ChallengeU

Ohio Community School

Student Handbook

2026-2027

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1. INTRODUCTORY LETTER

We are really happy that you're here at ChallengeU Ohio Community School! This is the place where your journey to learn, grow, and be a part of our community starts. We want to tell you some important things about our school.

At ChallengeU Ohio, we want to help you do well in school, but we also want to help you learn and grow as a person. We believe that each one of you has special talents and we are here to help you discover them.

Our school is a place where we celebrate how we are all different and learn from each other. We want you to talk openly with your friends and respect their ideas. We all need to work together to make our school a safe and welcoming place for everyone.

We follow some important rules at our school. We believe in being polite and honest. We want you to be responsible and do your best. These are some of the rules that we follow.

While you are here at ChallengeU Ohio, you'll get to learn about many different subjects, learn to think in a smart way, and work with our teachers who are here to help you. We believe that being good at many things is important, not just doing well in school.

Please take some time to read this book. It tells you about the rules and things you need to know at our school. If you ever have a question or need help, you can talk to our teachers and staff. They are here to help you do well.

Remember, your hard work and never giving up are the keys to doing well. ChallengeU Ohio Community School is here to help you and give you the tools you need to reach your goals.

We can't wait for you to have a great year here, learn new things, and make great memories. Welcome to the ChallengeU Ohio family!

Katy Brennan
Superintendent/High School Principal
ChallengeU Ohio Community School

2. School Mission Statement

At ChallengeU, we believe that education needs to adapt and offer a solution for those who are struggling to keep up with the regular school schedule or have dropped out. Our approach is centered around the student, with personalized coaching and support to help them graduate and succeed in their future endeavors. We strive to foster a supportive community where every student can succeed.

3. Hours of Operation

At ChallengeU, students have access to the educational program 24 hours a day, seven days a week. Students must participate in learning opportunities for a minimum of 25 hours every week, from Sunday (at 12:01 am) through midnight on Saturday. The School also maintains on-site support for counseling, instructional coaching, and testing assistance. On-site support is available at 4030 Smith Road, Suite 200, Cincinnati, Ohio 45209, on weekdays from 9 a.m. to 3 p.m. by appointment.

Students are expected to participate in at least 920 hours of learning opportunities each year. A student has the flexibility to choose when to access his/her own 920 hours of instruction; however, the Student should not spend more than ten (10) hours completing learning opportunities in a 24 hour period.

- To receive credit for learning opportunities, the Virtual Learning Academy(VLA) online platform will track online student work done. Note that idle time spent on Virtual Learning Academy(VLA) online platform will not be counted as learning opportunities.

- To receive credit for Non classroom based learning opportunities, it is necessary that each student track Non classroom based learning opportunities hours spent using the VLA tracker. Non-classroom-based learning opportunities will appear in dropdown menus, where students collaborate with coaches and staff on goal-setting.

- The teacher and coach will review the Virtual Learning Academy(VLA) online platform and VLA Non classroom based learning opportunities logs and determine if the appropriate number of hours have been completed based on the student's achievement in the lesson. To ensure accurate documentation, students must provide a description/title of the activity in the VLA tracker, along with the time started and ended.
- For additional support, students can attend the on-site support lab for counseling, tutoring, or test preparation. To ensure school security, students must make an appointment for any on-site services.

Inclement Weather
If Cincinnati Public Schools are closed due to inclement weather, ChallengeU on-site lab will also be closed. Students are encouraged to log into their classes and work from home.

4. School Organization and Roles

4.1. Roles and Responsibilities

A primary goal at ChallengeU Ohio Community School is encouraging parent involvement. Please click on the link below to review a copy of ChallengeU Ohio Community School's Title I Parent and Foster Caregiver Involvement Policy developed as part of the Title I funding plan. Feedback is welcome; please send an email message to the Parent Involvement Coordinator at any time.

*** The 2024-2025 SY Title I Parent and Family Engagement Policy and Compact link will be added once approved ***

4.2. Required Training for School Staff

Missing Child Policy

If any administrator is notified by school personnel that a missing child is attending ChallengeU Ohio Community School, the board or administrators will give notice of that fact to the Missing Children Clearinghouse and to the law enforcement agency with jurisdiction over the area where the missing child resides.

ChallengeU Ohio Community School will provide informational materials to families through email and parent meetings about matters regarding missing children.

Medical Alert Policy

ChallengeU Ohio Community School strongly encourages Caretakers to notify the school if a student has a serious illness or medical condition that could require the on-site administration of medicine or other environmental accommodations. A serious illness or medical condition could include, but is not limited to, asthma, diabetes, severe food or environmental allergies, and any other condition that could result in an emergency medical situation for the student. Additional information concerning students with diabetes can be found below.

If a student has a specific food allergy or requires an inhaler for asthma, it is important that the school is notified so that proper procedures can be followed to ensure the student's safety.

Notifying the school of chronic and/or serious medical conditions allows teachers, staff, and administrators to support students both physically and academically. Please note that any information shared with the school will remain confidential among school staff in compliance with state and federal privacy laws.

Once notified of any medical concern, the Caretaker will immediately be provided a form to specifically identify the condition and treatment protocol for the student and the school will work with the Caretaker in developing a protocol for the student.

ChallengeU Ohio Community School Diabetes Policy

Ohio law requires ChallengeU Ohio Community School's governing board to ensure that each student enrolled in ChallengeU Ohio Community School who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician. ChallengeU Ohio Community School will inform a student's Caretaker no later than 14 days after receipt of an order signed by the treating physician of a student with diabetes that the student may be entitled to a Section 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973 regarding the student's diabetes.

ChallengeU Ohio Community School school staff will comply with the Ohio Department of Education's guidelines and the Ohio Revised Code. School staff receive training prior to the beginning of each school year or as needed (within 14 days after receipt by the school of an order signed by the treating physician of a student with diabetes). Upon completion of the training, the school, in a manner it determines appropriate, shall determine if each employee trained is competent to provide diabetes care.

No later than December 31st of each year, ChallengeU Ohio Community School's governing board shall report to the Ohio Department of Education: 1) the number of students with diabetes enrolled in the school during the previous school year; and 2) the number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year.

5. School Calendar

ChallengeU offers an individualized educational experience that aligns with your current needs and future aspirations. Students can work at their own pace and set their schedules with the support of their graduation coach. To stay on track for graduation, it is recommended that students complete a minimum of five hours of learning per day, five days a week. ChallengeU offices and graduation coaches are given time off on all federal holidays. Students can access online learning and complete work even on days when ChallengeU offices are closed.

We enroll students year-round, so students' first day of school is the first day they log on to complete work. Please note that graduation ceremonies will occur on a rolling basis as student cohorts complete their requirements for high school graduation. The dates and times of each of these ceremonies will be communicated directly to families as students become eligible for graduation.

August 17, 2026 - First day of school

September 7, 2026 - Labor Day - ChallengeU Offices Closed, Students Off*

October 12, 2026 - Indigenous Peoples' Day - ChallengeU Offices Closed, Students Off*

November 11, 2026 - Veterans Day ChallengeU, Students Off*, Staff In-service

November 23 - 27, 2026 - Fall Break - ChallengeU Reduced Office Hours, Students Off*

November 26, 2026 - Thanksgiving Break - ChallengeU Offices Closed, Students Off*

November 30, 2026 - December 18, 2026: EOC state testing in-person

December 18, 2026 - First Semester Ends, Staff In-service.

December 21, 2026 - January 1, 2027 - Winter Break - ChallengeU Offices Closed, Students Off*

December 25, 2026 - Christmas Day - ChallengeU Offices Closed, Students Off*

January 1, 2027 - New Year's Day - ChallengeU Offices Closed, Students Off*

January 4, 2027- Staff returns to school.

January 4, 2027 - Students return to school. The second Semester starts.

January 18, 2027 - Dr. Martin Luther King Jr. Day - ChallengeU Offices Closed, Students Off*

February 15, 2027 - Presidents' Day - ChallengeU Offices Closed, Students Off*

March 22 - March 26, 2027- Spring Break - ChallengeU Reduced Office Hours, Students Off*

April 5 - April 23, 2027 - EOC State testing in-person

May 31, 2027 - Memorial Day - ChallengeU Offices Closed, Students Off*

June 4, 2027 - Official Last Day of 26 - 27 SY

June 12, 2027- Graduation

*Students will continue to have access to coursework and attendance will be recorded.

Student School Days: 184
Student School Hours: 920

6. Enrollment

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

» Completed registration form
» Student's birth certificate or alternative approved proof of date and place of birth
» Proof of residency
» Student's current immunization record
» Custody paperwork, if applicable, to be complete and contain all pages and signatures

6.1. Proof of Residency

Upon initial enrollment, and annually thereafter, one (1) of the following documents, in the parent's/guardian's name showing the current street address, must be provided to and verified by the School:

- Deed
- Utility bill (electric, gas, water, or sewage) showing service address*
- Mortgage statement (showing property address)*
- Lease agreement (signed, showing terms of lease)
- Most recent property tax statement
- Renter's insurance declaration page
- Cable bill*
- Phone and/or Internet bill*
- Most recent bank statement
- Letter from government agency*
- Payroll stub*
- Rent receipt (signed by property management, showing address)*
- Trash bill*
- Notarized Residence Declaration Form (parent/guardian/emancipated student in a temporary living arrangement and does not have any acceptable documents in their name)

**Items marked with an asterisk (*) must be dated within the last 90 days*

The School must review residency records of enrolled students on a monthly basis. Parents, guardians or independent students aged 18 and over must ensure their correct home address is in Emis Reporting System - DASL and notify the School when a change in the location of the parent or student's primary residence occurs.

Failure to communicate with school staff and/or provide adequate proof of residency records in 30 days or later may result in temporary access to Caretaker and/or student accounts being disabled in Virtual Learning Academy (VLA) Classroom to prompt a response from the Caretaker, or students being withdrawn from the School, except as otherwise prohibited by the McKinney-Vento Homeless Assistance Act or other relevant laws.

6.2. Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. In Ohio, all students must be no older than 21 as of the first day of ChallengeU Ohio Community School year or if they are 22 at the time of enrolling. Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

6.3. Enrollment after the Start of the School Year

ChallengeU Ohio Community school has a continuous enrollment process that must be completed for students to enroll throughout the school year. Once the enrollment form is completed and all documents are submitted, the student will be supplied with a computer. Once the student has a computer and completes a lesson or activity with the coach, the student will be enrolled. Students will submit official or unofficial transcripts, report cards, progress reports, and/or teacher notes from their previous school as part of the enrollment process. Virtual Learning Academy (VLA) teachers review the student's work and progress up to that point in the semester and enter an equivalent grade in the Virtual Learning Academy (VLA) Grade Book that represents the student's efforts at the previous school. That grade will be averaged in with the Virtual Learning Academy (VLA) grades earned in the same semester.

6.4. Dual Enrollment in Other Schools

Because the school is a full-time program, students may not be concurrently enrolled in another 9-12 public school on a full or part-time basis. However, students may be enrolled in College Credit Plus and Career Technical programs while enrolled at ChallengeU Ohio Community School.

6.5. Mandatory Testing Requirement

ChallengeU Ohio Community School is a community school established under Chapter 3314 of the Ohio Revised Code. ChallengeU Ohio Community School is a public school, and students enrolled in and attending ChallengeU Ohio Community School are required to take proficiency tests and other examinations that are prescribed by law. In addition, there may be other requirements for students that are prescribed by law.

Participation in testing is required at ChallengeU Ohio Community School. These tests are required for high school graduation. The school works diligently to provide safe and convenient locations for testing. Refusal to participate in state testing could lead to a withdrawal of the student.

More information about the administration of the state required tests will be posted by the School Principal once the school year is underway, including specific dates and locations. Learning Coaches are responsible for providing transportation to and from testing sites.

6.6. Notice Concerning State-Prescribed Testing And Compulsory Attendance Law

The ChallengeU Ohio Community School is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who 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 administration or the Ohio Department of Education and Workforce.

ChallengeU follows all state testing guidelines. Students must take all mandated state tests. Failure to complete mandated achievement tests or diagnostic assessments may result in a student's withdrawal from the School per R.C. 3314.26.

6.7. 2026-2027 Testing Calendar

All students enrolled at the beginning of the school year will be testing during the Fall Window

Star Testing Window: August 15- May 31. In-person testing will also be conducted, and baseline progress monitoring data will be obtained at the same time. Students enrolling

after the fall window will be tested within 2 weeks of enrollment. There must be 16 weeks between the first test session and the second test session.

FALL EOC TESTING:

Dropout Prevention and Recovery: Sept. 14-Nov. 20, 2026

Adult Testers: Oct. 26-Nov. 20, 2026

Fall high school end-of-course: Nov. 30, 2026-Jan. 15, 2027

SPRING EOC TESTING:

Spring English language arts: March 29-April 30, 2027

Spring math/science/social studies: April 5-May 14, 2027

Dropout Prevention and Recovery: Jan. 25-April 2, 2027

Adult Testers: Feb. 8-March 5, 2027

Family notification: June 30, 2027

Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) 1% CAP

Test Administration Window: Feb. 1-March 26, 2027

ACT TEST DATES

Test Administration Window: February 23, 2027, Online

Ohio English Language Proficiency Tests

Screener/ OLEPS: Aug. 4, 2026-June 30, 2027

Assessment/ OLEPA: Jan. 1-June 30, 2027

Alternate Assessment/ OLEPA: Feb. 1-March 26, 2027

6.8. Admission and Lottery Standards

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to Ohio residents from age 15 to 21 and grades 9 to 12 as specified in the Community School Contract.

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

Notwithstanding anything contrary in this policy, in the event the racial composition of the enrollment of the School violates a federal desegregation order, the School shall take any and all corrective measures to comply with the desegregation order.

Students are required to attend school on a full time (25 hours per week) basis. The School may limit admission to students who cannot commit to 25 hours of classes per week.

6.9. Priority, Criteria and Identification of At-Risk Students

Priority will be given to students who are at-risk upon enrollment. The program is open to students ages fourteen to twenty-one; however, the School primarily serves students sixteen years of age and not older than twenty-one years of age. A student may be considered “at-risk” of not graduating if the student is in grades nine to twelve and has either (a) demonstrated a lack of adequate progress in meeting the requirements for graduation specified in the student’s graduation plan, (b) is at least one grade level behind his or her cohort age group, or (c) the student experiences a crisis that significantly interferes with his or her academic progress.

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

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list before any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year will have first preference for a position;

- Secondary preference will be given to students who reside in the district where the school is located, and may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School's total enrollment.

6.10. Enrollees Suspended or Expelled Elsewhere

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

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

7. Attendance/Truancy/Withdrawal

7.1. General Policy

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

Students are responsible for completing at least 25 hours of instruction per week through some combination of online, Non classroom based learning opportunities, and in-person learning. Students are required to establish flexible schedules at the start of each semester to determine approximately how they will complete five schooling hours per day. Missed instructional hours must be made-up at another time during the week.

Attendance at ChallengeU includes instructional activities that students are expected to complete, participate in, and/or attend during any given school day, to include both classroom and non-classroom based activities. Examples of instructional activities include, but are not limited to, online time spent on Virtual Learning Academy (VLA), or other computer-based educational systems, Non classroom based learning opportunities activities directly related to coursework/assignments, testing, activities with the graduation coach or other school personnel,

goals students collaborate with coaches and staff on, and in-person and/or remote communication with school staff and/or service providers.

Student online attendance is tracked in the student's Virtual Learning Academy (VLA) platform and the Non classroom based learning opportunities attendance must be self-reported by the student or parent using the VLA tracker, which is available to all students and parents. The Virtual Learning Academy (VLA) tracker is the official record of online attendance and is customized to display the set of courses and activities relevant for each individual student. Non classroom based learning opportunities School work may be recorded using the VLA tracker on any day of the school year that falls within the start and end dates of the school calendar, to include Saturdays, Sundays, school breaks, and holidays. It's the student/parent/guardian responsibility to self declare Non classroom based learning opportunities.

Students/Parents//Guardians are required to enter the full amount of Non classroom based learning opportunities time a student works on educational activities into the most appropriate topic listed on the student's VLA dropdowns. It is important to enter Non classroom based learning opportunities time daily. Per Ohio law, student attendance may not exceed ten (10) hours per day. Student attendance at ChallengeU is tracked through the following methods:

a) Online Classroom Time spent working in Virtual Learning Academy (VLA)
b) Non classroom based learning opportunities Time spent (can be online activities outside of the Virtual Learning Academy (VLA) platform)

Time spent working online in Virtual Learning Academy (VLA) is tracked automatically via a background process that utilizes an online timer to capture work completed within student's Virtual Learning Academy (VLA) accounts and time on the ChallengeU computer. The online timer tracks time spent working directly within Virtual Learning Academy (VLA) lessons, assessments, and sessions with the Virtual Learning Academy (VLA) teachers.

7.2. Excused Absences

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

1. Personal physical illness such as to prevent attendance at School.
2. Personal mental illness such that the student will not benefit from instruction.
3. Illness in the family if a student is age fourteen or older.
4. Quarantine in the home.
5. Death in the family.
6. Observance of religious holidays.
7. Court subpoena.
8. Necessary work at home due to absence of parents/guardians.
9. Medical, behavioral, or dental appointments.

10. Instruction at home from a person qualified to teach the branches of education in which instruction is required.
11. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
12. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of 4 days per school year. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for 4 or more consecutive school days, classroom teachers must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.
13. Any instance in which complications to attendance arise due to COVID-19 pandemic, including but not limited to illness or symptoms, technical difficulties for at-home access, limited availability of parental transportation due to COVID-19, or other circumstances which in the judgment of the School constitutes good and sufficient cause for absence.
14. Pre-enlistment reporting to military enlistment processing stations.
15. Absences due to deployment activities of a parent or custodian.

When a student will be absent, a parent must call or email the Coach or the School to inform that his/her child or children will be absent from School. Shortly following the absence, the student may be required to provide to the School a written statement, email, or verbal confirmation by phone from a parent of the cause for absence, or the absence will be considered unexcused. The Superintendent or his/her designee reserves the right to verify such statements and to investigate the cause of each individual absence.

7.3. Parent and Student Responsibilities for Attendance

To meet attendance requirements and successfully complete their lessons, students will require varying levels of adult supervision throughout the school day. If the School has reason to believe a student is unsupervised or is not engaging with their graduation coach, Child Protective Services may be contacted. In such cases, the School will initiate an investigation to ensure the student is in a safe, supportive environment and is receiving adequate supervision to meet attendance expectations.

Please note that students who were previously excused from compulsory attendance under home education provisions, as defined by the Ohio Administrative Code, will no longer be excused under that exemption once they are enrolled in a community school. For further clarification, you may contact the school administration or the Ohio Department of Education.

Additionally, all parents or guardians of students under 18 are required to schedule a brief 10-minute call with the student's graduation coach. This conversation is essential to help the coach understand your child's needs and home dynamic, and to ensure they receive the right support for a successful school year.

7.4. Marking and Verifying Attendance

VLA Tracker Guidelines

- "Hours entered into the VLA Tracker must directly relate to learning activities required by the student's curriculum and/or graduation plan (…) The graduation coach must in advance approve any learning activity that is not directly related to the student's graduation plan."
- The "graduation plan " wording means an hour can be approved simply because it's "related to the plan," with no requirement that it ever tie to an actual course or standard. A graduation plan does not meet the OAC 3301-102-02(J) "learning opportunity" bar on its own.
- Each student is required to complete 920 hours of instructional activity during a full school year, including those students enrolled in Credit Flex, Career Technical programs, and College Credit Plus. The TimeTracker Activity Tracker has sections for logging time spent in these programs.
- Non-classroom based learning opportunities must be entered daily by student/parent/guardian.
- School staff will approve all time self-reported. The School will use internal tools to analyze and evaluate that student's required work/activities reasonably align with the hours reported. School staff may reduce recorded hours when actual work does not align with reported hours.
- Entries cannot be modified by Students/Parents/Guardians after attendance hours have been marked as approved by school staff.
- Students are required to continue to attend school and complete school work through the end of the school year even after logging the required (or minimum) number of school hours.

Absences

Due to the flexible nature of ChallengeU Community School, students can complete work outside of normal school hours, to include evenings, weekends, and holidays. ChallengeU provides students with the opportunity to make up work for time spent away from school. Time missed on a school day may be offset by work completed in advance (up to 55 hours) or may be "made up" in a timeframe equivalent to the absences. Graduation Coaches should be notified when students will be absent on regular school days.

If a situation arises that will cause a student to miss scheduled school days (e.g., due to a health issue, family emergency, natural disaster), the school staff must be notified within 24 hours of the first missed day. The School may also require official documentation to support any situation resulting in three (3) or more consecutive days of missed school. Please reach out to the school

for additional information.

If a student has too many hours missed at any point during the school year, that student may be subject to interventions per ChallengeU's Attendance/Truancy Policy.

7.5. Engagement Requirements

All students enrolled with ChallengeU Community School are required to login to Virtual Learning Academy (VLA) daily and maintain ongoing live contact (texts, calls, videos conference, Testing) with their graduation coach. Failure to comply with ChallengeU contact requirements may result in staff inability to verify attendance, mandatory in-person meetings, and/or removal from the program for non-compliance.

Students who have been identified as struggling in an academic area may receive notification(s) from their coach, teacher(s) and/or administrator(s) that they are required to login and/or participate in Supplemental Instructional Activities. Students will be notified in advance of the time and day of the live session and expectations for attending and/or of the requirements for participating in supplemental activities. Non-compliance with required attendance at live sessions and/or with required participation in assigned supplemental activities may result in removal from the program.

Students who receive support and services through an Individualized Education Program (IEP) will be assigned a specific Intervention specialist based upon their IEP goals/objectives. The assigned, scheduled Intervention live sessions are a requirement for students to attend and are not optional.

7.6. Attendance Policy

For a student to remain enrolled at ChallengeU Community School, attendance of 85% of all required instructional hours must be done on the Virtual Learning Academy (VLA) platform, or the student must be considered on pace for on-time completion of all coursework. Teachers, graduation coaches, and administrators review system metrics (lesson and assessment completion rates, grades, course activities) weekly to determine whether students are on pace for on-time completion.

Students who fail to meet ChallengeU's required attendance measures will be subject to attending truancy and engagement proceedings and are at risk of being withdrawn from the school due to truancy and/or lack of engagement. Pursuant to Ohio law, any student who fails to attend school for 72 consecutive hours per the school calendar must be withdrawn.

Automatic Withdrawal for Lack of Participation

A student will be automatically withdrawn if the student fails to participate in 72 consecutive hours of learning hours of learning opportunities without excuse.

ChallengeU shall also withdraw any student who, for two (2) consecutive school years of enrollment in the School, fails to participate in the spring administration of any assessment prescribed under section 3301.0710 or 3301.0712 of the Revised Code for the student's grade level and was not excused from the assessment pursuant Ohio law.

The student's parents/guardian will be notified by mail that such a withdrawal occurred. Notice of the withdrawal will also be sent to the residential school at that time. The student and/or guardian must return all issued School equipment within one (1) week of the withdrawal and immediately enroll the student in another accredited Ohio school to comply with compulsory attendance laws.

7.7. Truancy

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

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

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

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

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

To maximize student learning, regular attendance and student engagement is required by state law. ChallengeU offers a great deal of flexibility regarding how many hours students spend each day on schoolwork and on what days of the week they complete that work.

Due to this flexibility, ChallengeU allows students to make up missed work. Parents and students are held legally responsible for ensuring that their students are fully participating in school even if

they have designated another individual. The information below is intended to help Parents and students understand how to stay in good standing with regards to attendance requirements and to ensure that caretakers understand the consequences of failure to mark attendance.

Parents and students must ensure that the following activities are taking place:

- ➔ The student completes assigned lessons and assessments on time, and with integrity.
- ➔ The student participates in educational activities for an appropriate number of hours each week, and attendance reflects an average of 26 hours of work per week (classroom based learning opportunities and non-classroom based learning opportunities).
- ➔ The student is available for regularly scheduled live contact with teachers and graduation coaches.
- ➔ The student can demonstrate that they are doing their own schoolwork.
- ➔ The student attends mandatory testing.
- ➔ The Parent or student communicates with the graduation coach in advance if they need to deviate from the regular school calendar or needs approval for time spent on an educational activity that is outside the scope of the student's regular curriculum or learning plan.

ChallengeU evaluates attendance hours against actual work completed and may reduce/remove the amount of a student's time recorded in the ChallengeU Activity Tracker to better reflect time spent on schoolwork. If, after attendance review, a student's verified work is less than one (1) hours per day, all time displayed in the ChallengeU VLA Tracker may be removed at the discretion of the School. Appeals regarding a reduction in attendance time may be made to the Principal, whose decision is final.

7.8. Determination of Absent Time – Hours/Days Missed

Students are required to attend an average of 5 hours per day for each school calendar day in which they are enrolled at ChallengeU Community School. This sum of hours represents the students "required instructional hours". The student's "actual attendance hours" is the sum of all time recorded in the ChallengeU VLA Tracker and from the Virtual Learning Academy (VLA) Online Platform. The number of hours absent/missed is the difference between actual attendance hours and required instructional hours. If the number of days absent is less than zero, then a student has actually "banked" more hours than the minimum hours required, and such time will be used to offset hours missed in future days. Students may accumulate a maximum of 55 banked hours at any given time.

The ChallengeU Truancy & Student Engagement Process consists of steps outlined below. Note that the determination of a student's "required instructional hours" is relative to the student's enrollment date with consideration to the school calendar. Good faith efforts by the School to contact Caretakers include the use of email, US Postal Mail, and telephone/text.

Step 1: Attendance/Engagement Warning Notice

A student's parent, guardian, will receive a written notice when attendance hours fall 30 or more hours short of the student's required instructional hours in any semester. At this step, the notification informs families of the consequences of continued truancy and/or failure to engage in schoolwork.

Step 2: Excessive Absences /Engagement Notice

A student's parent or guardian will receive written notification when attendance hours fall 65 or more hours short of the student's required instructional hours for the student's enrollment period in the school year or if the student is not on pace for on-time completion. At this step, the family will be notified that interventions will be required if attendance and engagement continue to decline.

Step 3: Absence Intervention Plan (AIP) or Academic Probation Plan Scheduling (APP)

At this point, a student is 72 or more hours short of the required instructional hours for the student's enrollment period in the school year or the student is still not on pace for on-time completion. An absence intervention meeting and/or academic probation hearing will be scheduled and held with the parent/guardian. The absence intervention plan and/or academic probation plan will clearly define the requirements and guidelines that must be followed for a student to remain in attendance at ChallengeU. Failure to follow the AIP or APP will result in withdrawal of the student from ChallengeU.

Per Ohio law, excessive absenteeism while enrolled in ChallengeU, may result in suspension of Ohio driving privileges for any student under 18.

Step 4: Implementation and Monitoring of Intervention Plans

School Personnel will monitor the student's progress against the Absence Intervention Plans and/or Academic Probation Plans. Students who fail to meet the terms of AIP and/or APPs will be withdrawn from ChallengeU and will be provided with a list of alternative educational options. Within 48 hours of withdrawal, the student's resident district will be notified of the student's withdrawal from ChallengeU.

Per State law, a student's driver's license or ability to obtain a driver's license may be suspended at this step as well.

Step 5: Juvenile Court Proceedings

Per state law, failure to enroll in another school within ten (10) days of withdrawal from ChallengeU will result in juvenile court proceedings. In lieu of withdrawal, the school may choose to file truancy charges against a student who does not meet the terms of the AIP or APP.

7.9 Board Policy on Start and End Dates Determination

A. Start Date
The “Start Date”, or the earliest date that the School is eligible to receive public school funding for The education of a particular student is dependent upon all of the following conditions being met:
1. The student has been provided with all required hardware and software, and all such materials are operational so that the student can fully participate in learning opportunities provided by the School. Each student’s computer that is to be supplied by the School, per ORC 3314.22, must be operational in the home, unless formally waived by the parent.
2. The School has received, from the parent or legal guardian, all of the paperwork/documentation required to officially enroll the student in the School, and
3. The student has commenced participation in learning opportunities, evidenced by logging in to the School’s Learning Management Systems (LMS).

B. End Date

The “End Date”, or the last date that the School is eligible to receive funding for the education of a particular student, is recorded as follows (in order of priority/relevance):
1. The date prior to the student’s official enrollment date in another public or private school, evidenced by receipt of such documentation.
Without documented evidence of enrollment in another school:
2. The date after documentation is received from the parent or legal guardian that indicates intent to withdraw the student from the School, or the actual date stipulated in such withdrawal documentation, or, if appropriate, the last date work has been completed in LMS by the student before the student’s access to LMS is disabled.
Without documented evidence of enrollment in another school and without documentation from the parent indicating intent to withdraw:
3. The date that the School ceases to offer learning opportunities to the student according to the contractual agreement between the School and the sponsor. This date may be no later than 72 hours (15 school days) beyond the student’s last date of participation in learning activities, unless a legitimate excuse is provided for such absence.

8. Academic Integrity

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

All graduation Coaches will review how to stay in good standing academically and avoid academic integrity concerns, such as plagiarism.

In accordance with Virtual Learning Academy (VLA)'s and ChallengeU policy,

1. 1st offense - Warning, Virtual Learning Academy (VLA) teacher will educate students, Provide additional attempt on assignment for full credit.
2. 2nd offense - Alert student, graduation coach, and parent/guardian about the offense. An additional attempt will be provided once a student submits understanding of plagiarism concerns.
3. 3rd offense - Student and parent/guardian will be notified again and student will not be allowed to do the assignment again, there will be a referral to Principal.
    a. Principal/Coach/Family meet and warned next attempt could lead to withdrawal
4. 4th offense - Student could be withdrawn from the program.

9. Technology

ChallengeU Community School requires the integration and use of technology for successful student learning. Students, parents/legal guardian(s), and staff must have access to the internet and be reachable via phone service.

- Devices
    - All students will be assigned a device by ChallengeU.
        - The device will be equipped with all necessary hardware/software for students to access education sites and complete the assigned curriculum.
        - The school administrator or Graduation coach will arrange dates for device pick up. All devices will need to be returned to the ChallengeU Community at the conclusion of the school year or time of graduation or at withdrawal.
    - Technology Support
        - Hardware issues such as the computer not turning on, cracked screen, etc. should be taken care of by the student/parent as soon as the problem is discovered. For a replacement, device contact the school administrator to arrange for repairs/replacement.

        - Software issues such as accessing/navigating the Virtual Learning Academy (VLA) management system for courses or Google Suites can be addressed through the student's graduation coach or by contacting the school administration.

- Internet requirements & access
    - Use of the Internet is a requirement for ChallengeU students.

- Educational Platforms
    - The ChallengeU Community School will use the following internet-based platforms for instruction, assessment, and collaboration
        - Virtual Learning Academy (VLA)
        - Google Suite
        - VLA
        - Kahoot
        - GoGuardian
    - Regular use of the above platforms is required to complete lessons and track activities. The school provides training on each of these platforms for those in need. Each platform is typically available 24 hours a day, except for when maintenance is being conducted.

GoGuardian computer program

To help keep your child safer and more scholarly online, ChallengeU Community School has adopted online services provided by GoGuardian to:

- Help protect students against harmful and inappropriate online material
- Help students stay “scholarly” and more focused when learning online
- Help assess students’ progress toward class assignments
- Facilitating communication between teachers and students during class time

GoGuardian’s web-based services operate on our school’s Google Chrome accounts (i.e. when a student is logged into ChallengeU-issued Chromebook or logged into Google Chrome with his/her school email address). The monitoring of online activities is done anytime the student is online on a school-issued computer device.

ChallengeU Community School selected GoGuardian services to help our students stay safer and more scholarly online.

Students and parents agree to use their school-managed Google accounts and school-managed devices for educational purposes within the boundaries of ChallengeU Community School’s Technology Acceptable Use Agreement.

In the event a student fails to return their device or it is returned to the graduation coach damaged the family will be invoiced $359.99 to replace the missing or damaged device. This could also impact future records requests or receipt of a diploma.

To parents and guardians,

At ChallengeU Ohio Community School, we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At ChallengeU Ohio Community School, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

What personal information does Google collect?

How does Google use this information?

Will Google disclose my child's personal information?

Does Google use student personal information for users in K-12 schools to target advertising?

Can my child share information with others using the Google Workspace for Education account?

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child. Students who cannot use Google services may need to use other software and equipment to complete assignments or collaborate with peers.

I give permission for ChallengeU Ohio Community School to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Thank you,

Kathryn Brennan

As a student and parent/guardian, I/we give permission for ChallengeU Ohio Community School to create/maintain a Google Workspace for Education account for me/my child and for Google to collect, use, and disclose information about me/my child only for the purposes described in the notice below.

Google Workspace for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://workspace.google.com/terms/user_features.html):

Assignments

Calendar

Classroom

Cloud Search

Drive and Docs

Gmail

Google Chat

Google Chrome Sync

Google Meet

Google Vault

Groups for Business

Jamboard

Keep

Migrate

Sites

Tasks

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the following “Additional Services”:

Chrome Web Store, YouTube

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student’s Google Workspace for Education account, and authorizes the disclosure of

data, as requested by the third party services. Additional information about these third-party services is available at:

Figma Figjam - Used for Digital Whiteboard:
https://help.figma.com/hc/en-us/articles/15346241996951-Third-party-services-notice

SchoolJoy - learning system - https://app.schooljoy.com/about/privacy

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, ChallengeU Ohio Community School may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google core services, Google also collects information based on the use of those services. This includes:

account information, which includes things like name and email address.

activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.

settings, apps, browsers & devices. Google collects information about your student's settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of your student's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.

location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.

direct communications. Google keeps records of communications when your student provides feedback, asks questions, or seeks technical support

The Additional Services we allow students to access with their Google Workspace for Education accounts may also collect the following information, as described in the Google Privacy Policy:

activity while using additional services, which includes things like terms your student searches for, videos they watch, content and ads they view and interact with, voice and audio information when

they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.

apps, browsers, and devices. Google collects the information about your student's apps, browser, and devices described above in the core services section.

location information. Google collects info about your student's location as determined by various technologies including: GPS, IP address, sensor data from their device, and information about things near their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data we collect depend in part on your student's device and account settings.

How does Google use this information?

In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the Google Cloud Privacy Notice for more information.

In Google Additional Services, Google may uses the information collected from all Additional Services to deliver, maintain, and improve our services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public. See the Google Privacy Policy for more details.

Does Google use student personal information for users in K-12 schools to target advertising?

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Some additional services show ads; however, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your student's account or past activity to target ads. However, Google may show ads based on general factors like the student's search queries, the time of day, or the content of a page they're reading.

Can my child share information with others using the Google Workspace for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your student shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrator (and resellers who manage your or your organization's Workspace account) will have access to your student's information. For example, they may be able to:

View account information, activity and statistics;

Change your student's account password;

Suspend or terminate your student's account access;

Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;

Restrict your student's ability to delete or edit their information or privacy settings.

With your consent: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our Google Privacy Policy, the Google Cloud Privacy Notice, and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting Kathryn Brennan at kathryn.brennan@challengeu.us. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit https://myaccount.google.com while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact Kathryn Brennan at kathryn.brennan@challengeu.us. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the Google Workspace for Education Privacy Center (at

https://www.google.com/edu/trust/), the Google Workspace for Education Privacy Notice(at https://workspace.google.com/terms/education_privacy.html), and the Google Privacy Policy at https://www.google.com/intl/en/policies/privacy/), and the Google Cloud Privacy Notice at (https://cloud.google.com/terms/cloud-privacy-notice).

The Core Google Workspace for Education services are provided to us under Google Workspace for Education Agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Cloud Data Processing Addendum (as https://cloud.google.com/terms/data-processing-addendum).

10. Student Expectations

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

Graduating and earning a high school diploma is important to a student's future. Please know that the School hopes for the success of each of its students throughout the process of earning a diploma.

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

Curriculum Requirements	State Minimum	Additional ChallengeU Ohio Community School Credits	Credits Earned to Date	Credits Remaining	Honors Diploma Credits
English Language Arts	4 units	_____	_____	_____	_____
Health	½ unit*	_____	_____	_____	_____
Mathematics	4 units**	_____	_____	_____	_____
Physical Education	½ unit***	_____	_____	_____	_____
Science	3 units ****	_____	_____	_____	_____

History & Gov.	1 unit*****	_____	_____	_____	_____
Social Studies	2 units ******	_____	_____	_____	_____
Electives	5 units*******	_____	_____	_____	_____

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

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

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

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

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

********** The School shall integrate the study of economics, financial literacy, and entrepreneurship into one or more existing social studies credits or into the contents of another class so that every high school student receives instruction in these concepts. Beginning with students who enter

ninth grade for the first time on or after July 1, 2017, the 2 Social Studies units shall include at least a half unit of instruction in the study of world history and civilizations.

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

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

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

1. During the student's third year of high school both the student and parent sign and file with the School a written statement asserting consent to the student graduating without completing the Ohio core curriculum and acknowledgment that a consequence of not completing the Ohio core curriculum is ineligibility to enroll in most Ohio state universities without additional coursework;
2. The student and parent fulfill any additional procedural requirements mandated by the School to ensure informed consent has been given;
3. The student, parent, and a representative of the School jointly develop a student success plan for the student that specifies the student matriculating to a two-year degree program, acquiring a business and industry- recognized credential, or entering an apprenticeship;
4. The student receives counseling and support from the School relating to the student success plan during the remainder of the student's high school experience; and
5. The student successfully completes the curriculum requirements listed above for students entering the ninth grade for the first time before July 1, 2010, or if the student entered ninth grade for the first time on or after July 1, 2014, the student must successfully complete the curriculum requirements listed above for students entering the ninth grade for the first time before July 1, 2010 allowing for the following modifications:
    a. 4 units of Mathematics, with one unit on probability and statistics, computer programing, applied mathematics or quantitative reasoning, or any other course approved by ODE for such purposes;
    b. 5 elective units;
    c. 3 units of Science, with one unit of biological sciences and one unit of physical science, which shall include inquiry based laboratory experiences.

10.2. Graduation Tests Requirements

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

A) Notify student and parents about:

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

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

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

C) OGT test administrations before graduation:

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

D) How to access previous graduation tests:

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

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

A) Students must take seven end-of-course State Tests

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

Students taking Advanced Placement or International Baccalaureate courses in American history or American government may take tests specially designed for these courses instead of the state end-of-course test to avoid double testing. Similarly, students taking College Credit Plus courses

in these subjects will use their course grade, not end-of-course test points, to determine their points earned towards graduation.

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

A) Students must take five end-of-course State Tests (or six if required by the Ohio Department of Education).

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

10.3. Alternative Way to Meet the Testing Requirements

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

A student may meet the testing requirements for passing all five Ohio Graduation Tests if he/she meets ALL of the following criteria:

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

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

A student shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

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

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

A student shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

1) Demonstrate competency in the failed subject area (ELA II or Algebra I) through one of the following options:
    i) Earn course credit in the failed subject area through the College Credit Plus program;
    ii) Complete two of the following options, one of which must be foundational:
        (1) Foundational options to demonstrate competency:
            (a) Earn a score of proficient or higher on three or more state technical assessments in a single career pathway;
            (b) Obtain an industry-recognized credential;
                (i) Complete a pre-apprenticeship or apprenticeship in the student's chosen career field; or
                (ii) Provide evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen years of age or older;
        (2) Supporting options to demonstrate competency:

(i) Complete two hundred fifty hours of a work-based learning experience with evidence of positive evaluations;

(ii) Obtain an OhioMeansJobs-readiness seal; or

(iii) Attain a workforce readiness score, as determined by the department of education, on the nationally recognized job skills assessment selected by the state board.

(3) Provide evidence that the student has enlisted in a branch of the armed services of the United States.

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

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

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

a. State-designed Seal:
   i. Biliteracy seal;
   ii. OhioMeansJobs-readiness seal;
   iii. One of the following seals:
      - An industry-recognized credential seal;
      - A college-ready seal;
      - A military enlistment seal;
      - A citizenship seal;
      - A science seal.
      - An honors diploma seal; or
      - A technology seal.

b. ChallengeU Ohio Community School-designed Seal:
   i. A community service seal;
   ii. A student engagement seal; or
   iii. Fine and performing arts seal.

Industry Credential Policy

Industry Credential courses and programs are available to qualifying 12th grade students for the purpose of meeting competency or obtaining a state diploma seal to show readiness in meeting Ohio graduation requirements. To participate in the industry credential courses at ChallengeU Ohio Community School or complete a community industry credential program students must meet with their assigned ChallengeU Ohio Community School counselor and complete the Industry Credential Agreement Data View before the start of the semester or within two weeks of the first day of the semester.

ChallengeU Ohio Community School offers two Industry Credential courses, retail, and food service. Each course allows students an opportunity to earn a series of credentials totaling 12 points. All coursework and exams are provided by a vendor outside of ChallengeU Ohio Community School/Virtual Learning Academy (VLA). ChallengeU Ohio Community School does not have any bearing or control on the requirements of the industry credentials as they are set by the credentialing organizations. Accommodations/modifications cannot be provided for coursework and may be limited or unavailable for testing. To learn more about each of these courses, view the Senior Only Credential Program handout. ChallengeU Ohio Community School will provide an industry credential coach to students enrolled in the course. The coach will assist students and caretakers, but all instruction will be delivered through the vendor utilizing their online learning platform. Each course is a semester in length, students will have the opportunity to earn 0.5 credits if 12 points of industry credentials are earned.

Students may also pursue an outside community program to obtain a 12 point industry credential or series of credentials within an identified Ohio Career Field totaling 12 points. Depending on a student's location within the state of Ohio community program availability may be limited. These programs are not associated with ChallengeU Ohio Community School and are not eligible for credit.

Students pursuing an ChallengeU Ohio Community School Senior Only Credential Program or a community industry credentialing program must be approved (see requirements below) prior to enrolling in the coursework if seeking financial assistance with program costs. ChallengeU Ohio Community School will pay the initial cost of the coursework/program and any corresponding required testing to obtain credentialing. If a student fails to complete the coursework or finish the course/program the student/caretaker(s) will be responsible for reimbursing ChallengeU Ohio Community School for the associated cost. ChallengeU Ohio Community School will pay for initial industry credentialing exams, if a student is unable to obtain credentialing after their first attempt the student/caretaker(s) will be financially responsible for additional attempts. Student/caretaker(s) are responsible for any additional associated cost beyond the coursework and/or exam fees such as background checks, supplies/equipment, transportation, etc.

A student must meet eligibility requirements to enroll in an ChallengeU Ohio Community School industry credential course or a community industry credentialing program. A student must be enrolled at ChallengeU Ohio Community School as a current 12th grader and meet one of the

following criteria.

- Has NOT met competency for ELA II and/or Algebra I after at least 2 attempts of testing.
- Has NOT earned a state diploma seal.

Students will be considered for enrollment based on the following criteria.

- Current/previous attendance.
- Current/previous teacher contact.
- Current/previous grades.
- Ohio State Test ELA II and Algebra I end-of-course test scores.

**Students enrolling in an ChallengeU Ohio Community School industry credential course must attend a mandatory meeting with the credentialing coach and caretaker within 2 weeks of enrolling. If a student and/or caretaker do not attend this mandatory meeting the student will be withdrawn from the course. Students are required to participate in coursework weekly, a student who fails to begin coursework within 2 weeks of enrollment, and/or does not complete coursework weekly will be withdrawn from the course. Any student who is dismissed from the industry credential course may not re-enroll in any industry credential course at ChallengeU Ohio Community School for the following term. After one term on dismissal, the student can request to re-enroll for the following school year/semester.

Diploma Seals

A student must earn two diploma seals, at least one from the list of State Seal Options.

- State Seal Options
    - OhioMeansJobs Readiness Seal
    - Biliteracy Seal
    - College Readiness Seal
    - Honors Diploma Seal
    - Science Seal
    - Citizenship Seal
    - Military Seal
    - Technology Seal
    - Industry Credential Seal

- Local Seal Options
    - Community Service Seal
    - Student Engagement Seal
    - Fine Arts Seal

ChallengeU Ohio Community School uses a standard whereby one credit equals approximately

180 hours of instruction (sometimes referred to as Carnegie Units).

11. Students at Risk of Not Qualifying for a High School Diploma

11.1. Graduation Plan

At or after student onboarding, all students will take the Star Assessments in Reading and Mathematics. The Star Assessments will again be administered 13 weeks after the initial assessment. The Star Assessments will provide our teachers and graduation coaches with accurate and actionable evidence to inform plans and strategies to help students stay on track.

A Graduation Plan is developed for each student at the time of enrollment to reflect the academic standing and credit deficits of the student based on transcript analysis, pre-test data, and identified learning gaps, credit recovery option and personalized remedial academic needs. Graduation Plans are tailored to each student's individualized needs. Each student's Graduation Plan details his or her intended pathway towards graduation.

All Graduation Plans are reviewed and revised on a regular basis, but at least annually, by a graduation coach and the student to reflect the student's progress towards meeting graduation requirements. The School tracks student's progress using an internal dashboard. When certain progress thresholds are not met, the student's graduation coach will intervene.

All Graduation Plans specify that a student will either matriculate to a two- or four-year degree program, acquire a business or industry recognized credential, or enter into an apprenticeship or military service.

11.2. Identifying At-Risk Students

ChallengeU Ohio Community School will use a combination of the following criteria to identify at-risk students if the student is in grades nine to twelve and has either (a) demonstrated a lack of adequate progress in meeting the requirements for graduation specified in the student's graduation plan, (b) is at least one grade level behind his or her cohort age group, or (c) the student experiences a crisis that significantly interferes with his or her academic progress.

Each school year, the school will establish a plan for credit attainment and graduation based on applicable cohort requirements and options. Each semester the school will review credit attainment and progress toward the student's graduation plan and the student's progress toward credit attainment.

11.3. Notification

Each school year, ChallengeU Ohio Community School will provide written documentation to Caretakers of each at-risk student, notifying them of the following:

- A statement informing them that their student is at risk of not qualifying for a diploma
- A description of the school's curriculum requirements / IEP and the applicable graduation pathway options as required by law
- A description of additional support services available to at-risk ChallengeU Ohio Community School students

12. Support Services

ChallengeU Ohio Community School will provide additional instructional and support services to those students who are at-risk of not qualifying for a high school diploma. Please reach out to the school for additional information on available support services.

If students do not meet the graduation requirements as outlined in this handbook, they will be ineligible to enroll in most state universities in Ohio without further coursework.

National Collegiate Athletic Association (NCAA) Eligibility

To be eligible for National Collegiate Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including, but not limited to, taking NCAA-approved high school courses. Many of ChallengeU Ohio Community School's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their School Counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

13. Grades and Grade Point Averages

Semester and year-end GPA calculations will follow a four-point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Grades for Honors courses are weighted with one-half (0.5) extra grade point. Grades for Advanced Placement (AP®) courses are weighted with one (1) extra grade point. College Credit Plus (CCP) courses in English, Math, Science, Social Studies, Technology and World Languages

are weighted with one (1) extra grade point.

Grading Scale

90 -100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

14. Credit for Course Work Completed in a Non-standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully-accredited schools, including home school, non-accredited public, private, alternative, or international schools.

There are three options for requesting and being granted credit by ChallengeU for coursework completed in a non-standard school program:

1. **Assessment:** The student takes and achieves a passing grade (D- or above) on the Virtual Learning Academy (VLA) exam(s) associated with the course. This may be the midterm and final exam or another proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of “Proficient” or higher, they will be granted credit for that course. The test(s) must be taken in a school-approved proctored setting.

2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
    - Samples of prior work
    - List of texts used in prior courses
    - Artwork
    - Writing samples
    - Report card from prior school/home school
    - Student interview
    - Other materials as requested by the School Counselor

Each content area teacher will review the portfolio. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 and 10, Earth Science, Biology, U.S. History, Government, and French I & II will be granted credit by each content area teacher for each course documented and will be placed in ChallengeU at the grade level appropriate for the number of credits granted.

The School Counselor and/or Principal and the content area teachers review the student's portfolio. The content area teachers will be responsible for determining if the student is proficient in the subject and whether credit is to be granted.

3. **Competency:** Based on a portfolio of materials similar to, but perhaps less comprehensive than that, listed in #2, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at ChallengeU, the subject area teacher reviews the student's progress in the ChallengeU course(s). If the student earns a passing grade in the ChallengeU course that follows a course taken in a non-standard school, the School Counselor will award credit(s) for the course(s) taken in the non-standard school. This placement method only applies to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language courses.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a "Pass" grade, which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in ChallengeU.

15. Class Rank

ChallengeU Ohio Community School will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from ChallengeU Ohio Community School will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or AP courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is not included on the student's official high school transcript but is available for release upon written request.

16. Release of High School Records

ChallengeU Ohio Community School will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's Caretakers, or from the student if they are aged 18 or older or an emancipated minor.

To ensure that application deadlines are successfully met, we require advance notice of at least 10 working days for requests to provide educational records to students, Caretakers, and/or third parties. We require 30 days' notice for letters of recommendation. Class rank is only calculated twice a year.

Requests for records should be made by submitting a completed Authorization to Release Educational Records and Letters of Recommendation form to the School Counselor. This form is available in the Virtual

17. Prerequisites

Before registering for a course that has prerequisite requirements, students must first meet all those prerequisites. Prerequisites are listed by each course's overview in the course catalog.

18. Duplicate Course Work: Repeating a Course

Students may repeat a course to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript.

19. Schedule Changes

Students may request changes to their schedules within the first six weeks of enrollment or in the first six weeks of the semester. To add or drop a course, a Caretaker must make a request of the School Counselor. Notwithstanding, students must maintain a minimum of 25 hours of learning opportunities per week.

20. Transcripts

Students will be able to access ongoing information about their courses through their online Grade Books within Virtual Learning Academy (VLA). To request an official copy of a transcript, families must submit their request via email to the School Counselor for approval and processing. Official transcripts are generated at the school. They have official school signatures and raised seal(s) and are sent in a sealed envelope. Caretakers will be able to view a copy of the transcript through Virtual Learning Academy (VLA).

21. High School Courses Taken in Middle School

Students may earn high school credit for high school-level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course and must be approved by the School Counselor in advance. Check with the School Counselor for more specific information.

22. Career Technical Student Policy

A student may attend a career center for a career technical program while being enrolled at ChallengeU Ohio Community School for academics. The student must contact the career technical center directly and follow the application process. If the student is accepted into the career technical program, ChallengeU Ohio Community School and the career technical center will work together to educate the student. Families will be responsible for their own transportation to the career technical center.

23. College Credit Plus

College Credit Plus (CCP) is available to qualifying 7th through 12th grade students for the purpose of earning college and high school credit through a participating college in Ohio. Courses must be taken at qualified institutions of higher learning. The students must inform the school by April 1 of their intention to participate in College Credit Plus.

The family will be responsible for enrolling the student in the agreed-upon college course(s). Requested documents from the family and college will be necessary to complete the program acceptance.

ChallengeU Ohio Community School will pay the tuition and the cost of books for the course.

Students have a limit of 30 credit hours per school year, which includes courses taken at ChallengeU Ohio Community School and career centers. Students may take CCP courses during the summer, and those credit hours count toward the 30 hour limit for the upcoming school year. Students can take a maximum of 120 credit hours while in the program. All students must maintain full-time status during the school year with ChallengeU Ohio Community School and meet all graduation requirements as detailed in the school handbook. ChallengeU Ohio Community School will assist students in determining the number of high school courses which will need to be taken at ChallengeU Ohio Community School, depending on the number of CCP credit hours taken each semester. 24 college credit hours per year (summer semester-spring semester) is required to be full-time in CCP.

Please note that in order to receive high school credit, the student must be awarded credit for the course by the college. If the student fails or does not complete the course, the family may have to reimburse ChallengeU Ohio Community School for the amount of funds paid to the college (tuition and cost of books).

College credits and letter grades from dual enrollment courses will appear on the ChallengeU Ohio Community School high school transcript.

Any students who are deemed underperforming in this program will be put on probation or dismissed from the program as outlined below. An underperforming student is defined as a student who meets at least one (1) of the following conditions:

- Has a cumulative GPA of lower than 2.0 in the college courses taken through the College Credit Plus program.
- Withdraws from, or receives no credit for, two (2) or more courses in the same term. (Withdrawing from a course occurs when the student drops a course after the census date and ChallengeU Ohio Community School is financially responsible for the tuition associated with the course.)

23.1. College Credit Plus Probation

If a student is deemed underperforming, the student will be placed on College Credit Plus Probation. A student on College Credit Plus Probation may enroll in no more than one (1) college course at a time, and the student may not enroll in a college course in the same subject in which the student earned a grade of “D” or “F,” or for which the student received no credit.

If the student has already registered for more than one (1) course prior to being placed on College Credit Plus Probation, the student must submit a request to each college or university to drop courses as necessary. If the student fails to drop, ChallengeU Ohio Community School will promptly notify the student and the student’s parent/caretaker that the student will be responsible for paying all tuition, fees, and textbooks costs. The student is also then considered an ineligible student and is dismissed from the College Credit Plus program for the next term. An ineligible student is defined as a student who meets the definition of an underperforming student for two (2) consecutive terms of enrollment.

If the student on College Credit Plus Probation takes one (1) course and the grade raises the student’s cumulative GPA to a 2.0 or higher, the student will be removed from the College Credit Plus Probation and may participate in the program without restrictions. If the grade does not raise the cumulative GPA to a 2.0 or higher, the student will be dismissed from the program.

23.2. College Credit Plus Dismissal

ChallengeU Ohio Community School will promptly notify the student, the student’s parent/caretaker, and each college or university in which the student is enrolled, of dismissal from the program. Any student who is dismissed from the College Credit Plus Program may not take any college courses through the program for the following term. After one term on dismissal, the student can request to be reinstated in the program. If the student registered for college courses prior to being dismissed, the student must submit a request to each college or university to drop the courses. If the student fails to drop, ChallengeU Ohio Community School will promptly notify the student and the student’s parent/caretaker that the student will be responsible for paying all tuition, fees, and textbooks costs. The student will continue to be on College Credit Plus dismissal for an additional term.

23.3. College Credit Plus Appeal Process

Students who have been placed on College Credit Plus Dismissal or who have been placed on College Credit Plus Probation and wish to appeal must notify the School Leader within five (5) business days after being notified of the College Credit Plus Dismissal or College Credit Plus Probation status.

To request an appeal, a student must submit a written explanation via email to their grade level counselor and grade level assistant principal of why the student should be:

- Removed from College Credit Plus Dismissal status, or
- Permitted to take a course in the same subject while on College Credit

Plus Probation: the School Leader will review the explanation and provide approval or denial of the request.

24. Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as music, dance, and art lessons; foreign language instruction; and team sports. While ChallengeU Ohio Community School recognizes the value of these activities, they generally cannot be used to earn high school credit.

25. Independent Study (Flex Credit)

Independent Study or Flex Credit is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum aligned, independent project. Students work independently under the supervision of a certified teacher, following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of both the teacher and School Counselor in advance.

26. State End-of-Course Exam Test Out Option

The school may choose to use the results of the state end-of-course exam to satisfy, in full or in part, the criteria for testing-out of a course though the Credit Flex option. The course grade will be awarded based upon the score achieved on the corresponding exam. Interested students or Caretakers must obtain prior approval for this option and should contact the School Counselor for more information.

27. Students Driving to Sanctioned Events

The school highly recommends to Caretakers that students not be permitted to drive unaccompanied to ChallengeU Ohio Community School sanctioned events ("event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to a ChallengeU Ohio Community School sanctioned event, students must meet the following guidelines:

- Must be 16 years of age.
- Must possess a valid driver's license.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.

In addition, it is the responsibility of the student who attends an event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a completed and signed ChallengeU Ohio Community School Sanctioned Event Student Driving and Attendance Authorization to the School (form available in the Caretaker's DataView).
- Obey all time schedules
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked
- Adhere to school rules and procedures for events

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events will remain the responsibility of their parent/ legal guardians. If a student driving to or from an event is involved in an accident, ChallengeU Ohio Community School will not be liable for any injuries or damage; all liability rests with the student, his/her parent/ legal guardians and/or any insurance maintained by the parents/ legal guardians and/or the student.

Under no circumstances shall students drive other students to an event. If a student nevertheless permits another student or students to ride with him/her, ChallengeU Ohio Community School shall not be liable for any injuries or damage to any parties. The student, the student's parents/ legal guardians, and/or any insurance maintained by the parents/ legal guardians and/or the student, will be responsible for all injuries and/or any damage that may occur.

Even if parents/ legal guardians grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must always be adhered to . Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the School. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

28. Services for Special Populations

28.1. Individuals with Disabilities Education Act (IDEA) Eligible Students

28.1.A. Enrollment Requirements

At the time of enrollment, all Caretakers who indicate that their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) and Evaluation Team

Report (ETR). It is important that the IEP and ETR are current and complete, and that all educational assessments and evaluation reports that support the IEP are also submitted.

All documents are reviewed by the Director of Special Education, and if necessary, a member of the special education staff will contact the family to discuss specific student needs or to clarify the information.

The student's IEP annual date and ETR tri-annual review dates are noted, and once enrollment is complete, the team begins to schedule IEP meetings as required.

28.1.B. During the School Year

At the beginning of the school year, or upon student enrollment, the special education team ensures that teachers have access to their students' IEPs and ETRs. The teachers are made aware of their student's unique learning needs and are given guidance on how to make the necessary program accommodations and/or modifications.

28.1.C. Conducting IEP/ETR Meetings

The special education team plans for and schedules all annual IEP reviews, tri-annual ETR reviews, and any other IEP-related meetings. They contact families to attempt to establish mutually beneficial meeting times. Although typically held virtually, there are times when team meetings will take place in face-to-face, mutually agreed upon locations. IEP and/or ETR meetings occur in compliance with all state and federal laws.

28.1.D. Related Services

Some students qualify to receive related services in accordance with their IEPs. Due to the virtual nature of the school, the services are typically provided virtually over the Internet with real-time conferencing software. The IEP team ensures that the service is provided in compliance with the IEP. If the School determines that face-to-face services are required, the team will locate and secure the provider, and handle all contracting and financial issues.

28.1.E. New Referrals

Throughout the year, both teachers and Learning Coaches or Caretakers may detect that a student is having difficulties with learning, and they may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of general education program modifications. If those documented strategies fail, they will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations. They may even consult with a member of the special education team. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team. Once the team receives the referral, they will begin the process of determining if the student needs a special education evaluation, an IEP, and, ultimately, special education services.

28.2. Rehabilitation Act of 1973: Section 504 Eligible Students

28.2.A. Enrollment Requirements

Caretakers seeking to enroll students with Section 504 plans are asked to submit a copy of the Section 504 plan to the school during the enrollment and academic

placement process. When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

28.2.B. During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to their student's 504 plans. The teachers are made aware of each student's unique learning needs and are given guidance on how to make the necessary program accommodations and/or modifications.

Students who have Section 504 plans will participate in the general education environment unless a more restrictive environment is required by their Section 504 Plan, with the use of supplementary aids and services, as outlined within their Section 504 plan. The general education teachers (with the support of the Section 504 Coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations/modifications and to assist with and monitor the implementation of the Section 504 plan. Teachers will also have access to information regarding their students' assigned accommodations and modifications on their home page.

28.2.C. Reevaluation

The school shall establish procedures for periodic reevaluations of students, consistent with the requirements of Section 504. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

28.2.D. Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the Internet with real-time conferencing software. The 504 Coordinator ensures that the service is provided in compliance with the student's Section 504 plan.

28.2.E. New Referrals

Throughout the year, both teachers and Parents may detect that a student is having difficulties with learning and may believe there could be a need for accommodations and modifications, supplemental aides and services as required under Section 504.

The team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral, they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires ChallengeU Ohio Community School to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. ChallengeU Ohio Community School is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in ChallengeU Ohio Community School's education program, please contact the school's special education coordinator.

29. Conduct, Due Process, Grievance, and Communication

Dress Code

While participating in school activities, students and parents/Caretakers are responsible for ensuring their appearance, attire, and visible background (including others visible during LiveLessons) do not disrupt the learning environment nor threaten the health, welfare and safety of the student and/or others in the school community.

Questions regarding this policy should be directed to your School Leader.

30. Drug-, Alcohol-, and Tobacco-Free Environment

ChallengeU Ohio Community School is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all school events and activities, including, but not limited to, field trips, test administrations, and graduation ceremonies.

This applies to all members ofthe school community, including students and their families, teachers, staff, and visitors. If a ChallengeU Ohio Community School staff member suspects any violation of this policy, an investigation by ChallengeU Ohio Community School and/or the proper law enforcement or public agency may occur.

- ; tell the person you think that bullying is bad; tell them to ask a trusted adult for help.

31. Discipline and Due Process for Students

Students enrolled in ChallengeU Ohio Community School are expected to conduct themselves in accordance with the rules of the School, and Caretakers are expected to cooperate with the school staff in helping students maintain this conduct. Student codes of conduct are set forth in this Supplement. School students are also guaranteed due process of law as required by the Fourteenth Amendment to the Constitution.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to ten (10) school days in a school year. Upon subsequent violations that result in more than ten (10) days of out-of-school discipline in a single school year, the School will conduct a manifestation determination review to determine if the misconduct was caused by or directly and substantially related to the student's disability, or was a result of the failure to implement the IEP. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior improve plan to address the behavior violation to attempt to prevent recurrence.

32. Child Find

Please contact the Principal at 513-951-8490, if you, or someone you know, has a concern about the development of a child from the ages of birth through age 21. ChallengeU Community School Child Find Policy Procedure is in accordance with federal law, the District assumes responsibility for the ChallengeU Ohio Community School, identification and evaluation of all children birth through 21 who reside within the district and who require special education and related services. This includes students who are: advancing from grade to grade; enrolled by their parents in

private elementary or private secondary schools, including religious schools, ChallengeU Ohio Community School in our District (regardless of the severity of their disability); wards of the state and children who are highly mobile, such as migrant and homeless children; and home schooled. Families enrolled at ChallengeU Community School will receive Child Find information. Families can visit the Ohio Department of Education website for contact information specific to their county of residence. The school will ask for information specifically about the nature of the child's disability, specific steps taken to address the disability, and what background or testing information is available regarding the child's disability. The answers to these questions along with additional information gathered by the community school will be used to determine if the school suspects a disability. If the community school suspects a disability the school will conduct an evaluation which may consist of interviews, observations, screenings, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and what special services the child may need. All information collected will be held in strict confidence and released to others only with parent permission or as allowed by law. Parents have the right to: Review their child's records; Refuse permission to release information (except as required by or permitted by law to be released); and Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed.

32.1. Identification Activity

Child find refers to activities undertaken by public education agencies to identify, ChallengeU Ohio Community School, 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 ChallengeU Ohio Community School 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, 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, and observation of the student displaying difficulty in behavior. 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.

32.2. 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 ChallengeU Ohio Community School 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, ChallengeU Ohio Community School 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.

32.3. Scholarship Programs for Students With Disabilities

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

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

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

Office of Nonpublic Educational Options
(614) 466-5743
Toll Free: (877) 644-6338
Email: autismscholarship@education.ohio.gov
Email: peterson.scholarship@education.ohio.gov

33. College Credit Plus Program

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

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

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

34. Behavior

Disruptive behavior will not be tolerated. Disruptive behavior will be handled in accordance with the School's Student Code of Conduct.

34.1. Positive Behavioral Interventions and Supports, Seclusion, and Restraint

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

34.2. 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.

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 behavior before a crisis situation occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process that is 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 ChallengeU Ohio Community School.

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 an impulsive behavior that threatens the student's immediate safety.

Positive Behavior Interventions and Supports: (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 Support Plan: design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

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: a child or adult aged three to twenty-one enrolled in the school.

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus driver 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.

34.3. Creation of Positive Behavioral Intervention and Supports (PBIS)

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 shall train staff to:

(A) identify conditions such as where, under what conditions, with whom, and why specific inappropriate behavior may occur; and

(B) conduct preventive assessments which include:

(1) a review of existing data;

(2) interviews with parents, family members, and students; and

(3) examination of previous and existing behavioral intervention plans.

Based on the assessment data, the School shall develop and implement preventative behavioral interventions that

(A) modify the environmental factors that escalate the inappropriate behavior;
(B) support the attainment of appropriate behavior; and
(C) use verbal de-escalation to defuse potentially violent dangerous behavior.

34.4. Prohibited Practices

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

A. A Prone restraint;
B. Corporal punishment;
C. Child endangerment as defined in R.C. 2919.22;
D. Seclusion or restraint of preschool students (if any);
E. Deprivation of basic needs;
F. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following:
    - Any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
    - Pinning down with knees to torso, head and/or neck;
    - Using pressure points, pain compliance and joint manipulation techniques;
    - Dragging or lifting of a student's hair or ear or by any type of mechanical restraint;
    - Using students or untrained staff to assist with the hold or restraint;
    - Securing a student to another student or to a fixed object; or
    - Using any other technique used to unnecessarily cause pain.
G. Any physical restraint that impacts the student's primary mode of communication;
H. Mechanical or chemical restraints;
I. Aversive behavioral interventions; or
J. Seclusion of students in a locked room.

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, and, when performed by trained staff, except in the case of an unavoidable emergency situation. The physical restraint must not obstruct the student's ability to breathe.

Staff must:

A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;

B. Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
C. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
D. The least amount of force necessary should be used;
E. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
F. 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
G. Complete all required reports and document staff observations of the students.

Seclusion

Seclusion shall only be used if: it is 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.

The room or area used for seclusion cannot be locked, and must provide for adequate space, lighting, ventilation, clear visibility, and the safety of students.

Seclusion shall not be used as: a substitute for an education program, less restrictive alternatives, inadequate staffing, staff training in positive behavior supports and crisis prevention and intervention; a form of discipline or punishment; a means to coerce, retaliate; or in a manner that endangers the students.

Staff must:

A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
B. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
C. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control as quickly as possible;
D. Remove the student when the immediate risk of physical harm to self or others has dissipated;
E. Conduct a de-briefing including 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 the observation of the student.

34.5. Functional Behavioral Assessment

If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment (FBA) to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA

should be followed by a behavioral intervention plan (BIP) that incorporates appropriate positive behavioral interventions. The use of an FBA or a BIP does not necessarily mean the student is a special education student in itself, but may be used for non-disabled as well as differently-abled or special education students.

34.6. Training and Professional Development

The School shall train all staff working with students annually on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. The School shall have a plan on training staff working with students, as necessary, to implement PBIS on a system-wide basis. The School shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques and that their training is kept current.

34.7. 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 make this policy available to parents annually, and shall post this policy on its website.

34.8. Monitoring and Complaint Procedures

The School shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The Principal or his/her designee must investigate every complaint and respond to the parent in writing within thirty (30) days of filing the complaint.

Parent(s) may choose to file a complaint with the Ohio Department of Education, Office of Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

34.9. Student Code of Conduct

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

Progressive Discipline

First Level Offense

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

Second Level Offense

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

Third Level Offense

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

Fourth Level Offense

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

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

Infractions and Likely Disciplinary Action

	DEFINITION	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 1-4 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2- 4 disciplinary action.
Electronic and Other Communication Devices	If given approval to use electronic devices (cell phones, i-pods, ect.), devices may only be used in a manner deemed appropriate by school staff, based upon their classroom rules. Pictures, videos, or audio recordings are not to be taken at any time during the school day unless permission is granted from a teacher and/or administrator. Taking pictures or videos in a restroom,	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

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

	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.			
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 1-2	Level 2 -3
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	Level 1-2 disciplinary action.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, cell phone and pager text messages, blogs, MySpace, Facebook, Wikipedia,	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.

	Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Websites, and defamatory online personal polling Websites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying.			
Knife	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Lying	Intentionally giving untrue communication.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarities	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: • 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	Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to Leaving the school building or grounds without permission • Other acts which could harm the student or others • Any act in violation of requirements for safety during the COVID-19 pandemic, including but not limited to failure to social distance or failure to wear a facemask, as established by the School administration, Board, or any requirements at alternate ChallengeU Ohio Community School	Level 2-4	Level 2-4	Level 2-4
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling,purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.

	property or at School functions or events. See also Drugs and Alcohol.			
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Use of Tobacco on School Premises.	Level 1-2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 2- 4 disciplinary action.
School Property	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: Defacing textbooks, library books, and other school materials Destruction or improper use of school computers, printers, or other technology 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	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.
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	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.

	scheduled to begin as defined in the School schedule.			
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. Violations include but are not limited to: • Bringing toys or distracting objects to school • Creating toys or distracting objects at school	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Truancy Section.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

Transportation Discipline

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

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be

held within seventy-two hours of the removal. Immediate removal is authorized when the Student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School's Code of Conduct. If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding Code of Conduct of the home school districts from which Students are being transported, in a central ChallengeU Ohio Community School 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.

Adult Students

Students age eighteen and over must comply with the rules of ChallengeU, including the Code of Conduct. Students living on their own may be required to provide proof of residency as requested by administration.

Out of School Suspension

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

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

If the parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the Principal within fourteen (14) school days of the written notice of suspension. The Principal shall immediately forward this written appeal to the Board of Directors' appeal hearing designate.

Expulsion

Expulsion is removal of a student from school for a period of eleven (11) to eighty (80) school days and in some instances, one (1) year. Students expelled from the School are not permitted to

participate in extracurricular activities, be on any School property, or in any School transportation. Expulsions may extend into the following school year.

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

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

34.10. WEAPONS – EXPULSION

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

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

Knife is defined as a cutting instrument consisting of a sharp blade or edge capable of causing serious bodily injury, not to include scissors, wire cutters, or other similar tools determined by the

Principal to be necessary in the school setting at a particular building or grade level, if used only for the necessary purpose.

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

Discipline/Suspension/ Expulsion of Disabled Students

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

35. Electronic Surveillance

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

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

36. Vehicle Search Policy

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

37. Use of Tobacco and Other Stimulants on School Premises

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

38. Anti-Hazing Policy

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

Hazing or hazing activity means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization, or any act to continue or reinstate membership in or affiliation with any student or other organization, that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse. For purposes of this policy, mental harm means mental stress, anxiety, physical injury, sickness, injury to feelings, humiliation, mental anguish, and/or depression, connected to and arising from the hazing activity.

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

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

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

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

39. Gang Activity

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

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

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

40. Athletics

ChallengeU students may be eligible to play sports in their home district. If there is a desire to do this, the student must notify the Principal as soon as possible so that curriculum arrangements may be made to be eligible to play. Participation in athletics is at the discretion of the home district and the Ohio High School Athletic Association requirements, not ChallengeU Ohio Community School.

41. Title I — Parent and Family Engagement

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of

the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Board and distributed to family of children receiving Title I services. The School will address and strive to achieve the following:

A. involve family in the development of the School's Title I plans and in the development of support and improvement plans, if necessary;
B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and ChallengeU Ohio Community School laws and programs;
D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
    1. identifying barriers to greater family participation;
    2. identifying the needs of family to assist with the learning of their children;
    3. identifying strategies to support successful school and family interactions; and
    4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;
E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
H. communicate information concerning school performance profiles and their child's individual performance to family;
I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
J. provide timely responses to family questions, concerns, and recommendations;
K. conduct other activities as appropriate to the Title I plan and state and federal requirements.
L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement;

M. provide materials and training to help family work with students to improve achievement;
N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;
O. consider training family to enhance the involvement of other families;
P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs; and
Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

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

42. Parent's Right-to-Know

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

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

In addition, you may ask:

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

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

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

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

43. General Notice of Non-Discrimination

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

Principal
4030 Smith Road, Suite 200, Cincinnati, Ohio 45209
513-951-8490

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

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

The Principal or his/her designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure (Policy 228) that provides for the prompt and equitable resolution of disputes.

Nondiscrimination policies are available upon request in the School's administrative office.

Access to Equal Educational Opportunity

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

The Board appoints the Principal to be the Compliance Officer whose responsibility it will be to coordinate the School's efforts to comply with and fulfill its responsibilities under Federal and State regulations. The Principal shall also ensure that any complaints are dealt with promptly in

accordance with law, and that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public.

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

Section 222.1 – Title IX Grievance Procedure; and/or
Section 223.1 – Title I Complaint Procedure; and/or
Section 228 – Section 504 of the Rehabilitation Act of 1973, Grievance Procedure.

44. Anti-Harassment, Intimidation and Bullying Policy

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

"Harassment, intimidation, or bullying" means either of the following:

1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or

2) violence within a dating relationship. The definition of "harassment, intimidation or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying".

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

(1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences;
(2) whether a nexus to on-campus activities exists;

(3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education;
(4) whether the behavior invades the privacy of others; or
(5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyberbullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyberbullying that they require a response either in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and code of conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

All school personnel, volunteers and students are required to report prohibited incidents of which they are aware to the Superintendent or his/her designee. All other persons may report prohibited incidents of which they are aware to the Superintendent or his/her designee. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Superintendent or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Superintendent or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See attached Form for Reporting Incidents of Harassment Intimidation and Bullying at Appendix 264.1-A). Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Superintendent will provide the Board President with a written summary of all reported incidents. All School personnel, volunteers and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

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

with School policies and procedures. However, Students who deliberately make false reports of harassment, intimidation, or bullying will be disciplined up to and including suspension or expulsion.

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

Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation or bullying" will warrant disciplinary action whether and to what extent to impose disciplinary action (i.e., detention, in- and out-of-school suspension, or expulsion) is a matter left in the professional discretion of the Principal, or other decision maker in the case of sexual harassment. The following procedure sets forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. **Non-disciplinary Interventions**

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

2. **Disciplinary Interventions**

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a

committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

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

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

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

45. Transcripts

Transcripts are a record of a student's complete academic achievement while at ChallengeU, as well as those academic records sent to ChallengeU from any third party testing companies (ACT, SAT, Advanced Placement, OGT, PARRC, etc.) and those records obtained from prior schools upon the Student's enrollment. Students consent to the inclusion of ACT, SAT, and Advanced Placement scores when they provide their third-party testing site with the School's IRN number or school name. Once these records are sent to the School from the third-party testing site, they become a part of the student's educational record. Only those scores sent directly to the school from the third- party testing company are accepted as a part of the student's educational record. Transcripts may also include information pertaining to the Student's academic progress and achievements.

ChallengeU will not alter a student's transcript except in the case of a clerical error. Transcripts may be obtained from ChallengeU by contacting the School's administrative office.

45.1. Student Records and Release of Information

Parents and Eligible Students

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

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

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

45.2. Release of Directory Information

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

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

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

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

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

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

A School Official has a “legitimate educational interest” in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student’s education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student’s family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student’s education.

2. To officials of other schools or school systems in which the student seeks or intends to enroll, upon the condition that the student’s parents be notified of the transfer, receive a copy if desired and have an opportunity for a hearing to challenge the content of the record.

3. To appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student’s education record.

4. When images of students captured on security video tapes are maintained by the school’s law enforcement unit;

5. When information is obtained through a school official’s personal knowledge or observation and not from the student’s education record. For example, if a teacher overhears a student making threatening remarks to other students, that information is not protected and the teacher may disclose what he or she overheard to appropriate authorities.

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

1. A testing scoring company has notified ODE that the student’s written response to a question on a state achievement test included threats or descriptions of harm to the student or another person and ODE needs the information to identify the student for the purpose of alerting the School of the potential for harm;

2. The School asks ODE to verify the accuracy of the student’s score on an achievement test; or

3. The student has passed all but one of the Ohio Graduation Tests (OGT) and ODE must determine whether the student satisfies the alternative requirements for a high school diploma.

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

45.3. Student Records Log

School officials maintaining records shall keep a log identifying all individuals (whether from the school or not), agencies or organizations, who request or obtain access to non-directory information within a student's education record. The log shall contain the reason why access was requested and shall be kept by the person responsible for maintaining the records. All student records must be reviewed on the School premises.

45.4. Public Records Policy

The School will utilize the following procedures regarding the availability of public records. Any person may inspect or obtain a copy of the public records of the School during the regular business hours of the office in which such records are maintained. An Employee or representative will be present during the inspection of the records. Except as required or authorized by state or federal law, the Board shall not limit or condition the availability of public records by requiring disclosure of the requestor's identity or proposed use of the records, or by asking the request to be put in writing, unless it first discloses to the requester that a) none of that information is mandatory and b) whether disclosure of that information or requesting in writing would enhance the ability to identify, locate or deliver the records sought by the requestor. The School may require disclosure of the requester's identity or the intended use of student directory information to ascertain whether the directory information is for use in a profit-making plan or activity. No student directory information, if any, has been designated shall be released to or accessed by any person or group for use in a profit-making plan or activity.

The School maintains a database or list that includes the names and birthdates of all Board Members and employees employed by the School. The database or list shall be made available upon a public records request.

A viewer, or a requester of copies of public records, may purchase copies of the School's public records upon payment of a fee not to exceed the cost for reproduction, supplies, mailing,

delivery, transmission, and/or handling. When making copies or records available, the preparer shall notify the requester of redactions or make redactions visible to the requester. The current fee for copies shall be set by Board resolution.

If a request for public records is ambiguous, overbroad, or does not reasonably identify the specific public records being requested, the request may be denied, provided the requester is informed of how the School maintains and accesses its records. Each ultimate denial, in whole or in part, shall provide the requester with an explanation, including the legal authority, as to why the request was denied, and such reasons shall be put in writing if the initial request was put in writing. The Board does not waive its rights to additional legal authority or reasons for denial by way of its written explanation to a requester.

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her duties.

The Board or its designee shall 1) participate in training concerning public records which is required by the Ohio Attorney General and which is free of charge under section 109.43 of the Ohio Revised Code, 2) erect a poster about its public records policy in a conspicuous place in all locations or branches of operations (See Appendix 147-A), 3) require its employee in charge of public records to sign an acknowledgement of receipt of its public records policies, and 4) include its public records policy in its manuals or handbooks of general policies and procedures for all employees. In addition, as of February 1, 2016, all Board members and administrators must attend public records training annually

The Board authorizes the Principal or his or her designee to dispose of, daily, routine messages transmitted utilizing voicemail or email, provided the messages do not alter existing School records.

Redacting, Encrypting, or Truncating Personal Information

An individual may request that his/her personal information (social security number, federal tax identification number, driver's license or state identification number, individual checking account, savings account, or credit card number), which is made available to the general public on the internet, be redacted. The request must be made in writing on the form contained in **Appendix 147-B**. Within five business days of receiving the request, the School shall redact the personal information requested to be redacted, if practicable. If impracticable, then the School shall provide the individual with a verbal or written explanation of why the redaction is impracticable.

The School shall redact, encrypt, or truncate the social security number of any individual whose social security number is contained in a document that is available to the general public on the internet. If the School becomes aware that an individual's social security number was mistakenly not redacted, encrypted, or truncated, the School shall do so within a reasonable time. This requirement does not apply to documents that are only accessible through the internet with a password.

Kathryn Brennan_____
Acknowledgement of Employee or Designee
in Charge of Public Records

Date: May 29th, 2025

R.C. 149.43

See Appendix 147-A Public Records Poster; Appendix 147-B Request to Redact Personal Information. See also Policy 325.1 Public Records.

45.5. Records Retention and Disposal Policy

The orderly acquisition, storage, and retention of School records and reports are essential for the overall efficient and effective operation of the School.

The Board President, Treasurer (fiscal officer), and Principal shall be Records Committee and meet annually to carry out the necessary work associated with the School's records. The procedures listed in **Appendix 147.1-A** shall guide them, as modified from time to time.

The Records Committee may not review or select for its custody either of the following:

a. Records containing personally identifiable information concerning any pupil attending a public school other than directory information, as defined in section 3319.321 of the Revised Code, without the written consent of the parent, guardian, or custodian of each such pupil who is less than eighteen years of age, or without the written consent of each such pupil who is eighteen years of age or older;

b. Records the release of which would, according to the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C.A. 1232g, disqualifies a school or other educational institution from receiving federal funds.

Records shall be destroyed only as directed by the Records Committee.

Email and Correspondence Retention

The following retention policy for email and correspondence is endorsed by the Local Government Records Program of the Ohio Historical Society. In general, the policy is based on the premise that email does not constitute a category of records in and of itself. Rather, email is a delivery medium, like paper or microfilm, and individual emails should be retained according to the information that is contained in the message. There are four categories of email and correspondence retention.

1. **Non-Record Materials** (delete immediately)

   A. Email messages and correspondence that do not meet the criteria of being a "public record" under R.C. 149.43, because they do not document the organization, functions, policies, decisions, procedures, operations, or other activities of the office, may be deleted immediately. These emails include:

   B. Personal correspondence.

   C. Publications, promotional materials, and similar materials (unless specifically incorporated into other materials that are "records")

2. Official Records

A. Transient Retention (Retain until no longer of administrative value)

i. Transitory messages of very limited administrative value.

(e.g., a message of an upcoming meeting only has administrative value until the meeting occurs; telephone messages; drafts, and other documents which serve to convey information of temporary importance in place of oral communication).

B. Intermediate Retention

i. General Correspondence (Two years)

a. Internal Correspondence (letters, memos)

b. Correspondence from various individuals and organizations (requesting information or correspondence that is informative but does not attempt to influence policy)

ii. Routine Correspondence (One year)

a. Referral letters, requests for routine information, and requests for publications that are answered by standard form letters.

C. Long-term Retention

i Executive Correspondence

a. Correspondence dealing with significant aspects of the administration of their offices. (e.g., information concerning agency policies, programs, fiscal, and personnel matters).

Storing Email Records

For purposes of record retention, it is acceptable to store emails: (1) in the current email system; (2) in an electronic format (e.g., in a file on a local hard drive); or (3) by saving paper printouts in a filing system.

To ensure that someone in the agency takes responsibility for maintaining the email record during the retention period, the School shall choose one of the following procedures:

X 1. The individual who sends an email maintains the “record” copy. If an email is received from someone outside the organization, the recipient should retain it.

___ 2. A mailbox is created (i.e., admin@<School Name>) for individuals sending out email to copy (cc) when email is sent, and retention will then be administered by the IT Department of the School or Management Company.

RC 149.41; RC 149.351

See Appendix 147.1-A Records Retention.

45.6. Public Records

Public records are recorded accounts or information that are kept by the School for the conduct of the School's business and instruction. Any person may inspect the public records of the School during regular business hours of the office in which such records are kept, provided adequate advance notice is given to the custodian of the records. An Employee or representative will be present during the inspection of the records. A person may purchase copies of the School's public records upon payment of a fee, which is equal to the exact cost of making the copies. The School's public records may not be removed from the School except by an Employee who is authorized to do so.

R.C. 149.43.

See also Policy 147, Public Records Policy, and Policy 147.1, Records Retention and Disposal Policy.

46. Health and Safety Emergency Exception

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

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

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School Principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School

decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or support staff position; a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

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

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

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

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

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

Notice to Parents Regarding the Protection of Pupil Rights Amendment

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

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

    1. Political affiliations or beliefs of the student or student's parent;

    2. Mental or psychological problems of the student or student's family;

    3. Sex behavior or attitudes;

    4. Illegal, anti-social, self-incriminating, or demeaning behavior;

    5. Critical approvals of others with whom respondents have close family relationships;

    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

    7. Religious practices, affiliations, or beliefs of the student or parents; or

    8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of -

    1. Any other protected information survey, regardless of funding;

    2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use –

  1. Protected information surveys of students;

  2. Instruments used to collect personal information from students for any of the above marketing sales, or other distribution purposes; and

  3. Instructional material used as part of the educational curriculum.

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

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.

- Administration of any protected information survey.

- Any nonemergency, invasive physical examination or screening as described above.

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

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

47. Work Permits

Minor students ages 14 through 17 of age are required to have a work permit in order to be employed. Students needing a work permit can obtain an application from the ChallengeU administrative office.

48. Electronic Devices

ChallengeU monitors computer usage to assure compliance with acceptable use standards. All electronic devices and networks provided by the School use a filtering device or software that protects against internet access to materials that are obscene or harmful to juveniles. The School provides such devices or software at no cost to the student.

Any technology devices issued to students are owned by and are the property of the School. Technology devices are issued for educational use only, and use of a technology device for any purpose other than educational use may result in consequences as allowed by the Student Code of Conduct. Students are expected to refrain from attempting to access obscene or harmful materials using any School device or network.

Students may not:

- Remove or change any identification labels on the device.
- Leave their device in any unsupervised area, including a car.
- Keep or store food or drink next to a device when in use or in a backpack.
- Carry the device while the screen is open.
- Place any writing, stickers, or labels on the device that are not provided or directed by the School.
- Reconfigure or change the hardware of the technology device in any way, including by attempting to repair a damaged or malfunctioning device or attempting to install new software or upgrade the existing software without permission.
- Attempt to remove or disable any internet filtering device or software.

If a student loses an assigned device, the device is stolen, or the device is damaged, the student must immediately notify a staff member or the principal. If a police report is filed, the student is expected to cooperate and provide truthful information. A student whose device is lost, stolen, or damaged due to purposeful action and/or negligence is subject to consequences, up to and including payment for the device's replacement cost.

If a lost or stolen device is not recovered or if a device is otherwise damaged, the student and the student's or parent may be financially responsible for the device. Failure to pay any required replacement costs may result in the School withholding my grades or credits.

Students are responsible for ensuring that their work on a School device is not lost due to mechanical failure or accidental deletion. Any materials created using the device may be reviewed or deleted by the School at any time.

49. Technology and Internet Acceptable Use:

The use of technology and computer resources at the School is a ChallengeU Ohio Community School privilege. Failure to abide by this policy may render you ineligible to use the School's computer facilities and may bring additional disciplinary action.

All users are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, email, and all other similar networks and devices. Users are expected to be responsible and use Technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, email, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.). Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the Student Code of Conduct. Unacceptable uses of

Technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy; trespassing in others' folders, work, or files; copying other people's work or attempting to intrude on to other people's files; or using other users' email addresses and passwords.
2. Using profanity, obscenity, or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes via the Internet or 83 Document Ref: SHNAF-EK3SD-YAP32-BYGVI Page 84 of 87 Technology; bullying, insulting, intimidating, or attacking others; or transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems, or computer networks (for example, by the creation, introduction, or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).

7. Using the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and include, but are not limited to, the following: a. any activity that requires an exchange of money and/or credit card numbers; b. any activity that requires entry into an area of service for which the School will be charged a fee; c. any purchase or sale of any kind; or d. any use for product advertisement or political lobbying.
8. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

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

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

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

In accordance with the Children's Internet Protection Act ("CIPA"), the School has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The School blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks. The School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. The School will also educate students on cyberbullying awareness and response. My signature attests that I have read the above Internet Acceptable Use Policy and I agree to abide by it.

50. Parent and Student Acknowledgement:

I have received my copy of the Student Handbook and understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained herein. I understand that I should consult an administrator regarding any questions or concerns not answered in this handbook.

I understand that violations of the policies contained in the handbook could result in disciplinary action, up to and including expulsion of the student.

I further understand that School's students will be participating in many activities and authorize the School to publish the student's photo and/or name for the limited uses for public relations and media purposes.

I further understand that ChallengeU has the right to add to, modify, or delete provisions of this handbook and the policies and procedures on which they may be based, at any time without advance notice.

I understand that no oral statements or oral representations can in any way change or alter the provisions of the Handbook.

Additional policies are available on the School's website or upon request from the School's administrative office.