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, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, email, and all other similar networks and devices. Users are expected to be responsible and use Technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, email, 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.).

*Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the Student Code of Conduct.*

#### **Unacceptable uses of Technology/Internet include but are not limited to:**

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy; trespassing in others' folders, work, or files; copying other people's work or attempting to intrude on to other people's files; or 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; or transmitting any material in violation of federal or state law.

3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her 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 the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and include, but are 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; or
  - 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 the School's 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 Student Code of Conduct

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating School policy or the law. Violations of School policy, the Student 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 express 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 students accessing other materials. Parents should be aware of these risks.

The School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. The School will also educate students on cyberbullying awareness and response.

My signature attests that I have read the above Internet Acceptable Use Policy and I agree to abide by it.

\_\_\_\_\_  
Signature of Parent/Guardian\_\_\_\_\_ Date\_\_\_\_\_

\_\_\_\_\_  
Signature of Student\_\_\_\_\_ Date\_\_\_\_\_

**The following policies are Board approved and may be viewed on the TCS website and/or are available for viewing in person at TCS.**

<b>Policy Number</b>	<b>Brief Description</b>
203.1	School-Family Compact
203.5	Notification About Physical Exam Dates
204.11	Assistance to English Language Learners and Immigrant Students
204.13	College Credit Plus Notification
204.14	Career Advising and Student Success Plans
205.1	Local Report Card
222.1	Title IX Grievance Procedure
223.1	Title I Complaint Procedure
227	Rights of Individuals with Disabilities
228	Section 504 of the Rehabilitation Act of 1973
241.1	R.C. 3314.041 Notice

242.1	Security Provisions for State Assessments
264	Sexual and Other Forms of Harassment
264.1	Written Summary of Reported Incidents of Bullying
293	Military Recruitment
294-A	Notice of Rights Under the Family Educational Rights and Privacy Act ("FERPA") and Authorization to Release Student Directory Information
295	Student Survey Administration and Dates
295-A	Notice to Parents Regarding the Protection of Pupil Rights Amendment
297	Homeless Children and Youth Policy
402	Use of Medications Policy
404	Immunization Summary for School Attendance
406	Health and Fitness Parental Consent Form
444	Asbestos Management Plan (Asbestos not present at TCS)
447	School Emergency Management Plan Parental Notification Procedures
449	Pesticide Application
453	Wellness Policy