



**REGENERATION SCHOOLS
OHIO**

**Student & Family Handbook
2024-2025**

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Please note that additions and changes to school policies and this Handbook may be added during the year through correspondence with students and/or families.

This Handbook does not equate to a contractual commitment to the student, but only reflects the current status of the Governing Board's policies and the School's rules as of the start of the 20242025 school year. If any of the policies or procedures referenced herein are revised, the language in the most current policy or procedure prevails.

A complete copy of the Regeneration Schools Governing Board Policies and Procedures are available from the building principal, and are incorporated herein by reference.

School Mission

ReGeneration is more than a school. ReGeneration is a mission. **Our mission is to take any student chosen in our random lottery and prepare him or her with the academic excellence and character to go on to college and lead a successful, happy life.** We fulfill this mission by focusing on the needs of our students, by building a real community that shares core values, and by using every minute of the day to help our students achieve academically and personally.

ReGeneration expects more from its students, more from its parents, more from its teachers, and more from its leaders. Only by expecting more can we achieve more. Our high expectations require us to push our children to reach higher, work harder, and learn more than they have been asked to before. This pushing requires us to be both tough and loving. We must show our students the love and respect we have for them while holding them to our higher standard for work and behavior.

One of the greatest motivators is success. **We need to help our children feel legitimately successful, not by giving false praise to bolster so-called self-esteem, but from gratification obtained from real learning and real work.** In order for our students to be successful and make it to college, we must be tenacious with them. We cannot lower our high expectations or feel we have done enough if any of our students are failing. So we do whatever we would for our own children – we push, coax, and demand our students, - to ensure they succeed.

Good teaching is the answer. Teaching that is engaging, rigorous and exciting will make **the difference**: teaching that is focused on mastering important standards; teaching that is focused on what students actually learn, not just on what we teach; teaching that gets kids working, involved, and having fun. Real learning yields real results on tests. Remember that teachers are the soul of the school. It is the teachers who change lives, the teachers who get results.

However, we must be real about the challenges that we face. The challenges in Cincinnati can breed anger, despair, and hopelessness. The gains we make can be torn down by the forces of negativity. **We must work every day to get our children to believe in the vision of hope that we have for them.** We must be strong, relentless, tenacious, and loving with an almost religious zeal. Nothing should stop us in helping our children—not poverty, not racism, not the state bureaucracy, not even a budget crisis. Nothing should keep us from teaching well. We can make no excuses. We have the power to make a difference.

We touch lives daily. We are teachers.

School Profile

Organizational Structure

ReGeneration Schools has been sponsored and is authorized to operate public charter schools open to all students living in the State of Ohio. Bond Hill, Avondale and Middle Schools are managed by ReGeneration Schools. Questions or concerns should be addressed on campus. If resolution is not met after communicating with the campus, community members should contact ReGeneration Schools.

ReGeneration Schools

ReGeneration Schools was founded on the belief that every child has the right to a high quality education. ReGeneration Schools vibrant network of diverse Chicago and Cincinnati charter schools enables students to thrive every day, puts them on a path to success in college and life, and empowers entrepreneurial educators to pursue excellence through innovation.

Admission

The Campuses of ReGeneration Schools admit students without regard to race, color, creed, nationality, religion, sex, sexual orientation, disability, status of being homeless, immigration status, and actual or potential marital status or parental status, including pregnancy to all the rights and privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate against any student in admission on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability; provided, however, the school may limit admission to students identified as “at risk” in the community school contract. If there are more applicants for admission than spaces available, the school will conduct a lottery. Students attending the previous school year and who reside in the district where the school is located. 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 does not exceed 5% of total enrollment.

ReGeneration Schools does not discriminate on the basis of race, color, nationality, religion, sex, sexual orientation, disability, status of being homeless, immigration status, and actual or potential marital status or parental status, including pregnancy in administration of its educational policies, admission policies, services, scholarships, athletics, and other school-administered programs.

Unlike other public schools, a community school is populated by students who have freely chosen to attend that school. Students who choose to accept the academic program of a community school assume also the obligations imposed by the policies of the school.

Communicating with the School

Expect a return on all communication (email, phone, in person request) within two (2) school days unless otherwise notified. ReGeneration Schools recognizes the importance of open and informative communication with students, staff, parents, and community members. Good communication between home and school is a key to maximizing each student's school experience.

All issues should be directed first to the teacher via email or phone. If the issue persists or the outcome is unsatisfactory follow the following communication protocol.

- **Discipline Issues:** Teacher □ Dean □ Director of Operations □ Principal □ Es/MS Superintendent
- **Academic Issues:** Teacher □ Director of Operations □ Principal □ ReGeneration Schools
- **Afterschool Activities Issues:** Afterschool Activity Advisor/ Teacher □ Dean □ Director of Operations □ Principal □ ReGeneration Schools

If your child has an IEP or a 504 plan, we also encourage you to contact the school's Case Manager, who will work closely with you to ensure your scholar's needs are met. If the outcome is unsatisfactory, please contact the ReGeneration Schools Director of Specialized Services.

Visitors

Campuses welcome parents who wish to visit their students' classrooms (after the first two full weeks of school). Parents who wish to visit classrooms and observe should contact the main office to schedule a visit and must complete a Parent Observation Agreement prior to the scheduled visit. On the date and at the time of the scheduled visit, and after the Parent Observation Agreement is signed, the Principal or Dean of Students will escort the parent to the student's classroom. Parents who fail to follow the terms listed in the Parent Observation Agreement will lose the privilege to observe in their student's classroom.

School Leadership & Locations

ReGeneration Bond Hill Campus

5158 Fishwick Drive
Cincinnati, OH 45216
Phone: (513) 216-9310

Principals: Ashley Caldwell and Autumn Wilson
Director of Operations: Joyia Johnson
Dean of Students: Morris Mingo

ReGeneration Avondale Elementary

3595 Washington Ave.
Cincinnati, OH 45229
Phone: (513) 351-5801

Principal: Tiara Swartz
Director of Operations: Rhayshaun Isreal
Dean of Students: Darrius Hillsman

ReGeneration Middle School

3595 Washington Ave.
Cincinnati, OH 45229
Phone: (513) 351-5801

Principal: Derrell Melton
Director of Operations: Rhayshaun Isreal
Deans of Students: A'lea Cardenas

Building Hours

All ReGeneration Schools abide by pre-set building hours. Doors will open at 7:15 a.m. and the building will close to all faculty, students and visitors at 6:00 p.m. unless an otherwise scheduled event is occurring.

School Culture

Character Building

Challenging Curriculum

ReGeneration Schools' curricula are aligned to the Ohio's Learning Standards, ReGeneration Standards, ReGeneration Assessments, and the NWEA and Ohio State tests. In all of these ways, we are getting your child ready to succeed in a college-preparatory environment.

Top-Notch, Caring Teachers and Staff

ReGeneration Schools Kindergarten and 1st grade classes have two teachers in every classroom. This ensures that we can have small group instruction and give one-on-one help to all students.

All teachers design exciting, innovative, and challenging lessons in the classroom.

ReGeneration's teachers know that students learn material much better when they see how it might apply to their lives; therefore, their lessons are relevant to the students' lives. They also foster a climate of success through a positive disposition, well maintained and decorated classrooms, honest feedback, positive reinforcement, recognition of success, and strong classroom management skills.

ReGeneration teachers are trained to move at a fast pace so that every minute of class time is utilized for instruction. Teachers ask many critical thinking questions throughout the course of a day as well as pack each class with a number of activities designed to keep students motivated and on task.

IMPORTANCE OF DISCIPLINE

ReGeneration Schools is characterized by a culture that is orderly, supportive and focused on academic work. The ethos of the community is one of mutual care and respect. Students have the right to a quality education that supports their development into productive and responsible citizens. Discipline and order can exist in a school when students are known and cared for by all of the faculty and staff and when their life within the school is meaningful to them. Given the sense of community within the school and the active engagement of students in their learning, there will be less opportunity for disruption and problems. The administrators and teachers strive to ensure that rules are fairly and consistently enforced.

Discipline is a platform for learning. Orderly and structured classrooms are necessary in order to create learning environment in which time is used efficiently. An important component of discipline is structure. Structure provides a framework for learning and creativity to take place. The structure that ReGeneration provides will ensure that school is a safe place where students are free of the stress that unstructured, undisciplined settings create.

EXPECTATIONS - CORE VALUES

Five core values – caring, respect, responsibility, courage, and justice – are at the heart of ReGeneration's community and represent the cornerstones of the school's Code of Conduct. Students examine and discuss the core values during Community Circles and in classes at each grade level. It is expected that all students will try to live by these values.

Caring

1. *We take care of each other.*
2. *We help each other. We notice when someone needs help and we lend a hand.*
3. *We do not hurt each other physically or emotionally.*

Respect

1. *We treat each person as valuable, worthy of greatness and goodness.*
2. *We accept all individuals for who they are.*
3. *We show our respect at all times for each other, for property, for differences, and for opinions different from our own.*
4. *We are honest with each other.*

Responsibility

1. *We believe we are the masters of our own destiny and that we have the power to control our lives and shape our future.*
2. *We are committed to the highest level of achievement: academic, social, and personal. We recognize our strengths and try to improve on our weaknesses.*
3. *We participate fully in everything we do. We do not do things halfway.*

Courage

1. *We do not make excuses for ourselves.*
2. *We get involved when members of the community are in trouble or need help.*
3. *We stand up for what is right, even when others do not.*
4. *We will not allow negative people, the 'street', or other outside influences distract us from our goals.*

Justice

1. *We act with fairness towards each other.*
2. *We stand up for what is right for the community.*
3. *We work to improve our community and our world.*

RESPECT

The most important value at ReGeneration is respect. Helping students develop the art of respect is a school-wide goal and will be modeled by all adults at ReGeneration. The code serves as the operational glue that holds the community together. The students are expected to demonstrate the following elements of respect:

SELF-RESPECT – By their manner and in their school uniform dress, students are to carry themselves with a sense of dignity.

RESPECT TO PEERS – By showing support and encouragement; by refraining from insulting, deriding, or humiliating others; and by refraining from physically, emotionally or sexually harassing other students.

RESPECT FOR ALL ADULTS – By listening and following instructions; by using appropriate tone of voice; by honoring a teacher's need to present a lesson to the entire class; by demonstrating an awareness of the appropriate time and place to disagree with a teacher's decision; and by accepting corrections to behavior.

RESPECT FOR DIFFERENCES – By demonstrating sensitivity to physical, cultural and gender differences, and by refraining from the use of stereotypes.

RESPECT FOR PROPERTY – By respecting their personal property and the property of other students; by maintaining their textbooks and other materials; and by caring for the school grounds and property, especially by pitching in to keep them clean and neat. (Items that could be used to deface property are forbidden in school.)

SCHOOL COMMUNITY RESPONSIBILITIES

As a part of the ReGeneration School's community, students are expected to pitch in and help out with keeping the school clean. Just like at home, students will have chores to do around the school. In addition, community service work around the school may be assigned as a consequence for behavior.

Academics

Academics & Learning

This is the most fundamental aspect of the school. ReGeneration's mission is to help students meet elevated standards through high expectations in an academic program that will prepare students for college. Therefore, students are expected:

- ✓ TO BE ON TIME to school and to each of their classes and activities every day;
- ✓ TO WORK HARD in their studies;
- ✓ TO BE PREPARED for class;
- ✓ TO BE ON TASK in class;
- ✓ TO PARTICIPATE in all activities; and
- ✓ TO COMPLETE HOMEWORK assignments, which will be given each night, as well as all assigned school projects.

STARS System

To help students learn professional habits and reinforce our expectations of our students, ReGeneration Schools has instituted the STARS behavior code.

- S – Stand/Sit Up Straight.
- T – Track the Speaker with Your Eyes.
- A – Always do your work and be on task.
- R – Respect at all times.
- S – Smile! Show the world your inner beauty and greatness.

Daily School Schedule – Arrival and Dismissal

ReGeneration's schools operate from 7:15AM until 3:45PM, Monday through Thursday. School is dismissed at 1:45PM on Fridays so that teachers have time to meet, plan, and receive training. This weekly staff development time is incredibly important and helps us to improve our skills as teachers and the school program as a whole.

Students are required to arrive at school on time (by 7:45AM at the latest) and to remain in school until dismissal at 3:45PM (1:45 PM on Fridays). It is very important that you send the strong message to your child that school is extremely important. The school attendance habits that are instilled in our students at an early age can lead to a lifetime of educational and professional success.

A typical school day offers:

- Morning Meeting
- 1 period of Math
- 2 periods of Literacy
- 1 period of Social Studies or Science
- 1 hour of Enrichment (music, art, dance, computers, soccer, drama, chess) or teacher tutoring
- Homework EVERY night

Life's Work/Homework

Life's Work (homework) is an essential part of the ReGeneration Schools educational program. It is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits.

Life's Work will be assigned EVERY night at ReGeneration Schools. This includes twenty (20) minutes of required reading every night (including weekends and holidays), for which a parent/guardian signature is required on the homework log. It is essential that parents show interest in their child's Life's Work and monitor progress each night.

There are high standards for homework. All homework must be neat, clean, and thorough. Homework folders are turned in to teachers each morning as soon as students arrive at school. Elementary students require Homework Logs to be filled out properly with parent/guardian signatures. If the homework is late, missing, incomplete, of poor quality, or if the log is not completed properly, then the student may face in-school consequences. **We expect and need family support to make sure all the homework gets done according to TOP QUALITY standards.**

Report Cards

Report cards are distributed three times during the academic year. At the end of Trimesters 1 and 2, ReGeneration Schools will hold "Report Card Conferences" where parents and/or guardians must attend a 10 minute conference with their child's teacher to discuss their progress. **It is mandatory that parents and/or guardians attend their scholar's report card conference.**

The Trimester 3 Report Card will be sent home with students on the last day of school.

Promotion to the Next Grade

ReGeneration Schools have tough standards for promotion. It is not automatically assumed that students will pass from one grade to the next: the student must earn promotion by demonstrating mastery of the essential knowledge and skills. The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s). Students may not be promoted if they are performing significantly below grade-level standards. Promotion decisions may be based on a student's grades, level of academic aptitude and achievement, standardized test scores, attendance, homework completion record, and other factors thought to be appropriate by the Principal, teacher(s), and professional staff. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Lastly, a student is required to be retained if he or she **is truant for ten percent (10%) or more of the required school days**, and has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted. Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Promotion and retention of previously identified disabled students shall be subject to the factors above, but shall also consider the contents of the student's individualized educational plan (IEP).

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a student's promotion could be in jeopardy.

Academic Dishonesty (Cheating & Plagiarism)

Cheating is considered a serious offense at ReGeneration. If a student copies another student's work or if a student gives another student his or her work, it is considered cheating. Plagiarism involves the stealing and passing off of someone's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's own original work.

Plagiarism and Cheating carry severe consequences:

1 st Offense:	Student fails assignment and receives a one-day suspension
2 nd Offense:	Student fails assignment and receives a two-day suspension
Continued Offenses:	Student may fail the course for the quarter

All matters of plagiarism require a conference with the student, parent/guardian, and School Leader.

Attendance, Truancy, and Withdrawal

General Policy

Students enrolled in ReGeneration Schools (the “School”) must attend School regularly in accordance with the laws of the State of Ohio. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation.

Reporting Absences

A parent must contact the School whenever a student is absent as follows:

1. 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.
2. If a Parent fails to call the School as prescribed in Part 1, School personnel will call the Parent to inform him/her of the Student's absence. This contact shall occur within one hundred twenty minutes (120) after the beginning of each school day.
3. 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.
4. Students who fail to attend school the day of an after school activity or evening event, may be excluded from the activity/event.

Attendance is Required

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

Excused Absences

Notwithstanding the requirement of attendance, absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (Absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician, medical or behavioral health professional, or dentist confirming the appointment may be required).
7. Observance of religious holidays or expression of religious beliefs consistent with the truly held religious beliefs of the child or the child's family for no more than three (3) school days (the Principal may require confirmation of the parent's signature requesting the absence, but may not inquire as to the sincerity of the student's religious or spiritual belief system).
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. The existence of an emergency condition at home such as absence, illness, or death of the parent.
12. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).

13. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
14. Instruction at home from a person qualified to teach the branches of education in which instruction is required and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
15. Absences due to hours beyond the minimum amount of clock hours per day required for kindergarten students under the law if the School operates an all-day kindergarten program.
16. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
17. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours than the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.
18. Pre-enlistment reporting to military enlistment processing station (at the discretion of the Principal or his/her designee, a written verification confirming the date and time reporting may be required).

Prior to or upon the student's return, the parent shall provide to the School an explanation of the cause for absence. Failure to provide an explanation of the cause of absence, shall result in an unexcused absence. The Principal or his/her designee shall determine whether provided explanation of the cause of absence justifies excusing the absence in accordance with the terms in this policy. The Principal or his/her designee reserves the right to verify any such explanation of the cause of absence and to investigate the cause of each individual absence as it deems appropriate.

Vacations that interfere with school attendance should be discussed with a school administrator in advance of the planned vacation, if at all possible. Students who take vacation trips during the school year may be considered absent with parental permission at the discretion of the School. It will be the obligation of the parent and the student to see that work missed is made up. In addition, the following will be expected:

- a. Parental notification (either written or phone call to the school secretary) should be given at least three days in advance before leaving. **In most circumstances, no more than five (5) days per year of vacation will be counted as excused absences. Trips of more than five (5) school days shall not be approved except in extraordinary circumstances as determined by the building principal or his/her designee.**
- b. All work assigned will be due the first day the student returns to school.
- c. All assessments missed during vacations will be made up following the student's return.

Consistent with the School's attendance policy, students are permitted to be absent for up to three (3) school days each school year in order to participate in holidays for reasons of faith or religious or spiritual belief systems, or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Absences shall be treated as excused, and students shall not be penalized as a result of their absence. Students absent for religious expression days or religious holidays shall be permitted to participate in athletics or extracurricular activities on days in which the student was otherwise excused from attendance at school. The School shall also provide alternative accommodations in order to complete exams and other academic requirements missed due to a timely requested absence. Accommodations may include re-scheduling the alternative examination or other academic requirement for the approved student, which may be before or after the time and date that was originally scheduled.

Parents shall report absences due to religious expression or holidays in writing to the Principal in the usual manner required by the School's attendance policy. Provided however, requested absences that require accommodation for an exam or academic requirement shall be made in writing by the student's parent no later than fourteen (14) days after the start of the school year, or the date of the student's enrollment, whichever is later, in order to be deemed timely. The

Principal may require confirmation of the parent’s signature on any absence request, but will not inquire as to the sincerity of the student’s religious or spiritual belief system.

An excused absence for any of the below religious holidays or festivals shall not be unreasonably withheld, up to a total of three (3) school days of absences per school year. This list is non-exhaustive and will not be used to deny an accommodation for an absence due to a holiday or festival of the student’s faith or religious or spiritual belief system that does not appear on this list.

Holiday	Date
Eid ul-Fitr	March 29, 2025 – March 30, 2025
Good Friday	April 18, 2025
Rosh Hashanah	October 2, 2024 – October 4, 2024
Yom Kippur	October 11, 2025 – October 12, 2024
Passover	April 12, 2025 – April 20, 2025
Eid ul-Adha	June 6, 2025 - June 7, 2025

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student’s absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

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

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).

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

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

Truancy and Absence Intervention Strategies

The 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 with or 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 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.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide the student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

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

Reporting

The School shall report to the Ohio Department of Education, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

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

Early Dismissal

To provide all students with the educational experiences they deserve with minimal disruptions, we respectfully ask that parents and guardians avoid early dismissals where possible.

If an early dismissal cannot be avoided, please note that early dismissals will not be granted after 3:00 PM Mondays through Thursdays and after 1:20 PM on Fridays.

Discipline

Our approach to discipline is rooted in the belief that the learning environment is sacred. At ReGeneration, we will do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions. We have very high expectations for student behavior, and we “sweat the small stuff” to create and preserve a focused learning environment.

Our teachers will use a large array of strategies to promote positive behavior and to correct problem behaviors. Our faculty uses positive reinforcement whenever possible, doing their best to “catch students doing the RIGHT thing.” We recognize and celebrate student success at every opportunity.

We also use consequences and problem-solving approaches to help students fix behavior problems. Students may lose privileges (social time, trips, etc.) when they violate the rules.

Disciplinary Procedures

Group Consequences

ReGeneration retains the right, during particularly difficult circumstances, to keep groups of students or an entire class of students during lunch or after school. The school does not seek to punish the good with the bad, but it believes that we are all responsible for each other – that the actions of some of us do impact, and are impacted by, the entire group.

Public Apologies

ReGeneration believes deeply in the idea of community – believes that we are all responsible for our actions and how they impact others. Therefore, it is required that students publicly apologize during daily community circle if they have violated this code of conduct. In a proper apology, a student must articulate what s/he did wrong, demonstrate an

understanding of how s/he broke one or more of the core values that s/he had pledged to live by, and show how s/he will act differently in the future. These apologies have to be delivered in our circle and must also be found acceptable by the school's faculty. Unacceptable apologies will result in an in-school suspension. In addition, as a means of urging the habit of timeliness and maintaining accountability, tardy students are required to step into the circle and apologize to the community for being late.

Parent Behavior

Parents are expected to model good behavior for children. All concerns may be brought to the Principal and discussed professionally. However, ReGeneration is not a school that will tolerate shouting, threats, or cursing by parents. Such behaviors will result in severely limiting a parent's direct access to teachers and to visiting the school.

Other Rules

ReGeneration retains the right to establish additional rules and impose consequences not specifically listed here when the administration, in its reasonable discretion, believes them to be appropriate in specific situations as allowed by the Code of Conduct.

Consequences

When students break the Code of Conduct, the teacher will correct them, review the correct behavior and practice the behavior with them. However, if the behavior continues the students will face a series of consequences. These consequences progress in a hierarchy designed to deter a student from poor choices. In administering consequences, school personnel will take into account such factors as the severity of the offense, the age of the student offenders, students' histories or inappropriate behaviors, and any other factors deemed relevant.

Behavior Remediation

When deemed appropriate by School Leaders, a student may be placed on a behavior remediation plan to support behavior improvements and closely monitor progress toward specific behavior goals. Students not meeting the goals in their behavior remediation plan face consequences as outlined below.

When appropriate, students with disabilities will be provided with behavior intervention plans as appropriate as determined by an IEP or 504 team.

Zero Tolerance for Fighting

There is zero tolerance for fighting. In almost every case, all involved students will be subject to suspension. Parents will be required to come to school and to pick up the students involved in the fight on the day of the incident if the School determines that the student's presence poses a continuing danger or poses an ongoing threat of disrupting the academic process taking place at the School. The school encourages non-violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Faculty will work to spot problems and students are expected to report conflicts before they escalate.

Loss of Privileges

ReGeneration offers students many privileges that can be taken away as a consequence for poor behavior. These include but are not limited to arriving at school early or staying late on school grounds, participating in specials classes and after school clubs and teams, attending field trips, attending dances and social events, and using the computer room or other school equipment.

In-School Suspension

ReGeneration may require students to serve an in-school suspension during which they are not allowed to travel to their classes but must spend the school day doing their schoolwork. Students issued an in-school suspension shall serve suspensions in a supervised learning environment and may be permitted to complete any classroom assignments missed because of the suspension. During an in-house suspension a student will be given work and reflective essay assignments that must be completed and signed by his/her teachers before he/she can be dismissed.

Students who violate rules while on in-school suspension will be placed on out-of-school suspension. Multiple in-school suspensions will result in an Out-of-School Suspension.

Out-of-School Suspension and Expulsion

In accordance with Ohio law, Section 3313.66 O.R.C., the Superintendent of a school may suspend a pupil from school for not more than ten days. In addition, the Superintendent may expel a student from school for eighty (80) days and in some instances, one (1) year. Expulsions may extend from one school year to the next.

Permanent Exclusion:

Sections 3313.66 and .662 of O.R.C. have been expanded to incorporate changes for Ohio's exclusion law. A student may be permanently excluded from attending an Ohio Public School for certain very serious offenses.

Due Process:

The School will follow all due process procedures required under Ohio law when imposing discipline. Due process in the context of quasi-judicial administrative proceedings, carried out by the school authorities, does not mean that procedures used in courts in juvenile proceedings must be followed exactly by school authorities when engaged in school-related disciplinary actions. It does mean that clear, definite, and fundamentally fair rules of procedure must govern disciplinary actions taken by school authorities.

REMOVAL FROM SCHOOL FOR CERTAIN OFFENSES

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School presents a danger to other persons or property or an ongoing threat of disrupting the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures. A removed student in grades pre-kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the student's conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four through twelve may be removed, and must be provided with notice and procedures to follow the removal in accordance with O.R.C. 3313.66, including a hearing on the next school day following the removal.

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 for School, School extracurricular, or School-related events).

A student may also be expelled for a period not to exceed one (1) year for:

1. bringing 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;
2. bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;
3. possessing a firearm or knife 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;
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.

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

Please note that the ReGeneration School's student conduct policies and procedures will be equitably applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a disability or by any other legally protected characteristics. All students are afforded records and privacy protections pursuant to Federal and State laws and regulations.

Dress Code - Uniforms

At ReGeneration, students take pride in their appearance. Except on designated days, students are required to wear the regulation school uniform. Uniforms are to be clean, well fitted and presentable. Clothing should be labeled with the student's first and last name, on the inside tag, with a permanent marker.

Required Embroidered polos and gym uniforms are available for purchase in our main office

- **Shirt:** Elementary students wear navy-blue polo shirts and Middle School students wear orange polo shirts with the **embroidered ReGeneration Schools** logo. The shirt is available in short and long sleeves. A white, navy-blue or black short or long-sleeved undershirt, with no collar, may be worn under the uniform shirt
 - Scholars can earn a blue and white striped rugby shirt to wear as an incentive.
- **Pants:** Plain khaki slacks (boys and girls). Pants need to fit correctly with a belt.
- **Belt:** A solid black, navy-blue or brown belt must be worn with any piece of uniform that has belt loops
- **Skirt:** Khaki pleated skirts or skorts
- **Jumper:** Navy-blue plaid jumper available in our main office.
- **Socks:** Blue, black or white socks may be worn
- **Tights:** Solid navy-blue tights may be worn with skirts and jumpers
- **Shoes:**
 - Regular School Days: Solid black, brown or navy-blue dress shoes with a soft rubber sole
 - Gym Days (Assigned): Solid black or white gym shoes
 - Free of designs and colors
- **Gym Uniform:** Navy-blue ReGeneration Schools gym shirts and ReGeneration Schools shorts or sweatpants. Gym uniforms must include the school's name.

Optional:

- **Sweater:** Solid navy-blue cardigan
- Additional apparel and accessories should **NOT** be worn to school

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. Failure to wear the uniform will be considered a violation of our school's discipline policy. Students who consistently refuse to follow uniform rules will face disciplinary consequences.

Regular uniforms may be worn on gym days, in place of the gym uniform.

*****Students who refuse to follow uniform rules will not be allowed to participate in class with teachers and peers. They will remain in the Dean's office until proper attire is brought to school. *****

Family Involvement

ReGeneration Schools is a community of students, parents, teachers, and school leaders. We believe in the importance of working together to make a positive impact on the academic and social growth of every child. Although the job of making school policy belongs to the Board of Trustees and the Principal, family involvement is not only welcomed, but absolutely critical to the school's success. We want all parents to be actively involved in the education of their child.

ReGeneration Schools Parents are asked to:

- Establish a daily routine for your child, including 8-10 hours of sleep every night.
- Provide a quiet space for your child to study.
- Provide positive reinforcement of student progress and success.
- Provide a library of books and/or frequent trips to the library and/or book stores.

- Discuss academics and student work among family members.
- Help your child take responsibility for his/her actions. Stress the importance of telling the truth. Remind your child that no one is perfect and everyone makes mistakes.
- Check with your child's teacher regarding any problems.
- Attend math/literacy workshops, chaperone field trips and volunteer at the school.
- Support other ReGeneration Schools families.

ReGeneration Schools Parents are required to:

- Attend a chat with the principal to review the parent handbook.
- Reinforce ReGeneration's Code of Conduct and STARS/SLANT behaviors at home.
- Read to your child (grades K-4) or ensure your child reads independently (grades 5-8) for at least twenty (20) minutes every day, including weekends, and sign the reading log.
- Make sure your child completes nightly Life's Work, sign the folder, and return it daily.
- Attend two mandatory report card conferences to pick up your child's report card and meet with your child's teacher at the scheduled date and time.
- Effectively communicate with your child's teacher by responding to emails, letters or phone calls within 48 hours of receiving the email, letter or phone call.

Home-School Communication

In order to be effective partners, we must communicate. There are several ways that we communicate with you throughout the year:

1. **School Messenger** – Our robo-messaging program allows us to quickly call and email all families. It is essential that the school always has a working phone number on file. You can also provide an email address where we will send text versions of the messages.
2. **Flyers** – The school periodically sends home informational flyers. It is the responsibility of parents/guardians to check your child's folder and ask your child for flyers.
3. **Monthly Advisory Calls** – Each scholar's homeroom teacher will make monthly advisory phone calls to each home to provide an academic update to parents.
4. **Elementary Behavior Communication Logs:** Nightly your child will bring home a behavior log in his/her homework folder that informs you of any misbehaviors or stellar accomplishments. You must sign and return it the next day in his/her homework folder.
5. **Middle School Paychecks:** Every Friday your child will bring home a Scholar Dollar "paycheck" that informs you of any misbehaviors or stellar accomplishments from that week. You must sign it and return it to school the next Monday.
6. **Progress Reports** – The school will send home progress reports periodically. We will always send a School Messenger to let you know to look for Progress Reports. This information will also be available via your PowerSchool Parent Portal login.
7. **Report Card Conferences:** At the end of the first and second trimesters, parents/guardians will be required to come to the school for Report Card conferences with their child's teachers regarding their child's progress.
8. **Visits:** To arrange a visit to the school, please see the section on School Visitors.

Parent/Family Concerns

If you have a concern, we ask that you contact the school. We welcome the conversation. We understand that you have very strong feelings about issues concerning your children. We promise to treat you and your concern with respect, and we expect respect in turn. If a parent/guardian/family member is disrespectful to ReGeneration staff, we will cut short the conversation and continue it at another time.

All issues should be directed first to the teacher via email or phone. If the issue persists or the outcome is unsatisfactory, follow the following communication protocol.

Academic Issues

- Teacher □ Director of Operations □ Principal □ ES/MS Superintendent

Discipline Issues

- Teacher □ Dean □ Director of Operations □ Principal □ ReGeneration Schools

Special Education Issues

- Teacher □ Special Education Coordinator □ Director of Operations □ Principal □ ReGeneration Schools

We need your support. As you know, ReGeneration is a very demanding school with high expectations for academics and behavior. All of us – families, teachers, and administrators – are working hard to help your child climb the mountain to college. We are all part of your child’s team: if you and your child work with us, we can all succeed.

Cell Phones: Students are not allowed to use cellphones in school or on school field trips. If a cell phone is used, rings, or is seen by a staff member during school, it will be confiscated.

Messages/Phone Use/Voicemail: It would take an incredible amount of staffing to provide message services. We cannot guarantee that messages will reach students or teachers during the day unless it is an emergency that requires immediate attention. Such calls should be very rare. Students are allowed to use the telephone only in the case of emergencies.

If you need to get a message to your child’s teacher, please call the main office number and leave a message. The teacher will return your call within one (1) school day.

School Day

Arrival & Early Morning Procedures

ReGeneration Schools' campuses officially open their doors at 7:15 a.m. each day. Students may arrive at this time to eat breakfast and enjoy independent reading and Bright Work. Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building until 7:15 a.m. The school day officially begins at 7:45 a.m.

Commons Room Procedures

Students must remain seated during breakfast and lunch. They are to keep their voices low and controlled. Students are required to keep their tables clean and wiped after both breakfast and lunch. Students who do not keep their tables clean may lose lunchtime privileges.

Student Meals

The Community Eligibility Provision (CEP) of the National School Lunch & Breakfast Programs allows your child(ren) to eat meals free of charge (one breakfast and/or one lunch per day). All families will need to complete a Household and Income Form that enables the school to participate in the CEP Program.

All ReGeneration students have the option to eat a school breakfast (if they arrive on time), snack (where provided), and lunch. At the start of each month, lunch menus will be available in the main office. If a student does not like a particular meal, he/she may bring in his/her own lunch. However, students are not permitted to bring in foods that are unhealthy or high in sugar, nor are they permitted to bring food that requires any preparation, such as heating. . Foods that are not permitted include: candy, soda, energy drinks, donuts, cupcakes, chips, candy bars, etc.

Parents are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file.

Please note that ReGeneration Schools has a **no gum** policy. Students are not permitted to bring or chew gum at any time while they are on the premises.

Healthy Eating Standards

Children need healthy snacks for energy, vitamins, minerals and other nutrients, to help them grow, learn and be active. Healthy students are better able to pay attention in class and do their best school work.

In an effort to provide students with the healthiest environment we can, and to adhere to the ReGeneration Schools Health Standards, we are encouraging you to provide only healthy snacks for school snacks, and classroom parties and celebrations.

In meeting this health requirement, as a school we do not allow cupcakes, cakes, ice cream, etc. for student birthdays or other celebrations.

Snacks that meet the following nutritional requirements are permitted:

- 150 calories or less
- 35% of total calories from fat or less
- 10% of total calories from saturated fat or less
- 30g of sugars or less
- 230 mg of sodium or less per serving

Here are healthy snack food ideas:

Low-fat cheese on whole grain tortilla	Whole grain crackers or toast with peanut butter or hummus
Fresh cut fruit with yogurt for dipping	Fruit salad

Graham crackers with low-fat milk	Low-fat string cheese
Yogurt with whole grain cereal or fruit on top	Yogurt smoothie (yogurt, ice, milk, and any type of fruit)
Baked tortilla chips and salsa	Popcorn and 100% juice
Vegetables and low-fat dip	Banana
Whole grain muffin or bagel	Apples, grapes, or any type of fruit

Dismissal & After School Programs

Dismissal occurs at 3:30 p.m. Monday through Thursday and at 1:50 p.m. Fridays.

ReGeneration Schools conducts several after-school activities. Students who are registered in the after school activities are permitted to stay after school. They may not, however, stay after school to wait to be picked up. ReGeneration does NOT provide child-care services. By 4:15 p.m., all students who are not involved in a structured, supervised activity must be picked up.

Any student demonstrates poor behavior or abuses the privilege of participating in after school activities may be suspended from the after-school enrichment program. If a student is suspended from after school enrichment, he or she will not be permitted to participate in after school activities for the remainder of the quarter. The student will have to be picked up by 4:15 p.m. After-school fees will not be reimbursed

When children are left at school past 5:00 PM and the campus is unable to reach a parent, guardian, or emergency contact, per the District-wide Protocol for Children Left Stranded, the school will be forced to call the Cincinnati Police Department and the Department of Children and Family Services hotline to report child neglect.

After School Fees

When offering after school activities, campuses will inform parents of any fees associated with program enrollment.

School Calendar & Closings

The school calendar is shared with parents annually and as any updates or changes are made. ReGeneration Schools will issue reminders to parents regarding noon dismissals and days off.

In the event of poor weather conditions such as heavy snow, please listen to your local news for relevant information regarding school cancellation. ReGeneration Schools follows the same cancellation policies as Cincinnati Public Schools. If CPS is closed or delayed, so is the individual campus.

Safety & Security

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place. In the event of an emergency, the school will attempt to communicate via School Messenger. Please do not call the school as this can block phone lines necessary for emergency personnel.

School Searches

ReGeneration authorizes the Principal and the Principal's designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or any of ReGeneration's rules. In authorizing searches, ReGeneration acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the

prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. ReGeneration exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials who have reasonable suspicion that they contains evidence of a crime or violation of school rules.

Strip searches shall not be conducted by any school personnel, for any reason. In an emergency situation, the police will be called by school authorities.

Closed Campus

Under no circumstances are students allowed to leave the school building or grounds without permission.

In Case of Emergency

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

Emergency Drills

Safety drills will occur at times established by the school administration. Students are required to be silent and comply with the directives of school officials during emergency drills. A warning to the students will not precede drills.

If there is a school emergency, the school staff will utilize our School Messenger system to provide updates to all families. It is imperative that we have a working phone number on file so we are able to reach all families in the event of an emergency.

Mandated Reporting

Ohio requires a wide range of professionals to report suspected child maltreatment. These professionals and any other person required by law to report suspected abuse or neglect are called mandated reporters. Mandated reporters are professionals who may work with children in the course of their professional duties. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe” that a child known to them in their professional or official capacity may be an abused or neglected child. State law does not require that the mandated reporter notify parents of the report.

Health & Medical

ReGeneration Schools provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student’s parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the nurse. Except in limited circumstances, students are not permitted to carry or self-administer over-the-counter or prescription medication and must have written parent or guardian permission and a doctor’s written order.

The parent/guardian of any student who is required to carry an asthma inhaler or Epi-pen on his/her person must provide an Authorization to Self-Administration Form specifying that the student needs to carry the inhaler with him/her and may be required to also provide a second inhaler or Epi-pen that is kept in the nurse’s office.

ReGeneration Schools abides by all Ohio immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents seeking to waive the immunization requirement should submit their request

to the school nurse. The nurse will review the request and will advise the Principal, who will make the final decision on whether to grant the waiver request. Students who fail to provide adequate proof of immunization will be excluded from the building consistent with Board policy.

As a public school, we are required by law to conduct hearing and vision screenings for every child, which requires parent consent. If you do not want your child participating in these screenings, please write a letter to the school nurse/school administration explaining your reasons. If parents do not consent to the school screenings, then it is their responsibility to ensure your child receives the required screenings and that proper documentation is provided to the school.

Smoke Free Campus

All ReGeneration Schools Campuses are tobacco free. Use of tobacco (including vapes) or betel nuts is prohibited on school grounds and within 15 feet of all entrances, exits, windows that open, or ventilation intakes.

Transportation Safety

Arrival and Dismissal

Students should not arrive at school earlier than 7:15 AM. At dismissal, students should leave the school building; attend after school tutoring or detention; or participate in an official school event such as an athletic team. Students who are not participating in one of the above activities must wait in the Main Office or in another designated afterschool location, under the supervision of a staff member. Students may not wait outside without staff supervision. We ask for families to please cooperate to guarantee a safe, timely, and orderly environment for all students and families at dismissal.

Students Who Walk

For students who walk to and from school, a number of streets must be crossed. Families should instruct students to use appropriate crossing lights at each intersection and to cross each intersection only when it is safe to do so within the designated crosswalks. ReGeneration encourages students who walk to travel together in groups. The school is happy to help parents identify other families who live near them for this purpose.

Ridesharing

We are duty-bound to ensure that students are discharged to the care of a responsible adult.

Ride sharing services such as Uber and Lyft have policies specifically prohibiting people under the age of 18 from using their apps or riding unaccompanied by an adult. ReGeneration Schools does not condone students leaving campus in ridesharing cars whose own policies prohibit minors from using them.

Parents are required to provide the school the names of authorized adults to whom students may be released. Since the identity of the rideshare driver is not known until the driver accepts the request, release to a rideshare driver would not be authorized.

Other Information

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, fidget spinners, game cards (Yugio Cards, Pokemon Cards, etc.), trading cards (baseball cards, football cards, etc.), portable electronic games, toys, make-up (lipstick, lip gloss), hats, CD players, mp3 players, laser pointers, beepers, pagers, portable electronic devices, and cell phones are not allowed in school.

Students who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent/guardian and will be subject to consequences. Repeated violations may cause personal property to be confiscated for a period of up to 30 days, irrespective of any costs or fees students and/or their families may incur as a result.

We encourage all students not to bring non-essential items of value (monetary or otherwise) to school because they cannot be securely stored.

Electronic Devices and Phones

Scholars are encouraged to leave all electronic devices and cell phones at home. If this is not an option, scholars who bring electronic devices and cell phones to school are required to follow the following procedure for safekeeping during school hours. Our goal is to provide a system to keep students' cell phones safe while helping them to stay focused on school work without distractions.

Every morning, middle school scholars will power their phones off before entering the school. The phone will be placed in a cell phone locker in the classroom. The homeroom teacher will lock the cell phone locker where the phones are kept so no one can access the devices. During afternoon dismissal, the homeroom teacher will open the closet and will hand back cellphones to each student.

Scholars who fail to follow this explicit procedure will receive the following consequences.

If a student has a cell phone with him/her during the school day without permission, it will be confiscated and he/she will be sent to the dean's office. Once a cell phone is confiscated, a parent must pick it up.

Students will also receive the following consequences for having a cell phone during the school day without permission from the principal or dean:

- First Offense: \$20 scholar dollar cell phone deduction and send out
- Second Offense: \$20 scholar dollar cell phone deduction, and send out, and parent conference
- After the second offense, if the issue is not corrected, the student will receive a more severe consequence from the school leader.

Lost and Found

The school will keep a small lost and found box near the main office or with Campus Deans. Parents/guardians/families may come in any day between 8:00AM and 4:00PM to search the Lost and Found for lost items. At the end of every Trimester, items left in the box may be donated to a local charity.

Birthday Celebrations

Students are permitted to bring store-bought goodies or non-food items to be shared with classmates if the teacher is notified in advance and the snack adheres to the ReGeneration Schools School Health Standards.

This is referenced earlier in this handbook, but as a reminder, snacks must meet the following nutritional requirements in order to be distributed:

- 150 calories or less
- 35% of total calories from fat or less
- 10% of total calories from saturated fat or less
- 30g of sugars or less
- 230 mg of sodium or less per serving

Parents can notify the teacher by writing a note/email or calling the school. The treats must be prepared in individual servings. Treats can be shared at 3:00 p.m. Birthday celebrations cannot occur during lunch to avoid interference with our food service program. Individual goodie bags are permitted as long as every student in the scholar's class receives one.

If your child does not celebrate birthdays, or is not permitted to celebrate birthdays, please send a note to school in writing informing us that your child is not to participate in birthday celebrations.

Field Trips

Field trips are a part of ReGeneration Schools' educational program. We use field trips to enhance learning that is taking place in the classroom. However, attending these programs is a privilege and not a right. If a scholar does not uphold ReGeneration's core values, he/she may not be permitted to attend a field trip. If a field trip is scheduled while school is in

session, the scholar will still be required to be in school. Failure to come to school will result in loss of the privilege to attend the next field trip and a mandatory parent conference.

Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a disability as permitted by a student's IEP or 504 Plan. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Accommodating Individuals with Disabilities

The School supports and complies with all applicable federal and state laws, procedures, and policies regarding the School's child find responsibilities. The School will conduct all child find activities for students who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law to be released).

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.

Student Records

The School recognizes the legal requirement to maintain the confidentiality of student records. Access to student records shall be consistent with federal and state statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Ohio Public Records Act, and their implementing regulations.

The School also recognizes its responsibility under the Local Government Records Law to ensure the orderly retention and disposition of the School's student records.

Appendix B of this Handbook notifies all parents of their rights under FERPA. The notice explains that the parent has a right to:

- 1) Inspect and review the student's education records;
- 2) Confidentiality with respect to personally identifiable information contained in a student's education records except:
 - a. by prior written consent of the student's parent(s) or guardian(s) or the eligible student;
 - b. as directory information; or
 - c. under certain limited circumstances, as permitted by FERPA.
- 3) Request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- 4) File a complaint with the U.S. Department of Education alleging failure of the District to comply with FERPA and its regulations; and
- 5) Obtain copies of the School's FERPA policy and the locations where copies may be obtained.

The School shall arrange to provide translations of this notice to non-English speaking parents in their native language.

Student directory information, which includes the student's name, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, awards and honors received, and dates of attendance, may be disclosed publicly, including to military recruiters, the media, colleges and universities, and prospective employers. Parents can object to the release of directory information regarding their scholar. Please contact the school office if you do not wish for your scholar's directory information to be released.

English Learners

ReGeneration Schools offers opportunities for English Learners to develop academic excellence and meet the same high standards that all children are expected to attain. ReGeneration Schools will assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by parents/guardians. Contact Special Education Coordinator for more information.

Students with Disabilities

ReGeneration Schools will provide a free, appropriate public education in the least restrictive environment to all students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and their implementing regulations. Contact the Director of Special Education for additional information about the identification, evaluation, placement, and services for students with disabilities.

Students in Transitional Living Situations (Homeless Children)

Each child of a homeless individual and each homeless youth has equal access to the same public education as provided to other children and youths. A *homeless child* is defined as provided in the McKinney-Vento Homeless Assistance Act. Please contact the school social worker for further information.

Notice to Parents of Right to Request Teachers' Qualifications

Parents have the right to request the professional qualifications of the teachers who instruct their child and the paraprofessionals, if any, who assist them. Parents may request the following information:

- Whether the teacher has met state certification or licensure requirements;
- Whether the teacher is teaching under a waiver of any certification or licensure requirements;
- Whether the teacher is teaching in the field of discipline of certification; and
- Whether any instructional aids or paraprofessionals provide services to their children and, if so, their qualifications.

Testing Transparency

Parents may request, and the District will provide in a timely manner, information regarding any mandatory assessments.

The School is a community school established under Chapter 3314 of the 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 are exempt from the compulsory attendance law for the purpose of home education pursuant to section 3321.042 of the Revised Code shall no longer be exempt for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administrator or the Ohio Department of Education and Workforce.

Access to Social Networking

ReGeneration Schools will not request or require a student to provide a password or other related account information to gain access to the student's account or profile on a social networking website. But ReGeneration may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, a student may be requested to share content on the social networking site in order to make a factual determination about a potential disciplinary violation.

Title I Funding

ReGeneration Schools may pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All ReGeneration Schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalence among the campuses. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalence among the campuses.

ReGeneration Schools maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in Appendix C.

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, actual or potential marital or parental status, including pregnancy. Further, ReGeneration Schools will not knowingly enter into any agreement with any entity or individual that discriminates against students on the basis of any protected status.

Title IX 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....”

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The Principal person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

Grievance Procedure

Students, parents, employees, and community members should notify ReGeneration Schools if they believe ReGeneration Schools has violated their rights under federal or state law or school policy, including those prohibiting discrimination and harassment. Such complaints should be made with the appropriate Nondiscrimination/Title IX Coordinator:

- For staff: Director of Human Resources, office address, telephone number, and email address
- For students: Dean of Students, office address, telephone number, and email address
- For parents/community members: Director of Operations, office address, telephone number, and email address

A copy of the Title IX Grievance Procedure is attached as an appendix to this handbook.

Rights of Individuals with Disabilities

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

As used in this policy, “an individual with a disability” means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

No employee or candidate for employment shall be discriminated against in recruitment, employment, promotion, training, or transfer solely because of his/her disabling condition. No candidate for employment shall be required to answer a question regarding a disabling condition and no such candidate will be discriminated against on the

basis of a disabling condition that is not directly related to the essential functions of the position for which she/he has applied.

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

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

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

No student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the students of the School.

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

Section 504

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

The Principal or his/her designee shall be the Section 504 Compliance Officer.

Surveys

Third party student surveys and questionnaires are those that are created by a person or entity other than a school official, staff member, or student. The Chief Executive Officer will approve the administration of third party student surveys and questionnaires only when they advance ReGeneration Schools' educational objectives. ReGeneration will provide notice to parents prior to the administration of third party surveys or questionnaires, and parents will, upon their request, be permitted to inspect the survey or questionnaire within a reasonable time of their request.

ReGeneration Schools will obtain prior written parent consent prior to administering any survey by ReGeneration, a student, or third-party that reveals information regarding:

- Political affiliations or beliefs of the student or his/her parent/guardian;
- Mental or psychological problems of a student or his/her family;
- Behavior or attitudes about sex;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
- Religious practices, affiliations or beliefs of the student or his/her parents/guardians; or
- Income (other than required to determine eligibility for participation in a program or for receiving financial assistance under such program)

Prior to giving consent, parents will be given an opportunity to review the survey upon request. The School will take measures to protect the identification and privacy of Students who participate in a protected survey, which may include limiting access to the completed surveys and results, as allowed by law.

The School shall provide notice to Parents and eligible students at least annually of the specific or approximate dates of the administration of any survey to collect, disclose, or use any student personal information for the purpose of marketing or selling the information. Parents and eligible students shall have the right to inspect the survey or other documents to be used in the collection of any such personal student information and shall have the right to opt their Student out of participation in such activity.

The preceding paragraph does not apply, however, to the collection, disclosure, or use of personal student information for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, Students or educational institutions

The School shall not release or permit access to the directory information of any student to any person or group for use in a profit-making plan or activity.

Political Affiliations or Ideologies

The School shall not solicit or require an employee or applicant for employment, or a student to affirmatively ascribe to or opine about specific beliefs, affiliations, ideals, or principles concerning political movements or ideologies. Additionally, the School shall not use statements of commitment to specific beliefs, affiliations, ideals, or principles concerning political movements or ideologies as part of the academic evaluation of students.

Nothing in this policy shall be construed to prohibit, limit, or restrict any of the following:

1. The School's authority to require a student or employee to comply with federal or state law, including anti-discrimination laws, or to take action against a student or employee for violation of federal or state law;
2. An educator's academic freedom;
3. An educator's ability to research or write publications about specific beliefs, affiliations, ideals, or principles concerning political movements, ideology, or social action so long as those publications so not violate other laws or policies or constitute conduct unbecoming of the teaching profession;
4. The School's authority to consider an applicant for employment's scholarship, teaching, or subject matter expertise in the applicant's given academic field;
5. The School's authority to offer an established character education program.

All policies, guidance, and training materials used for students, educators, and staff on all matters regarding specific beliefs, affiliations, ideals, or principles concerning political movements, or ideologies shall be available to the public for review unless otherwise protected by law.

This policy is not intended to restrict employee rights under the National Labor Relations Act.

Instructional Material

A student's parent(s)/guardian(s) may inspect, within a reasonable time of a request, any instructional material used as part of their child's educational curriculum.

Substance Abuse

Each fall, parents may request a copy of ReGeneration School's complete Substance Abuse policy. In short, any student who is reasonably suspected to be under the influence of a controlled substance will be required to have an immediate

physical examination and drug test by a physician. If a student's parent cannot arrange an immediate examination, then the school will take the student to the school's physician. A written report of that examination shall be provided to the parent/guardian of the student and the principal within twenty-four (24) hours. The student will also be subject to suspension for up to twenty-four (24) hours while the school determines the results of these tests. If the test results are positive, then the student will have to have an evaluation and assessment done by a drug and alcohol counselor to determine the nature and severity of the problem. The student may be subject to the Code of Conduct; the school may take into consideration whether the student follows the given recommendations and treatment. Selling or use of controlled substances on school property may also result in expulsion.

Acceptable Use of Technology

STUDENT INTERNET AND COMPUTER USE

ReGeneration School's computer network is provided for students to conduct research, complete assignments, and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required! Access is a privilege—not a right. Access entails responsibility.

Students are responsible for good behavior using any and all technology, just as they are in a classroom or school hallway. Computer network storage (hard drives and personal folders) may be treated like school lockers. Network administrators and teachers may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

The following misuses of the computer system are not permitted:

- Sending and/or displaying hateful or pornographic messages or pictures
- Using abusive, threatening or inappropriate language
- Harassing, insulting or attacking others
- Engaging in or promoting violence
- Engaging in racial, gender, or other slurs
- Receiving or transmitting information pertaining to weapons, such as bombs, automatic weapons, illicit firearms or explosive devices
- Damaging technology equipment (computer systems, computer networks, TVs, VCRs, digital cameras, scanners, etc.)
- Violating copyright laws (copying internet or other materials without permission)
- Using others' passwords
- Trespassing in other students and/or teachers' folders, work, or files
- Intentionally wasting limited resources
- Employing the computer network for commercial purposes
- Transmitting personal information without written parental consent
- Accessing areas considered borderline without written parental consent
- Hacking (attempt to gain unauthorized access to files, folders, and/or other systems)
- Any use of the systems that violates the School's anti-bullying policy will be dealt with according to that policy

All student internet usage is monitored and managed with our electronic monitoring systems. Violations will result in loss of computer use as well as other disciplinary or legal action.

ELECTRONIC DEVICES IN SCHOOL

At ReGeneration, students should not have recreational electronic devices in school. This includes games (*Gameboys, PSPs, etc.*), Ipods, and pagers. None of these devices are needed and often represent a distraction from successful academics and a serious atmosphere. In addition, these are items that cause conflict and lead to grief when lost or stolen. While ReGeneration obviously strives to prevent theft of any item, the school will not spend extra energy tracking down electronic devices that should not be in school in the first place. In the event that a student disobeys this rule and uses a prohibited electronic device in school, a staff member will confiscate it. The device will be kept until the parent comes in to retrieve it, and the student may be suspended.

CELL PHONE USE

In the interest of student safety during commuting, students are permitted to bring cell phones to school. Cell phones must be labeled with the student's name and homeroom. They will be collected each morning by an adult, locked up and passed back to students at the end of the day. With a teacher's permission, students are permitted to make phone calls after school or receive text messages from their parents to coordinate their ride home, or to monitor or address a health concern. Students are not permitted to use cell phones for any other purpose during this time. Any student who violates the cell phone rule will have their phone confiscated until a parent comes to retrieve it. Egregious or repeated violations of the cell phone rule may result in discipline consistent with the Code of Conduct.

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program or Section 504 plan.

Other Rules

ReGeneration Schools retains the right to establish additional rules and impose consequences not specifically listed here when the administration, in its reasonable discretion, believes them to be appropriate in specific situations.

ReGeneration Schools Wellness Policy

ReGeneration Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of ReGeneration Schools that:

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet at a minimum, the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all campuses in our school will participate in available federal school meal programs including the School Breakfast Program, the National School Lunch Program, the After School Snack Program and the CACFP At Risk Supper Program at various sites.
- The school will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. Wellness Advisory Council

ReGeneration Schools will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. The council will consist of students, staff and parents.

The Food Service Director will convene the advisory council at least 3 times per year and will facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

ReGeneration School will retain records to document compliance with the requirements of the wellness policy at the network office.

At least once every three years, ReGeneration School will evaluate compliance with the wellness policy to assess the implementation of the policy. ReGeneration School will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as ReGeneration School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

ReGeneration School is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within ReGeneration School participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional programs the individual schools may elect.

Meal Times and Scheduling

- will aim to provide students with at least fifteen (15) minutes to eat for breakfast and twenty (20) minutes for lunch.
- will aim to schedule meal periods at appropriate times.
- when feasible, will schedule lunch periods to follow recess periods
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Qualifications of School Food Service Staff. ReGeneration School will hire a Food Service Management Company to administer the school meal programs. As part of the food service management company's responsibility to operate a food service program, they will provide continuing professional development for all nutrition professionals in school. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. The School will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Competitive Foods and Beverages

All a la carte items will meet or exceed the USDA Smart Snack requirements.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. -

Schools are encouraged to share successful healthy celebrations/activities through social media or school newsletters. A healthy celebrations list is provided for all campuses to share with their families.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. ReGeneration School aims to teach, encourage, and support healthy eating by students. The School will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities;

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs;

Communications with Parents. The school will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The School will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

IV. Physical Activity Opportunities and Physical Education

ReGeneration School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. ReGeneration School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Nondiscrimination Statement

In accordance with federal civil rights law and 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 and 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, SW
Washington, D.C. 20250-9410
2. fax: (202) 690-7442
3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

ReGeneration School Discipline Code

The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The School also recognizes that students with disabilities have rights to certain procedural protections whenever school authorities intend to impose discipline upon them. The School is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

EXPECTATIONS

Core Values

Core values are at the heart of ReGeneration Bond Hill's community and represent the cornerstones of the school's Code of Conduct. It is expected that all students will try to live by the values outlined in the School Culture section of this manual.

ReGeneration School expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes ReGeneration School's philosophy of providing a college preparatory education for all students.

Introduction

At ReGeneration Schools, our goal is to provide a safe, rigorous, joyful, and culturally responsive learning environment where all students can thrive. Our student discipline policy must be restorative, providing opportunities for students to pause and reflect, recognize the impact their behaviors have on the community, and commit to repairing any harm through positive future actions. Student disruptions may lead to disciplinary action, such as in-school and out-of-school suspensions. These decisions are made with the utmost consideration for the social and emotional wellbeing of all students. This is the basis of our student Code of Conduct.

The Code of Conduct applies to school grounds, school sponsored events, and school buses. Students may also be subject to the School's disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School Staff or their property. It will be equitably applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or disability or by any other legally protected distinguishing characteristics. The School reserves the right to amend, supplement, or rescind provisions of this Code of Conduct at any time as it deems appropriate, in its sole and absolute discretion, consistent with applicable law and regulations.

Disciplinary Procedures

The School believes in the importance of setting forth clear behavioral expectations to ensure a safe, equitable, respectful, and supportive environment for every student. These expectations are outlined in the Code of Conduct, and it is the collective responsibility of students, staff, and families to uphold these expectations. The School has put in place systems to reinforce positive behavior and academic success. When student behaviors negatively impact the school environment, behavior interventions and supports will be used to remediate problem behaviors, enabling students to learn from their mistakes and be accountable for their misconduct.

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. Teacher personally communicates the problem(s) with the student's parent(s).
3. Teacher 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 for his or her grade level, the Principal may suspend the student from School, not to exceed ten School days, subject to the School's Suspension and Expulsion policies.

Fourth Level Offense

Subject to the School's Suspension and Expulsion policies, if actions taken at Levels 1-3 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct for his or her grade level, 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 the School's Suspension and Expulsion policies.

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

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
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 1-2 disciplinary action.	Level 2-3 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	See Dress Code	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	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

	the beginning of the day to the conclusion of School.			
Firearm	Bringing 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 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 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 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.	Levels 1-3	Level 2-4	Level 3-4
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	Level 1	Level 1-2	Level 2 -3

	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.			
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 sub-set 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 Web sites, and defamatory online personal polling Web sites, 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 or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.
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	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.

	the School or which the School is a participant.			
	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/ Vulgaries	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"> • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors • Any inappropriate playground behaviors • Minor insubordination to adults 	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</p> <ul style="list-style-type: none"> Leaving the school building or grounds without permission Other acts which could harm the student or others 	Level 2-4	Level 2-4	Level 2-4
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	<p>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 event. See also Drugs and Alcohol.</p>	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	<p>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.</p>	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> <ul style="list-style-type: none"> Defacing textbooks, library books, and other school materials Destruction or improper use of school computers, printers, or other technology 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.

	<ul style="list-style-type: none"> • Defacing/destruction of school property including desks, walls, lockers, etc. • Failure to respect the property of other students, teachers, school personnel, etc. • Gum chewing on school property • Improper use of restrooms and/or supplies • Stealing 			
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.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
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	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.	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.

	<p>Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Bringing toys or distracting objects to school • Creating toys or distracting objects at school 			
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 Truancy Policy.	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.

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 (72) 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.

Expulsions For Serious Offenses

In order to maintain a safe learning environment, there will be zero tolerance for weapons at school. Students who violate this Code of Conduct may be immediately removed from school and disciplined as appropriate. This includes but is not limited to any of the following offenses:

- Conviction or adjudication of delinquency for possession of a deadly weapon, or for committing a crime while in possession of a deadly weapon, on any school grounds, on a school bus or at a school-sponsored function.
- Possession of a firearm on any school grounds, on a school bus or at any school-sponsored function
- Assault with or without a weapon upon a student, teacher, administrator, other employee, or board member on any school grounds, on a school bus or at any school-sponsored function.

This policy will be interpreted as broadly as necessary to ensure a safe environment for our students and staff.

Seclusion and Restraint

The School's Positive Behavioral Interventions and Supports policy is attached as an appendix.

Procedures For Certain Types of Discipline

Short Term In-School Suspension or Short-Term Suspension from School (ten days or less)

When the Principal and/or Director of Operations or their designee (referred to as the "Suspending Authority"), such as a Dean of Students, determines that a student should be assigned in-school suspension or should be suspended on a short-term basis for ten days or less, the Suspending Authority will provide written notice of such intent to suspend the student in terms of the student infractions and allow the student an opportunity to give the student's side of the story, the decision to suspend will be given in writing to the student's family or guardian.

The student also may be removed from class and/or School immediately if, in the sole discretion of the Principal or designee, it is determined that the student's presence in class or School poses a continuing danger to persons or property or risks disruption of the academic process. Proper authorities will be notified if students who are suspended out of School return to school during a period of suspension.

If parent(s)/guardian(s) choose to contest the suspension decision, they may file a written appeal to the Superintendent via the Principal and/or Director of Operations within five business days of the date of the Suspending Authority's decision, or if an informal conference has been held, within 14 business days of such informal conference. The suspension will take place while such a challenge is made. The appeal to the Board will be handled by the Board's designee, currently the Chief Operating Officer from ReGeneration Schools. The Board's designee will promptly communicate his or her decision in writing to the family member(s)/guardian(s).

When the Superintendent or their designee determines that expulsion may be warranted, the student may be removed from class and/or school immediately if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process. The Instructional Leader and/or Operations Leader or their designee shall give written notice to the student and the student's parent(s)/guardian(s) of the charges against the student, the intent to expel and the right to an informal hearing within no less than 3 and no more than 5 school days unless the parent(s) or guardian(s) consent to an extended time. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for a parent(s) or guardian(s). The notification provided shall be in the dominant language used by a parent(s) or guardian(s). The student, a parent(s) or guardian(s) shall also have an opportunity to tell the student's side of the story.

At the hearing, the student shall have the right to be represented by counsel or advocate (at the student's/family's expense), and confront evidence on his/her behalf. The Superintendent shall personally serve as hearing officer or may, in his/her discretion, designate a hearing officer to conduct the hearing. A written statement will be provided to the student and family member(s) and guardian(s) stating the decision.

If a parent(s)/guardian(s) fail to attend the hearing and fail to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School will conduct the hearing in a parent(s)/guardian(s)' absence. In such an event, the School shall notify a family member(s) /guardian(s) in writing of the School's determination, the student's placement (if applicable) and their appeal rights.

Alternative Instruction

For any suspension (in-school or out of school) of one day or more, or any suspension of less than one day when the student has not yet received 60 minutes of instruction in grades K-6 or 120 minutes of instruction in grades 7-12, student has a right to live alternative instruction by qualified staff of at least 60 minutes (grades K-6) or 120 minutes (grades 7-12). The character of the instruction shall be such that the student receives all homework, takes all tests and quizzes and is able to keep pace with the student's class toward promotion in grade or graduation. The instruction shall be provided as soon as feasible after the suspension. The School may provide alternative instruction in-school or out-of-school at the School's discretion. If the student does not attend alternative instruction, the student shall be marked absent. If the School does not offer alternative instruction the student may not be recorded as absent.

In the case of an expulsion, alternative instruction will be provided for a reasonable period of time or until the student is enrolled at another accredited school, or otherwise participating in an accredited program to the extent the provision of such services is required by law. If the expulsion is in close proximity with the end of the school year, then the School will provide alternative instruction until the end of the school year.

Off-Site Learning Program for In-School Suspension or Suspension from School (high school only)

Students suspended by the Instructional Leader and/or Operations Leader or their designee may be required to report to an Off-Site Learning Program (OSLP) located outside the School to serve the suspension and receive alternate instruction. In such cases, the Instructional Leader and/or Operations Leader or their designee shall give reasonable notice to the student and the student's families(s)/guardian(s).

Students who have lost the privilege of being in class with their peers may be required to report to the OSLP to serve their consequence. Failure to report to the designated location in a timely manner will result in an absence, and students will need to report to the OSLP for an additional day to make-up the absence. Students suspended to OSLP will not be allowed to return to their primary high school until they have fully served their suspension at OSLP.

Gun Free Schools Act

Federal law (20 USC §7961) requires expulsion from school for a period of not less than one year for a student who the School determines to have brought a firearm to school, or to have possessed a firearm at school, except that the School's Superintendent may modify in writing such expulsion requirement for a student on a case-by-case basis with the consent of the Board of Directors. "Firearm" as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a), and includes firearms and explosives.

It is the policy of the School that in the event a student brings a firearm to school or possesses one at school, the Chief Operating Officer will refer the student to local law enforcement or other presentment agency as a juvenile delinquent.

The provisions of the Gun Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student's behavior was not a manifestation of the student's disability, regarding placement and services for such student.

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 cyber-bullying 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 cyber-bullying 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 cyber-bullying range from positive behavior intervention 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 Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal 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 as defined by Title IX, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Principal or his/her designee is responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal 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 **Appendix 264.1-A** Form for Reporting Incidents of Harassment Intimidation and Bullying). 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. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. 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. 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 promptly and in good faith.

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

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: 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 ensure 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 or federal 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, including a written or verbal discussion of the consequences for violations. 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.

Substance Abuse Policy

The School has a vital interest in maintaining a safe and healthy environment for all of its students. The use of illegal drugs poses serious health and safety risks to the user, those associated with the user, and potentially to the public.

In support of these values, the School may require any student in grades 5-12 to be drug tested in cases where the School has a reasonable suspicion (as defined under federal and state law) that the student is currently under the influence of dangerous drugs (as defined under state law, see Public Health Law § 3306) while on school property, or at a school function.

The term “under the influence” means that the student is observed using a prohibited substance or exhibits physical and/or behavioral characteristics that may indicate the recent use of a substance.

Purpose:

The purposes of the Drug Testing Policy are to:

1. Prevent injury, illness, and harm resulting from the illegal use of controlled substances;
2. Help enforce a drug-free educational environment;
3. Deter students from illegally using controlled substances; and
4. Educate students regarding the harm caused by the illegal use of controlled substances.

Procedures Prior to Testing:

If the School has reasonable suspicion that a student possesses or is under the influence of an illegal controlled substance, the School will question the student regarding its suspicion. If, after questioning the student, the School continues to have reasonable suspicion that the student possesses or is under the influence of an illegal controlled substance, the School will conduct a pat-down of the outside of the student’s pockets and/or backpack or a search of the student’s pockets and/or backpack.

Testing:

If, following a pat-down and/or search of the student’s pockets and/or backpack the School continues to have reasonable suspicion that a student is under the influence of an illegal controlled substance, after making best efforts to inform the student’s family or guardian, the School may require the student to undergo a drug test on the student in the School’s sole discretion.

Refusal to Test:

A student who refuses to submit to drug testing in a case of reasonable suspicion shall be treated as if he/she to has a positive test result and shall be subject to the appropriate consequences, if any.

Reporting of Positive Drug Test Results:

School administrators will be responsible for reporting test results to students and their families. If the test result indicates that the student is using illegal drugs, the School must report such information to the student’s family or guardian. The School will also provide the student and the student’s family or guardian with a list of available programs and facilities to combat dangerous drug usage. Positive test results will not be used for law enforcement purposes, but students found to be in violation of the drug policy will face consequences under the School’s Code of Conduct.

Discipline of Students with Disabilities

In addition to the discipline procedures applicable to all students, the School shall comply with all applicable federal and state laws and regulations.

Those students with disabilities removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a

suspended student to make up assignments or tests missed as a result of such suspension. In the event of a disciplinary change of placement, the school also shall provide additional alternative instruction by appropriate means to assist the student, so that the student is given opportunity to access the general education curriculum and progress toward IEP goals.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student may receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Student Interviews and Searches

Student Interviews

School staff may question or interview students and/or take statements from students regarding violations or potential violations of the Code of Conduct without the consent or presence of families or legal guardians unless otherwise required by law.

Appendix A: Title IX Grievance Procedure

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of student and employee complaints.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

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.

If a report involves allegations by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report. If the Superintendent is the Title IX Coordinator, the person making the report should submit it to the Board President.

Grievance Process for Complaints Not Alleging Sexual Harassment

Level I – Informal Procedure

Upon receiving a report of sexual discrimination that does not allege sexual harassment (as defined below), the Title IX Coordinator shall facilitate resolution through an informal procedure, if possible. This informal procedure is not required as a precursor to the filing of a complaint. The informal procedure is only available in those circumstances where the parties agree to participate in it. Individuals who believe that they have been unlawfully sexually discriminated/retaliated against may proceed immediately to the complaint procedure and individuals who seek resolution through the informal procedure may request that the informal procedure be terminated at any time to move to the complaint procedure. While there are no set time limits within which an informal procedure must be resolved, the Title IX Coordinator or his/her designee will exercise his/her authority to attempt to resolve the informal procedure within fifteen (15) business days of receiving the report.

Parties who are dissatisfied with the results of the informal procedure may proceed to file a complaint with the Title IX Coordinator.

Level II – Complaint Procedure

If a report is not resolved through the informal procedure, if one of the parties requests that the informal procedure be terminated to move to the complaint procedure, or if the individual elects to file a complaint initially, the complaint procedure shall be implemented. The School also reserves the right to investigate and resolve a complaint or report of sex discrimination/retaliation regardless of whether the individual alleging the unlawful discrimination/retaliation pursues a complaint.

The complaint should be in writing and state the date and nature of the alleged discrimination/retaliation and the relief sought. If the grievant is a student, the Title IX Coordinator shall assist in preparing the written complaint.

Upon receipt of the written complaint of sexual discrimination that does not allege sexual harassment, the Title IX Coordinator or his/her designee shall begin an investigation. The investigation will include, but not be limited to, interviews and a consideration of documentation or other information presented by any party that is reasonably believed to be relevant to the allegations, as applicable. Although certain cases may require additional time, the Title IX Coordinator or his/her designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the written complaint. The School reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

If an individual is alleged to have engaged in discrimination/retaliation, that individual shall be presumed to not be responsible for the alleged conduct until the conclusion of the complaint procedure. That individual must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

At the conclusion of the investigation, the Title IX Coordinator or his/her designee shall issue a written decision to the parties.

Level III – Appeal

If the student or employee believes that there still is a basis for a grievance, he or she may make a written statement of appeal to the Board. This written statement of appeal must be filed within ten (10) business days of the date of the Title IX Coordinator's decision

The Board or its designee (1-3 members of the Board) shall make a decision on the grievance appeal in a timely manner (ordinarily, within fifteen (15) business days of the appeal being received), and shall give that decision in writing to the Title IX Coordinator and the Student or employee.

Grievance Process for Complaints of Sexual Harassment

Definitions

For purposes of this grievance process,

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

“*Formal complaint*” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator.

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

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

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or

(3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“*Supportive measures*” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Training

Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. In addition, these individuals shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

All Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the School’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The School will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, and that decision-makers receive training on any technology to be used at a live hearing, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.

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

Presumption of No Responsibility

Throughout this grievance procedure, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. In addition, the School shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The School must comply with this grievance process before the imposition of any disciplinary sanctions, or other actions that are not supportive measures, against a respondent.

The investigation of the grievance shall include an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person’s status as a complainant, respondent, or witness. The standard of evidence to be used to determine responsibility will be the preponderance of the evidence standard.

Good Cause Delay

There may be a temporary delay of the grievance process or a limited extension of time-frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Level I – Response to Report

Upon receiving a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The School will maintain as confidential any supportive measures provided before or after the filing of a formal complaint or where no formal complaint has been filed, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

Level II – Formal Complaint

Upon receipt of a formal complaint (or later as additional allegations become known), the School will provide the following written notice to the parties who are known:

(A) Notice of the School’s grievance process that complies with this section, including any informal resolution process.

(B) Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must also inform the parties of any provision in the School’s code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice provided, the School must provide notice of the additional allegations to the parties whose identities are known.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation:

The Title IX Coordinator or his/her designated investigator will investigate the allegations in a formal complaint. When investigating a formal complaint and throughout the grievance process, the Title IX Coordinator or his/her designated investigator must:

(A) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the School must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

(B) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

(C) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

(D) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

(E) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

(F) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

(G) Create an investigative report within thirty (30) business days of receipt of a formal complaint that fairly summarizes relevant evidence and, at least ten (10) business days prior to a time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Question and Answer Period

After the School has sent the investigative report to the parties, the Title IX Coordinator or his/her designated investigator shall submit the investigative report to a decision-maker(s) to reach a determination regarding responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator or the investigator(s).

Before reaching a determination regarding responsibility, the decision-maker(s) must afford each party five (5) business days to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. However, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Dismissal

The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another provision of the School's code of conduct.

The School may also dismiss the formal complaint or any allegations therein, if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the School will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Determination Regarding Responsibility

The decision-maker(s) must issue a written determination regarding responsibility within twenty-five (25) business days of receiving the investigative report.

The written determination must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the School's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
- (F) The School's procedures and permissible bases for the complainant and respondent to appeal.

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

If a determination of responsibility for sexual harassment has been made against a respondent, the School will provide remedies to a complainant. The Title IX Coordinator is responsible for effective implementation of any remedies. Possible remedies to the complainant that the School may implement include: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures or individualized services offered as may be appropriate and reasonably available, without fee or charge to the complainant, that are designed to restore or preserve equal access to the School's education program or activity, to protect the safety of the complainant or the School's educational environment, or to deter sexual harassment.

Possible disciplinary sanctions the School may implement following any determination of responsibility by the respondent may include: suspension, expulsion, reprimand, documenting the occurrence in the personnel file, referral to counseling, withholding of a promotion, demotion, reassignment, temporary suspension without pay, termination of employment, or any other disciplinary measures outlined in the School's code of conduct or Staff Handbook.

Level III – Appeal

Either the complainant or respondent, or their parent or guardian, may appeal from a determination regarding responsibility or from a dismissal of a formal complaint, or any allegations therein. Any such appeal shall be received by the Title IX Coordinator in writing within ten (10) business days of the determination.

The appeal may be on one or more of the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The Title IX Coordinator shall give the written appeal to an appeal decision-maker(s) for decision. The decision-maker on appeal cannot be the same person(s) as the initial decision-maker, the Title IX Coordinator, or the investigator(s).

Within three (3) business days of receipt, the Title IX Coordinator shall also provide notice to the other party in writing that the appeal was filed. Each party shall then be provided five (5) business days to submit a written statement in support of, or challenging, the outcome.

Within ten (10) business days after the time to submit a written statement has passed, the decision-maker on appeal shall issue a written decision describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

For all appeals, the School must ensure that the decision-maker(s) for the appeal: (i) not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent; (ii) receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; (iii) receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and (iv) receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Office for Civil Rights

If the student (or their parent or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights. However, use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

A student (or their parent or guardian) or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination, or, if this grievance procedure is utilized, within sixty (60) days after the last act of the grievance process.

Informal Resolution Process

The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.

Similarly, the School may not require the parties to participate in an informal resolution process, and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process that does not involve a full investigation and adjudication, provided that the School:

- (A) Provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- (B) Obtains the parties' voluntary, written consent to the informal resolution process; and
- (C) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Any such informal resolution process should not exceed ten (10) business days.

Emergency Removal

Nothing in this grievance procedure precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety

and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. However, this provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave

Nothing in this grievance procedure precludes the School from placing a non-student employee respondent on administrative leave during the pendency of a grievance process. However, this provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Recordkeeping

The School must maintain for a period of seven years records of:

- (A) Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;
- (B) Any appeal and the result therefrom;
- (C) Any informal resolution and the result therefrom; and
- (D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by the public.

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

Retaliation Prohibited

Neither the School, nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding in this grievance procedure. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, constitutes retaliation.

The School must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination complaints not alleging sexual harassment. The exercise of rights protected under the First Amendment does not constitute prohibited retaliation under this grievance procedure. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of this grievance procedure does not constitute prohibited retaliation under this grievance procedure, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Designations

The School retains discretion to designate suitably qualified persons to fulfill any function under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The School also retains discretion to appoint two or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent and/or Title IX Coordinator may delegate functions assigned to a specific individual under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation may be rescinded at any time.

Appendix B: General School Information

Nondiscrimination Policy

ReGeneration Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to ReGeneration Schools on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, and special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by ReGeneration Schools on the basis of race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

Appendix C: Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (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 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, 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 as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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.

Upon request, the School discloses education records without consent to officials of another 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 20202-4605

Appendix D: Title I Parent Involvement Policy

ReGeneration School Schools implements a Parent Involvement Policy in adherence to the Every Student Succeeds Act (ESSA), offering programs and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the ESSA. These programs, activities and procedures are planned and operated annually with the consultation of the Parent Council and the Title I Stakeholders Committee. This Parental Involvement Policy supplements the Parent Handbook, distributed to all parents, and the School-Parent Compact. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, ReGeneration Schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

Philosophy

The choice to send your child to ReGeneration Schools demonstrates your high hopes and expectations of your child, and us. We are committed to making your hopes and expectations a reality as we prepare your child for college. But we cannot do it without you.

Our success depends on the students, families, and teachers all fulfilling their roles.

School-Parent-Student Compact

Our virtues are at the heart of ReGeneration's community and represent the cornerstones of the school. It is expected that all students will try to live by the values outlined in the School Culture section of this manual.

Students are expected to act respectfully towards all students and staff and to make positive contributions to the school community. They are expected to attend school daily and punctually, to actively participate in all classes, and to complete all homework assignments. Finally, students are expected to accept and strive to learn from consequences for their behavior.

Parents and other family members are asked to uphold and support the school's mission, policies, and Code of Conduct. Even if individual decisions can be challenging at times, the Code of Conduct is established for the good of all. We ask that you ensure that your child arrives punctually each day, ready to participate and learn. We ask that you oversee your child's completion of all homework assignments nightly and that you communicate consistently with the school. Finally, we ask that you help reward your child for positive behavior and help him or her accept and understand consequences for poor behavior.

Teachers are expected to prepare engaging, demanding lessons in all classes, to assign and evaluate appropriate homework each night, and to guide students on the path to college. They are also expected to exemplify the school's virtues of respect, integrity, diligence, responsibility, compassion, and perseverance.

Parents, other family members, and teachers will communicate regularly to support students through monthly advisory phone calls, progress reports, report card conferences, and opportunities for parents and other family members to visit their child's classroom.

To underscore this commitment, we ask that students, parents and teachers sign the following Compact for Achievement. ***(PLEASE NOTE THAT SIGNATURES ON THIS PAGE ARE ENCOURAGED BUT NOT REQUIRED)***

Appendix E: Positive Behavior 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:

1. 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;
2. Data-based decision making to select, monitor, and evaluate outcomes, practices, and systems;
3. Evidence-based practices along a multi-tiered continuum of supports;
4. Systems that enable accurate and sustainable implementation of practices; and
5. Progress monitoring for fidelity and target outcomes.

The School’s implementation of its PBIS framework includes:

1. Explicit instruction of school-wide behavior expectations;
2. A consistent systems of acknowledging and correcting behaviors;
3. Teaching environments designed to eliminate behavior triggers; and
4. Family and community involvement.

Prohibited Practices

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

1. Prone restraint;
2. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 1. involves the use of pinning down a student by placing knees to the student’s torso, head, or neck;
 2. uses pressure point, pain compliance, or joint manipulation techniques; or
 3. otherwise involves techniques that are used to unnecessarily cause pain.
3. Corporal punishment;
4. Child endangerment as defined in R.C. 2919.22;

5. Deprivation of basic needs;
6. Seclusion or restraint of preschool students (if any);
7. Mechanical or chemical restraints;
8. Aversive behavioral interventions;
9. Seclusion of students in a locked room or area; or
10. 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 Scholl 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:

1. An overview of PBIS;
2. The process for teaching behavioral expectations;
3. Data collection;
4. Implementation of PBIS with fidelity;
5. Consistent systems of feedback to students for appropriate behavior and corrections; and
6. 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.

The School shall ensure that there is a support plan in place for substitute teachers if the individual needs assistance with PBIS or crisis management and de-escalation.

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 and make a reasonable effort to have an in-person follow-up meeting with the parent within 30 days of the complaint's filing.

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.

O.A.C. 3301-35-15; R.C. 3319.4

Compact for Achievement

ATTENDANCE

- I will ensure that my child comes to school every day on time to begin school at 7:45 AM.
- I understand that if my child is truant for ten percent (10%) or more of the required school days, and has failed at least two (2) courses of study, he or she may have to repeat his or her current grade.
- I will make sure that my child promptly makes up missed work following absences.
- I understand that an absence is excused only for specific reasons within the School's attendance policy and that I must call on the morning of the absence (at the latest) and send a written note of explanation.
- I understand that my child will not earn credit for work missed after unexcused absences, including but not limited to: family vacations, participation at sports tournaments, and attendance at other forms of entertainment.
- I understand that the regular school day ends at 3:30 PM. (Monday – Thursday) and 1:45 PM on Fridays.
- I understand that my child will not be permitted to enter the building before 7:30 AM.

HOMEWORK

- I agree to provide a time and quiet place for study.
- I agree to check my child's homework nightly to ensure that it is complete.
- I agree to read to or with my child every night for at least twenty (20) minutes & sign the reading log.

CODE OF CONDUCT

- I agree to promote and support the rules of behavior as outlined in the Student and Family Handbook.
- I understand that my child may be required to stay after school if he or she behaves in a manner that interferes with the success of his or her peers.
- I will make all efforts to come to school for a meeting if my child is suspended or behaves disrespectfully towards his/her teachers.
- I understand that my child may be suspended if he/she behaves in a manner that interferes with the success and/or safety of his or her peers.

PROMOTION POLICIES

- I understand that my child may not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.
- I understand that the decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

DRESS CODE

- I will ensure that my child comes to school in uniform, according to guidelines listed in the Student and Family Handbook.
- I understand that if my child comes to school out of uniform, he or she may not be permitted to attend class, may need to wait for the appropriate dress to be brought in from home, and/or may receive an automatic detention.

COMMUNICATION

- I agree to support my child's academic work by communicating regularly with my child's teachers and advisor, by scheduling appointments to talk with them as needed, and by attending all Family-Teacher Conferences.
- I agree to promptly sign and return my child's report card and progress reports.
- I agree to attend family meetings and other school-sponsored events on a regular basis.

Parent/Guardian Signature

Date

Student Signature

Date

School Staff Signature

Date

Statement of Understanding

I have received and read a copy of ReGeneration School's Student and Family Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask the principal or other member of the school community for further explanation.

Student Name

Grade

Parent/Guardian Name

Date

Parent/Guardian Signature

Please sign and return this Statement of Understanding within one week of receipt of handbook.