



## **Parent Student Handbook**

2025-2026

Gateway Online Academy

<https://ohio.gatewayonlineacademy.com/>

Gateway Online of Ohio is a student-centered organization that focuses on improving opportunities for all young people to fully develop the academic, social, work, and healthy life skills needed to graduate from high school and lead productive lives.

## **BELIEF STATEMENT**

At Gateway Online of Ohio, we believe the following:

- Every student deserves an opportunity for a quality education.
- Relationship building is paramount for our success.
- Our students are the most important people at our school.
- Student success is determined by teamwork between home, student, and school.
- Flexibility with accountability is imperative for our students.
- We use data to inform our decisions and measure our success.

## **VISION STATEMENT:**

Our vision is to become a school that provides opportunity for all Ohio high school students to successfully graduate and be college-ready and/or workforce-ready creating a positive future for themselves and their families.

## **MISSION STATEMENT:**

The mission of Gateway Online Academy of Ohio (Gateway) is to provide individualized learning pathways to success for Ohio high school students, enabling them to reach their full potential regardless of any challenges they have faced.

Note: The Gateway Online Academy Parent-Student Handbook is developed in partnership with parents and the Gateway Online Academy staff and is approved by the school's Board of Trustees. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future.

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## **\*\*NOTICE\*\***

The school is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment at Gateway Online Academy. For more information about this matter contact the school administration or the Ohio Department of Education.

# Gateway Online Academy 2025-2026 School Calendar

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
September 2025						
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28	29	30				
October 2025						
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26	27	28	29	30	31	
November 2025						
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23	24	25	26	27	28	29
30						
December 2025						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			
January 2026						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## Gateway Online Academy of Ohio 2025-2026 – Parent/Student Calendar

### August (12)

11 First Day for Students – Begin 1<sup>st</sup> Semester and 1<sup>st</sup> Term  
11 Open House 4pm – 8pm

### September (16)

1 No School – Labor Day  
25 End of 1<sup>st</sup> Term  
29 Begin 2<sup>nd</sup> Term

### October (19)

### November (14)

13 End of 2<sup>nd</sup> Term  
17 – Begin 3<sup>rd</sup> Term  
26-28 Thanksgiving Break

### December (12)

1 – 18 State Mandated Testing Window  
5 – Staff Work Day  
12 – Staff Work Day  
22-31 Winter Break

### January (15)

1 – 2 Winter Break  
15 – End of 1<sup>st</sup> Semester & 3<sup>rd</sup> Term  
19 – No School - MLK Jr. Day  
20 – Begin 2<sup>nd</sup> Semester & 4<sup>th</sup> Term  
26 – Open House 4pm – 8pm

### February (15)

13 – Graduation Ceremony (Tentative)  
16 No School - Presidents Day  
25 – ACT Test

### March (17)

5 – End of 4<sup>th</sup> Term  
9 – Begin 5<sup>th</sup> Term  
23-27 – No School – Spring Break

### April (14)

4 – 23 – Spring State Testing Window  
30 – End of 5<sup>th</sup> Term

### May (16)

4 – Begin 6<sup>th</sup> Term  
25 – No School – Memorial Day

### June (10)

16 – Last Student Day; End of 2<sup>nd</sup> Semester & 6<sup>th</sup> Term.  
19 – Juneteenth Holiday  
26 – June Graduation Ceremony (Tentative)

## STUDENT DAYS HOLIDAYS

Scheduled TESTING DAYS (Mandatory) – RED HIGHLIGHT

\*\*\*\*\*

Student Days – 160  
Student Hours – 920  
Staff Days – 185

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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March 2026						
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29	30	31				
April 2026						
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May 2026						
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31						
June 2026						
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28	29	30				
July 2026						
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## I. Introduction

Welcome to Gateway Online Academy. This school handbook will clarify mutual expectations to ensure your student has a successful school year.

The Gateway Online Academy envisions a learning experience that combines the best online instruction with its capacity for individualized flexible learning. Our statewide public charter school, serving students in 9-12 grades, will feature an innovative and interactive curriculum, fully aligned to the Ohio Content Standards, and taught by talented Ohio state-certified teachers. Teacher-led instruction will include synchronous and asynchronous learning opportunities, one-to-one tutoring, organized peer interaction, and a focus on critical skills for success in college and the workforce.

This handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Become familiar with the following information and keep the handbook available for reference by you and your parents. The term “parent” when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this handbook, please contact the Head of School. The Head of School has similar authority and responsibilities as the superintendent of schools for a local district.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, the following regulations and guidelines have been outlined in this manual to assist in maintaining a positive learning environment.

## II. Admission Information

Participation in a public charter school is based on parent choice. Each year, Gateway Online Academy will announce its open enrollment period for any Ohio parents or guardians who would like to apply for their student(s). If the number of applicants exceeds the capacity of the school or grade level, Gateway Online Academy will conduct a random selection lottery after first granting enrollment preferences for prior year students and then for a sibling of a current student enrolled in the school. As a statewide school, Gateway Online Academy will admit all students who reside in the state, provided there is capacity to serve that student's grade level per the annual enrollment goals for each year.

### Enrollment Process

Applications are accepted throughout the year at Gateway Online Academy. The following are general admissions procedures for Gateway Online Academy:

1. Complete a Gateway Online Academy application in the enrollment portal. If you have a copy of your transcript, this should also be attached. You and/or your parent/guardian will sign a "Request for Records" form for the last school that you attended. Your records will only be used to verify existing credits.
2. To complete your enrollment application, you will also be required to submit copies of your Birth Certificate, Immunization Record, and proof of residence, such as a monthly utility bill, lease, or mortgage statement. A photo ID may also be required.
3. Once you have submitted your enrollment application and any other required documentation, you will be verified by the enrollment team. Once verified, you will be assigned a start date with Gateway and receive confirmation by email from the enrollment team.
4. If enrollment exceeds capacity, Gateway Online Academy will perform a blind, random lottery in compliance with the Board's policy, to determine which students are enrolled and which students are placed on a waiting list (in order of their selection). Any students that inquire about enrollment after the lottery is held will be placed on the waiting list on a first come, first-serve basis. Admission preferences will be given to existing students, siblings of existing students, and students that reside in the district in which the school is located.

## **Waitlist**

The waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each school year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be added to the waitlist in the order drawn. The waitlist remains active throughout the academic year. The waitlist for a given year is not carried over to the next school year. A new enrollment application is required for each school year for which a student is seeking a new enrollment.

Students who wish to transfer to Gateway Online Academy mid-school year may do so if the school has capacity to serve that student at that grade level. Otherwise, the student will be added to a waitlist for that grade level.

## **Re-Enrollment**

For those students presently attending the school, re-enrollment starts at the end of March or during the first week of April. Students are not automatically re-enrolled from school year to school year. All parents must state their intention to have their child/student re-enrolled each school year. It is the responsibility of the parents to inform the school of any changes to their residency or contact information. Parents will also be required to submit a new Proof of Residency each school year regardless of whether residency has changed or not.

## **Annually Required Documents**

At the beginning of each school year the school will distribute and collect the following forms and documents from all students who have rolled over from the previous school year:

- Current school year Board-approved Parent/Student Handbook (no collection necessary) Current school year Board-approved School Calendar (no collection necessary)
- Income Verification Form – must be completed, signed by the parent or student (if over 18), and collected.
- Emergency Medical Authorization – must be completed, signed by the parent or student (if over 18), and collected.
- Title One Compact – must be completed, signed by the parent or student (if over 18), and collected for both school wide and targeted schools.
- Family Education Services (FES) consent forms (if applicable) must be completed, signed by the parent or student (if over 18), and collected.
- Free and Reduced Lunch Form (if applicable) must be completed, signed by the parent or student (if over 18), and collected.
- Parent / Student Contract Ohio Core Opt-Out Form
- Allergy Action Plan – In emergency circumstances, based on the nature of the allergy and severity of the illness, staff members may administer allergy medication. Please refer to the food and allergy policy for further details.

## **Non-Discrimination Policy**

The school admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate based on race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

## **Health Certification and Immunization Requirements**

All new students are required to submit a copy of their Immunization Records within the first 14 days that they are enrolled. No student shall be permitted to remain in school for more than 14 days if the student has not met the minimum immunization requirements.

If a student's Immunization Records have not been received by the School by the 15th day of enrollment, the student will be released from School and will not be able to attend until he/she can submit his/her medical records from their last school of attendance or primary physician or until he/she can prove that he/she has begun the Immunization process

meaning that the he/she has been immunized against mumps, rubeola, rubella, and chicken pox, and if the student has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, and meningococcal disease, the student has received at least the first dose of the immunization sequence, and presents written evidence to the School Director of each subsequent dose required to obtain immunization at the intervals prescribed by the director of health. A student who has been released for not submitting a copy of his/her Immunization Records will be counted as an unexcused absence while the student is not attending school.

Exemptions: A student shall be exempted from one or more immunization requirements if one of the following circumstances apply:

1. The student's parent or guardian provides a written statement, dated no earlier than the beginning of the school year, that the parent or guardian declines to have the student immunized for reason of conscience, including religious convictions.
2. The student's physician certifies in writing that an immunization against one or more enumerated diseases is medically contraindicated.
3. The student's parent, guardian, or physician provides a signed statement that the student has had natural rubeola (measles), mumps and/or varicella (chicken pox) and identifies which disease(s) the student has had.

In the event a varicella (chicken pox) epidemic is declared by the director of the Ohio Department of Health, a student who has been exempted from immunization against varicella (chicken pox) shall not be permitted to attend school until such time that the school's principal has been notified that the epidemic no longer exists. A student who is denied admission or attendance for this reason shall be considered ' medically absent' and be permitted to maintain academic standing accordingly.

A student who has not completed immunization may be admitted to school provided the necessary immunizations are being received in the fastest time consistent with the approved immunization schedule and good medical practice.

A student who has not presented written evidence of immunization or exemption from immunization consistent with this policy shall not be permitted to remain in school more than fourteen (14) days.

The school shall maintain immunization records for each student.

No later than October 15 of each year, the school shall report a summary of the immunization records of all initial-entry students to the director of health.

The minimum immunization requirements for a student, grades 9-12, may be found at the following website: [www.odh.ohio.gov](http://www.odh.ohio.gov) or by inquiring at the school.

### **Change of Address / Phone Number / Custody**

It is the Parent/Guardian/Student's responsibility to inform the school office of any change of address or phone number. Any other relevant information must also be updated by the office. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to the school office as soon as possible. If there is a change of custody for the student, you are required to provide the corrected student information, including the current custody order, to the school office at [jbrown@gatewayoh.org](mailto:jbrown@gatewayoh.org) or fax to: 216-502-3010.

## **III. Student and Parent Responsibilities**

### **Behavior Guidelines**

Gateway Online Academy expects positive behavior from all students, teachers, staff, and parents. Effective learning occurs with an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas basic to the school's system of discipline. Students will be successful by:

- Knowing and obeying the rules,
- Accepting responsibility for their behavior, and
- Engaging in their learning daily.

Students at Gateway Online Academy are required to know the Code of Conduct. When students do not follow the rules, they are expected to accept the consequences. The student's attitude toward the rules of Gateway Online Academy is very important. Corporal punishment is not permitted. No employee should cause or cause to inflict unreasonable, irrational, or inappropriate force upon a student. Good sense and judgment should always prevail.

*The code below applies to student conduct on school property, on live web conferencing and while in the control or custody of the school, regardless of whether on or off school premises, or at a school- related activity, regardless of location. The types of conduct prohibited by this code are listed below.*

## **Code of Conduct**

To maximize learning for all students, Gateway Online Academy will provide a virtual school environment that promotes appropriate behavior and minimizes disruptions. The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. All students are expected to have a clear and consistent understanding of the Student Code of Conduct and comply with all school policies and procedures.

The Code of Conduct requires students to:

- conform to reasonable standards of socially acceptable behavior.
- respect the person and property of others.
- respect the rights of others.
- preserve the degree of order necessary to the educational program in which they are engaged; and
- comply with the requests of school administrators, teachers, and staff.

The Code of Conduct, included as part of the Gateway Online Academy Board Policy Manual, designates sanctions for student noncompliance with the Code which shall:

- relate in kind and degree to the noncompliance.
- help the student learn to take responsibility for their actions; and
- be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Under this Code of Conduct, the following definitions will apply:

Student: A person, adult or minor, enrolled in Gateway Online Academy.

Parent: (a) Official care-giver of a minor child, including but not limited to mother, father, stepparent, grandparent, or court-appointed guardian, including any and all State of Ohio government case workers and/or group home employees as identified at the time of admission or amended in writing thereafter; or an emancipated minor (proof required); (b) For dependent adult student, ages 18-20, parent, guardian, etc. with whom he/she lives; or (c) For married and independent adult students ages 18- 20 and for all students 21 years old or above, the student himself/herself.

Personnel: Any official, employee, volunteer or person charged with carrying out the

work of the school.

The following behaviors are considered OFFENSES at Gateway Online Academy and will result in corrective action by Gateway Online Academy Staff or Administration, potentially including a suspension, expulsion, or withdrawal, in accordance with law and at the discretion of the Head of School.

- Truancy – absent without permission from the school.
- Dress Code Violation – not dressed according to Gateway Online Academy dress code.
- Disruption – interfering with school policies or classroom routine.
- **Lack of Academic Integrity – copying someone else’s work or in any way trying to take credit for work not done by the student himself/herself, including plagiarism and use of Artificial Intelligence programs or platforms (e.g.- ChatGPT).**
- Profane Language – use of profane or unacceptable language
- Sexual Misconduct – including, but not limited to improper public display of affection at any school related activity including but not limited to kissing, etc. The prominent display of “hickies” or passion marks is prohibited.
- Disobedience to the lawful instructions of a teacher – disobeying the lawful instructions of the Head of School, teacher, or other staff member of Gateway Online Academy.
- Non-completion of assigned activities – failure to finish academic work.
- Failure to provide name or identification to school personnel – refusal to provide Gateway Online Academy personnel with his/her name identification, or other necessary information including, but not limited to current phone number, address, etc.
- Fighting or violence – participating in physical contact and/or verbal abuse with one or more students or personnel
- Vandalism – purposeful destruction of school or student property
- Gang Activities – participating in gang activities.
- Use/possession/concealment/sale/transmission of any drug, alcoholic beverage, or other illegal, or controlled substance
- Use/possession/concealment/sale/transmission of any dangerous or illegal instruments including but not limited to weapons, fireworks, knives etc. and look-alikes of any item listed above.
- Wrongful conduct – actions that impede, obstruct, interfere with, or violate Gateway Online Academy School’s mission, philosophy, and regulations.
- Destruction and/or intentional harm to person or property
- Sexual harassment, misconduct, and or improper language or inappropriate touching or sexting
- Disrespect of the rights of others or other’s property – willful destruction or rudeness towards others (School personnel, students, visitors, guests)

- Harassment, Intimidation, or Bullying behavior whether in the classroom or at school- sponsored events, is expressly forbidden.
- Violation of School policy
- Any other behaviors or actions that the Head of School deems, in his or her sole discretion, a disruption to the educational environment or as an offense which may result in corrective action.

### **Dress Code (Live Sessions)**

General Guidelines:

- No head coverings are permitted, including but not limited to hats, caps, hoods, bandanas, or sunglasses are allowed to be worn in the school, unless previously authorized by school personnel.
- Each student must maintain a neat, clean, professional appearance at all times. No shirts allowed making reference to drug, tobacco, weapons, sexual connotations or any other inappropriate messages.
- The Head of School may make exceptions to the dress code based on physical disability or other conditions.
- Students not conforming to the dress code may not be admitted to class and may be deemed absent.

All Students that attend Gateway Online Academy must adhere to the dress code policy as stated.

### **Positive Behavior Intervention and Supports**

Students are supported by Positive Behavior Intervention and Supports (PBIS), which is an approach to discipline that targets desired outcomes with teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The research based PBIS model teaches positive behavior choices, alongside and embedded within SEL lessons to ensure that students understand behavioral expectations. Once this is taught, student behavior is also seen as a form of communication, and teachers strive to see through the behavior to what the student might need and offer proactive support and guidance. Student Success Plans, Attendance Intervention Plans, and Student Engagement Plans are crafted with the goal of both behavioral and academic success, and positive intervention strategies are tiered based on a multi-tiered level of support system.

At Gateway, the PBIS Team have created the Five Keys to Gateway to explain the principles students should follow to succeed at Gateway:

**Growth:** Students should give their best effort in all aspects of school and in life.

**Integrity:** Students should act with integrity and with moral character. Living with integrity helps students receive a proper education and supports obtaining and maintaining good career opportunities.

**Focus:** Students should stay focused on staying on track and stay on top of their schoolwork.

**Communication:** Students need to stay in communication with their mentor, teachers, and School Counselor on a consistent basis to be sure they know how well they are engaging in school and staying on track to graduate.

**Connections:** Staying connected with your mentor, teachers, and School Counselor not only helps provide students and families with the status of academic progress, but also to provide updated information regarding school, completing requirements for graduation (e.g.- earned credits, State Test Scores and requirements, Diploma Seals, Industry Credentials), and opportunities for students before and after graduation.

### **Student Success Plans (Including Attendance Intervention Plans and Engagement Plans)**

The Student Success Plan is an essential part of the Student Services model and is required for all Gateway students. The success plan outlines the individual student needs and specific actions for a student to become successful with the goals of academic achievement, career exploration, and post-graduation success. Student Services, teachers, students, and learning coaches develop the Student Success Plan

together. The assigned Student Services team facilitates the process, monitors the plan, and provides ongoing follow-up. All Gateway Online Academy of Ohio Students are mandated by the state of Ohio to have a Success Plan created in the Success Planning course.

### **Attendance**

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Important learning results from active participation in classroom and other School activities, which cannot be replaced by individual study. Students should strive to be actively engaged in coursework and live class sessions for a minimum of 23 hours per week - Monday through Thursday. (Students can access their work Sunday through Saturday to complete work and earn engagement hours.)

Gateway Online Academy of Ohio ("School") is committed to helping students develop a high-quality work ethic, which will be a significant factor in their success with future employers. One of the most important work habits that employers look for in hiring and

promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the school wants to help students develop as early as possible in their school careers.

The Gateway Online Academy experience takes place almost entirely outside a regular school building; therefore, accountability of student activities and participation is measured by the reporting of the educational learning hours engaged by the student. Ohio community school law requires children to receive a minimum of 920 hours of learning opportunities per school year and, as such, attendance is measured in this manner. Students may log the actual number of hours for online and offline schoolwork up to 10 hours per twenty-four-hour calendar day, seven days a week.

Attendance is tracked via a combination of the following: reports that are required to be submitted by Parents/Guardians, reports automatically generated by the Gateway Online Academy Learning Management System, and other methods as dictated by the school.

- Students must log into the systems for the required number of hours daily as directed. It is expected that students will be engaged and actively participate in schoolwork each day. Students should be online, completing lessons, and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or not maintaining expected course progress students may be prevented from participating in School sponsored activities.
- Live session attendance is critical to student success in the online classroom. It is highly recommended that all students attend all live class offerings on a daily basis in order to interact with teachers and receive instruction and practice, especially when students are not receiving passing grades. These live sessions are recorded and available for students to view at any time.
- Students **must show up in-person for state testing and participate in all state testing** at designated locations on assigned days.
- According to Ohio Law “(A) **Each internet- or computer-based community school shall withdraw from the school any student who, for two consecutive school years of enrollment in the school, has failed 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 to division (C)(1) or (3) of section [3301.0711](#) of the Revised Code, regardless of whether a waiver was granted for the student under division (L)(3) of section [3314.08](#) of the Revised Code.** The school shall report any such student's data verification code, as assigned pursuant to section [3301.0714](#) of the Revised Code, to the department of

education and workforce. The department shall maintain a list of all data verification codes reported under this division and section [3313.6410](#) of the Revised Code and provide that list to each internet- or computer-based community school and to each school to which section [3313.6410](#) of the Revised Code applies.”

- [Section 3314.26 - Ohio Revised Code | Ohio Laws](#)
- Failure to log into the system for the required number of hours per week and/or to show up for assigned testing constitutes an unexcused absence for the student.
- Students must attend school on all official school days including testing days, complete all assignments in a timely manner in accordance with stated class schedules, and attend Live Class or view archived materials as directed.
- Parents/Guardians must maintain communication with her/his student’s mentor and teacher(s) every week.
- Students may be directed to log offline hours and/or properly document the student’s offline work.
- Parents/Guardians must provide the school with verification of why absences should be excused, within a timeframe and in a manner deemed acceptable by the School Administrator in their sole discretion. All communications regarding student attendance should be directed to [attendance@gatewayoh.org](mailto:attendance@gatewayoh.org)
- Students that fail to meet engagement requirements related to completion of diagnostic assessments, state testing, live session participation, and completion of course assignments and assessments may be subject to discipline and/or interventions as outlined in the School’s Student Engagement Policy.

### **Excused and/or Unexcused Absences**

The required attendance of students shall conform to the minimum standards prescribed by Ohio State Law. Therefore, absences from school should be only for illness or an emergency. In case of an absence from school:

- The parent must notify the school before the beginning of the school day from which his/her child will be absent.
- Both “excused” and “unexcused” absences are counted toward the maximum allowable absences. The distinction is made between “excused” and “unexcused” absences for determining whether a student may have the opportunity to make up class work and whether disciplinary action is in order.
- All documentation relating to absences must be provided to the school no later than three instructional days after the first day the student returns to school.
- Students who are habitually or excessively absent may be referred for interventions pursuant to the school’s Attendance, Truancy and Withdrawal Policy.

The term “excused” will refer to any absence from a class based on the following:

- Personal illness or injury
- Medical or dental appointment with a written excuse from the doctor or dentist
- Chronic medical conditions that impact attendance
- Disability that impacts attendance
- Disaster situations such as a flood or fire
- A death in the family
- School or county approved extra-curricular activities.
- Obligation to appear in court that involves the student.
- Military requirements for students enlisting in the military.
- Personal or academic circumstances approved by the principal.
- Vacation trip – must be preapproved by Gateway Online Academy administration, or it is considered unexcused. Approval for vacations is contingent on educational merit and supporting documentation. All vacation requests must be submitted to [attendance@gatewayoh.org](mailto:attendance@gatewayoh.org) at least 10 school days before the start of the vacation. Students can only be approved for up to 5 school days in a school year for vacation. The last 3 weeks is a blackout period and vacation time will not be approved during this time.
- Court appearances, appointments
- Placement in foster care or change in foster care placement.
- Homelessness
- Documented technology issue- must have an official HELP DESK TICKET NUMBER and that information must be reported to the student’s teachers and the attendance office in writing at [attendance@gatewayoh.org](mailto:attendance@gatewayoh.org). Additionally, the documented technology issue must be such that it precludes the student from using the computer and or accessing his or her curriculum\*; and
- Any other reason is at the School Administrator’s sole discretion.

Lack of internet service – No excuse will be accepted due to lack of service. There are many alternative locations to obtain internet service.

**In need of internet resources? Go to [www.ohio.gatewayonlineacademy.com/](http://www.ohio.gatewayonlineacademy.com/) select “Resources —> Parent and Student Resources for more information.**

When a student’s absence is excused, extensions to assignments may be granted only if approved by the Teacher(s). Most work and assignments are available online 24-7 and can be done outside the typical school day hours. Having an excused absence does not

automatically grant a student an extension. Absences not conforming to the reasons listed above will be considered unexcused and dealt with accordingly. The student will not receive credit during the unexcused absence period.

## Truancy Overview

Attendance at school is key to achievement. Students are expected to attend school regularly and on time.

Parents/guardians are encouraged to partner with the school to ensure attendance and timeliness. Parents/guardians are encouraged to make any doctor, dentist, etc., appointments for times other than school hours. No student shall be suspended or expelled based solely on the number of absences.

Routine and accurate reporting of educational learning is critical. Under Ohio law, there are significant actions that a school must/can take if a student does not routinely attend school (report educational learning hours) in accordance with school policy.

- If any student fails without legitimate excuse to participate in 72 consecutive school hours, they will be automatically withdrawn from the school in accordance with Ohio law.
- A student is considered in attendance when they satisfy either of the following conditions:
  - The student participates in at least 90% of the instructional activities offered by the school in the school year; and/or
  - The student is on pace for on-time completion of any course in which the student is enrolled. The school has defined on pace to mean the student is currently earning a passing grade in any course in which the student is enrolled.

Instructional activities mean the following classroom-based or non-classroom-based activities that a student is expected to complete, participate in, or attend during any given school day:

- Online logins to curriculum or programs
- Offline activities
- Completed assignments within a particular program, curriculum, or class
- Testing
- Face-to-face communications or meetings with School staff or service providers
- Telephone or video conferences with School staff or service providers
- Other documented communication with School staff or service providers related to School curriculum or programs

If a student is not considered in attendance, they shall be considered absent for those hours of instructional activities offered by the school in that school year in which the student does not participate.

### **30 or More Cumulative Hours of Absence**

In the event that a student has 30 or more hours of unexcused absences in any semester, the school shall submit a written report to the student's parent, guardian, or custodian. A student shall become subject to certain consequences, including disenrollment from the school, if both of the following conditions are satisfied:

- If after the parent, guardian, or custodian receives written report, as specified above, the student fails to comply with this Truancy Policy within two weeks;

### **AND**

- Intervention strategies (listed below) fail to cause a student's attendance to comply with the Truancy Policy.

Intervention Strategies: The school may implement one or more intervention strategies to assist a student with their unexcused absences. Interventions will be applied to best serve the student and the school on a case-by-case basis. Intervention periods should not exceed two weeks. After two weeks, the student will be re-evaluated as to whether they meet the attendance standards. If the student is not meeting the attendance requirements at that point, he or she may be disenrolled.

If the School disenrolls a student due to this policy, the student shall not be eligible to enroll in this School for one school year. The school shall provide the student's parent, guardian, or custodian with a list of alternative educational options, and, within 48-hours of the student's disenrollment the school shall notify the student's resident school district in writing of the disenrollment.

### **Habitually Truant**

"Habitual truants" are defined as students that are absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. In the event a student meets the threshold for habitual truancy, the school shall implement one or more of the intervention strategies listed above.

#### Complaints in Juvenile Court for Habitual Truancy

A habitually truant student's continued absence and/or failure to participate and make

satisfactory progress after the implementation of one or more of the above intervention strategies may require the attendance officer to file a complaint in juvenile court, naming both the student and the student's parent, guardian, or other person having care of the student and alleging that the student is an unruly child based on habitual truancy.

### **Reporting**

The school shall report as soon as practical to the State Superintendent of Schools on attendance at times required and provide all necessary details. The attendance clerk will file with the county superintendent and county board at the close of each month a report showing activities of the school attendance office and the status of attendance in the county at the time. The absences that are excluded by rule shall include, but are not limited to, excused student absences, students not in attendance due to disciplinary measures and absent students for whom the attendance clerk has pursued judicial remedies to compel attendance to the extent of his or her authority.

See the Attendance, Truancy and Automatic Withdrawal policy in the Board Policy Manual for more information.

### **Suspension and Expulsion Procedures**

The school recognizes that exclusion from the educational program is a serious sanction, and that suspension and expulsion must follow due process mandates. Additionally, the school will comply with all state and federal law pertaining to students with disabilities.

A student may be disciplined for any violation of the student code of conduct, even if the violation occurs on property not owned or controlled by the school if the violation took place during activities connected with the school or if the behavior is directed at a school official.

Any student suspended or expelled under this policy will not be permitted to participate in any extracurricular activities.

### **Suspension**

The administrator or designee may suspend a student from the school for not more than ten school days. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the principal may require the student to participate in a community service program or another alternative program for a number of hours equal to the remaining suspension period. The student shall be required to begin the program during the first full

weekday of the summer break. A principal may not apply the remaining suspension period to the following year.

Except in the case of a student given an in-school suspension, no student shall be suspended unless prior to the suspension the administrator does both of the following:

- (1) Gives the student written notice of the intention to suspend the student and the reasons for the intended suspension;
- (2) Provides the student an opportunity to appear at an informal hearing before the administrator or designee and challenge the reason for the intended suspension or otherwise to explain the student's actions.

The school shall provide students with an opportunity to complete any classroom assignments missed because of an in-school or out-of-school suspension. Students shall be entitled to receive at least partial credit for a completed assignment; however, reasonable grade reduction may be made on account of a student's suspension. The school shall not assess a failing grade for a completed assignment solely on account of the student's suspension.

## **Expulsion**

The superintendent may expel a student from the school for a period not to exceed one school. If at the time an expulsion is imposed, there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the superintendent may apply any remaining part or all of the expulsion period to the following school year. No student shall be expelled under this policy unless, prior to the student's expulsion, the Superintendent does both of the following:

- (1) Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;
- (2) Provides the student and the student's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's actions.

The notice required under this section shall include the reasons for the intended expulsion, notification of the opportunity of the student and the student's parent, guardian, custodian, or representative to appear before the superintendent or superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's action, and notification of the time and place to appear. The time to appear shall

not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the student or the student's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the student and the student's parent, guardian, custodian, or representative of the new time and place to appear.

A principal shall suspend a student from school in the determination of the principal after an informal hearing pursuant to subsection (d) of this section, has: (a) Violated the provisions of subsection (b), section fifteen [§ 61-2-15], article two, chapter sixty-one of this code; (ii) violated the provisions of subsection (b), section eleven-a [§ 61-7-11a], article seven of said chapter; or (iii) sold a narcotic drug, as defined in section one hundred one [§ 60A-1-101], article one, chapter sixty-a of this code, on the premises of an educational facility, at a school-sponsored function or on a school bus. If a student has been suspended pursuant to this subsection, the principal shall, within twenty-four hours, request that the county superintendent recommend to the county board that the student be expelled. Upon such a request by a principal, the county superintendent shall recommend to the county board that the student be expelled. Upon such recommendation, the county board shall conduct a hearing in accordance with subsections (e), (f) and (g) of this section to determine if the student committed the alleged violation. If the county board finds that the student did commit the alleged violation, the county board shall expel the student.

Each suspension or expulsion imposed upon a student under the authority of this section shall be recorded in the uniform integrated regional computer information system (commonly known as the Ohio Education Information System) described in subsection (f), section twenty-six [§ 18-2-26], article two, chapter eighteen of this code.

- (1) The principal of the school at which the student is enrolled shall create an electronic record within twenty-four hours of the imposition of the suspension or expulsion.
- (2) Each record of a suspension or expulsion shall include the student's name and identification number, the reason for the suspension or expulsion and the beginning and ending dates of the suspension or expulsion.
- (3) The state board shall collect and disseminate data so that any principal of a public school in Ohio can review the complete history of disciplinary actions taken by Ohio public schools against any student enrolled or seeking to enroll at that principal's school. The purposes of this provision are to allow every principal to fulfill his or her duty under subsection (b), section fifteen-f [§ 18-5-15f], article five, chapter eighteen of this code to determine whether a student requesting to enroll at a public school in Ohio is currently serving a suspension or expulsion from another public school in Ohio and to allow principals to obtain general information about students' disciplinary histories.

Principals may exercise any other authority and perform any other duties to discipline students consistent with state and federal law, including policies of the state board. The school board is solely responsible for the administration of proper discipline in the public charter schools and shall adopt policies consistent with the provisions of this section to govern disciplinary actions.

### **Right to Appeal to Board**

Within one school day after the time of a student's expulsion or suspension, the superintendent or principal shall notify in writing the parent, guardian, or custodian of the student and the Board of Directors of the school of the expulsion or suspension. The notice shall include the following reasons for the expulsion or suspension and notification of: (1) the right of the student or the student's parent, guardian, or custodian to appeal the expulsion or suspension to the Board of Directors of the school or to its designee; (2) the right to be represented in all appeal proceedings; (3) the right to be granted a hearing before the Board of Directors of the school or its designee in order to be heard against the suspension or expulsion; (4) and the right to request that the hearing be held in executive session. The notice shall specify the manner and date by which the student or the student's parent, guardian, or custodian shall notify the school's Board of Directors of the student's, parent's, guardian's, or custodian's intent to appeal the expulsion or suspension to the board or its designee. If the superintendent expels a student under this section for more than twenty school days or, for any period of time, if the expulsion will extend into the following semester or school year, the notice shall provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

If the student or the student's parent, guardian, or custodian intends to appeal the expulsion or suspension to the Board of Directors of the school or its designee, the student or the student's parent, guardian, or custodian shall notify the Board of Directors of the school in the manner and by the date specified in the notice. The student or the student's parent, guardian, or custodian may be represented in all appeal proceedings and shall be granted a hearing before the Board of Directors of the school or its designee in to be heard against the suspension or expulsion. At the request of the student or of the student's parent, guardian, custodian, or attorney, the Board of Directors of the school or its designee may hold the hearing in executive session but shall act upon the suspension or expulsion only at a public meeting. The Board of Directors of the school, by a majority vote of its full membership or by the action of its designee, may affirm the order of suspension or expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order of suspension or expulsion. The Board of Directors of the school or its designee shall make a

verbatim record of hearings held under this division.

This policy shall not be construed to require notice and hearing in the case of normal disciplinary procedures in which a student is removed from a curricular activity for a period of less than one school day and is not subject to suspension or expulsion.

For the purposes of this policy, the Board of Directors appoints the Operator as its designee.

### **Discipline for Students with Disabilities**

Gateway Online Academy Code of Student Conduct shall apply to all children unless a child's individualized education program specifically provides otherwise. Gateway Online Academy will ensure that the parents/guardians and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

### **Authority of School Personnel**

Gateway Online Academy will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of federal and state law and State Board of Education rules, is appropriate for a child with a disability who violates the code of student conduct.

Gateway Online Academy may remove a child with a disability who violates the code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct.

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, Gateway Online Academy will provide services to the extent required. Gateway Online Academy will conduct manifestation determination reviews, as necessary.

For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, Gateway Online Academy will apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except as outlined below.

A child with a disability who is removed from his or her current placement for more than 10 consecutive school days must:

- Continue to receive educational services, as provided in Ohio Department of Education Operating Standards for the Education of Children with Disabilities, and Section 504 regarding Free and Appropriate Public Education, so as to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications as set forth in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation, so it does not recur.
- Gateway Online Academy will provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are provided to a child without disabilities who has been similarly removed.
- After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is not for more than 10 consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- If the removal is for more than 10 consecutive school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- The services required may be provided in an interim alternative educational setting.

### **Manifestation Determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Gateway Online Academy, the parent, and the relevant members of the child's IEP Team (as determined by the parent/guardian and the LEA) will review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP

If Gateway Online Academy staff, the parent/guardian, and relevant members of the child's IEP Team determines the conduct in question was a direct result of the failure of the LEA to implement the IEP, Gateway Online Academy will take immediate steps to remedy those deficiencies.

### **Determination that the Behavior was a Manifestation**

If Gateway Online Academy staff, the parent/guardian, and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will either:

- Conduct a functional behavioral assessment, unless Gateway Online Academy had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and except as provided in special circumstances below, return the child to the placement from which the child was removed, unless the parent/guardian and Gateway Online Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

### **Special Circumstances**

Gateway Online Academy may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the LEA.

The interim alternative educational setting is determined by the IEP Team.

### **Notification**

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of child conduct, Gateway Online Academy will notify the parents/guardians of that decision and provide

parents/guardians the procedural safeguards notice described in §§300.502 through 300.503, §§300.505 through 300.518, and §§300.500 through 300.537.

## **Appeal**

The parents/guardians of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this Rule, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing request pursuant to 300.514.

## **Withdrawal Policies and Procedures**

### **Mandatory Withdrawals – 72 Consecutive Hours**

Per Ohio law, students must be withdrawn if they are absent for 72 consecutive hours and have not provided the school with documentation of approved excused absences. Students must log into the Learning Management System (Canvas) at least one time – Monday through Thursday - prior to the end of the 72 consecutive hour mandatory withdrawal period to prevent from being withdrawn. Offline tracker hours cannot be considered towards the 72 hours.

### **Mandatory Withdrawals – Students Age 22 and Older**

A student must graduate during the school year of his or her 22nd birthday or, he/she will be withdrawn from Gateway Online Academy. The appropriate withdrawal letters will be sent to the student if he/she is not ready for graduation.

### **Onboarding Withdrawals**

Per Gateway Online Academy policy, students are eligible for withdrawal upon failure to complete all Onboarding and Success Planning tasks within their first 30 days of enrollment.

See page 35 for Onboarding and Success Planning Course details.

### **Voluntary Withdrawal**

To initiate the withdrawal process from Gateway Online Academy, the Student's Guardian must request, complete, and sign an Intent to Withdrawal Form obtained from the school and submit it to the school. This signed form gives official notice of the intent to withdraw.

Except as prohibited by law, the student's grades and credits will not be released until all outstanding fees or obligations are met, including return of all textbooks, equipment, and other materials

All computer hardware shall be returned.

It is against the policy of the Ohio Department of Education for a student to be simultaneously enrolled in Gateway Online Academy and another school district; therefore, the Parent is responsible for completing a withdraw form before his/her student becomes enrolled in another school. It is critical that the Parent send Gateway Online Academy a written request for withdrawal as soon as the decision to withdraw a student has been made.

Consistent with established educational policies enacted by School Boards throughout the United States, Gateway Online Academy seeks to protect its property and usage interests through the following policies. Please note that as part of the Handbook acknowledgement the Parent and/or student also consents that student computers may be activated with geolocation features to assist in the retrieval/recovery of School issued computers.

Gateway Online Academy Tech Support representatives will contact a parent to commence computer recovery when any of the following occurs:

- A Parent's written notice of the intent to withdraw has been received;
- A student is withdrawn after 72 consecutive hours of non-attendance;
- A replacement is required due to a technical issue;
- A student graduates from Gateway Online Academy; or
- A student is expelled.

Within thirty (30) days after four (4) corresponding authenticated attempts of recovery by an authorized Gateway Online Academy de-installer, written notification will be sent to the Parent/Guardian noting that the following actions may be taken:

- With the appropriate law enforcement agency, a police report can be filed in order to recover the computer, accessories and all other material and property from the Parent/Guardian;
- A credit complaint can be filed against the Parent to the three major credit reporting agencies; and
- Other legal action may be taken to secure the return of Gateway Online Academy's property and materials, including civil and criminal actions.

- Additionally, failure to return Gateway Online Academy's Property may result in a fine being placed against the student's account, and Gateway Online Academy shall withhold all official student records until either the fine is paid or Gateway Online Academy's Property is returned.

## **IV. Academics**

### **Curriculum**

The curriculum is a combination of academics, social-emotional wellness instruction, life skills preparation and employability skills instruction. Each student works on an individualized computer program, teacher led lessons, participates in small group sessions and completes independent work to earn credits for graduation and pass any mandatory state testing. Students also have access to electronic educational software programs and the internet for their academic lessons and vocational exploration. One-on-one and small group tutoring is also available if needed.

Students receive an individual academic and career plan (based upon their academic needs and vocational/employment plans. This is completed during the Onboarding and Success Planning courses.

### **Academic Sessions**

Students are required to participate in 5.75 hours of school activity per scheduled school calendar day (23 hours per week). A typical school week is Monday through Thursday, and work can be completed Sunday through Saturday. Students can earn participation time by attending scheduled class times, online schoolwork, tutoring or small group support time, mentoring periods, meetings with guidance counselor and Success Coach, work experience and flex credit approved activities. Students have the opportunity to work asynchronously during school days and school hours, and may complete the required attendance/engagement hours outside the scheduled school days and hours as the curriculum is available to be worked on 24 hours a day throughout the school year.

Students who work or volunteer can earn up to 120 hours if enrolled in work study, Students may earn a lifetime maximum of four (4) work credits that are counted toward the five (5) elective credits for graduation. There is a limit of two (2) work credits earned per school year. Exceptions to this requirement are only permitted after the school administration performs an in-depth review of the student's individual circumstances, and approval is obtained from the Director.

## Grading

Each student is required to complete weekly academic activities on the computer. Students will be given grades based on the following schedule;

<b>4</b>	<b>A - 90 – 100</b>
<b>3</b>	<b>B - 80 – 89.9</b>
<b>2</b>	<b>C - 70 - 79.9</b>
<b>1</b>	<b>D - 60 – 69.9</b>
<b>0</b>	<b>F - 0 - 59.9</b>

## Progress Reports

Progress Reports are issued to each student every semester based on three 7-week grading terms within the semester. Progress Reports can be requested by parents or guardians at any time.

## Transferring Credits

Student credits from former high school's transfer to Gateway Online Academy. A "Request for Records" will be sent to the student's school. If a student has an official transcript, it is recommended that he/she attach it to the initial application or submit it to the main office.

Note: Gateway Online Academy must receive the transcript from the previous school in order for a student to graduate.

## College Credit Plus

The College Credit Plus Program is available for eligible students interested in completing college courses while enrolled in the school. More information can be obtained through your Gateway Online Academy Guidance Counselor. The school does not award high school credit for post- secondary courses, any portion of which were taken during a period of expulsion imposed by the school.

## Parent / Teacher Conferences

Parents/Students can expect weekly contact by our mentoring staff (Guidance Counselor/Success Coach). Please inform the mentor if you would like to set up a conference with a teacher. Feel free to contact Principal Strong anytime.

## **Onboarding**

Student onboarding is the process of guiding new students through orientation and the start of their academic journey at Gateway Online Academy. It introduces Gateway school expectations and programming through a required LIVE Session, followed by asynchronous activities in Canvas Modules to support in navigating the online platform, ensuring they feel welcome and prepared for success.

Students and families will receive a Welcome Packet via email at least 3 business days before the student start date and are responsible for reading through its entirety. Student Onboarding will be held the week of student start date (Wednesdays) during enrollment. Students are required to complete all onboarding requirements, including completion of the onboarding course modules for high school credit before any additional academic courses are scheduled. Parent/Legal Guardians will be notified of the exact dates and are encouraged to attend. The sessions will be offered through our online platform, Canvas. Parent/Legal Guardians are expected to attend parent onboarding at enrollment.

## **Success Planning**

Student Success Plans are required by the state of Ohio -- All students at Gateway Online Academy are to complete a success plan each year. Throughout the Success Planning course, students will engage in career exploration and academic goal setting activities, with an introduction to OhioMeansJobs to support student success.

## **Onboarding & Success Planning Course Requirements**

All students enrolled in Gateway Online Academy are required to complete ALL Onboarding and Success Planning Course requirements in order to be assigned additional academic courses.

Requirements include attending a LIVE onboarding session, complete onboarding modules, attending a Mentoring & Advisory LIVE session, and complete success planning tasks. Students should prioritize completion of these tasks within their first week of enrollment. Failure to complete all Onboarding + Success Planning Coursework within the first 30 days of enrollment runs the risk of withdrawal from the Gateway Online Academy program.

## **Gateway I Understand Statements**

The following statements are listed for student/family acknowledgement.

### **PARENT STATEMENTS:**

- I understand that my student is required to complete ALL Onboarding and Success Planning course requirements in order to be scheduled in

additional academic courses

- I understand my student should prioritize the completion of Onboarding + Success Planning coursework within the first week of enrollment
- I understand failure to complete Onboarding + Success Planning Courses within the first 30 days of enrollment could result student withdrawal
- I understand that my student must log minimum 23-hours per week
- I understand that my student must attend state testing in-person and may be required to travel up to 50 miles one way
- I understand LIVE Sessions are offered Monday - Thursday and students who attend have a higher success rate
- I understand that if my student has an Individualized Education Plan (IEP), they are required to meet with their assigned case manager weekly.
- I understand that it is my responsibility to attend scheduled IEP/504 meetings

#### **STUDENT STATEMENTS:**

- I understand that I am required to complete ALL Onboarding and Success Planning requirements in order to be scheduled in additional academic courses
- I understand to prioritize the completion of Onboarding + Success Planning coursework within the first week of enrollment
- I understand failure to complete Onboarding + Success Planning Courses within the first 30 days of enrollment could result student withdrawal
- I understand that I must log minimum 23-hours per week
- I understand that I must attend state testing in-person and may be required to travel up to 50 miles one way
- I understand LIVE Sessions are offered Monday - Thursday and students who attend have a higher success rate
- I understand that if I have an Individualized Education Plan (IEP), I am required to meet with my assigned case manager weekly.
- I understand that it is my responsibility to attend scheduled IEP/504/counselor/and scheduled meetings,
- I understand that it is my responsibility to attend scheduled therapy (Speech, OT, PT)

#### **Graduation Requirements**

**In order to graduate, a student must satisfy all the following requirements:**

- Achieve all the state required academic credits

- Pass all required End-of-course assessments. Students entering ninth grade for the first time in 2014-2015 or later may satisfy industry credential workforce readiness requirements, or earn “remediation-free” scores in English and mathematics on a nationally recognized college admission exam in lieu of passing the required End-of-course exams;
- Pass all required state assessments such as the Ohio Graduation Test.
- Complete Success Plan
- Receive at least one CTE Certification (if the alternative pathway to graduation is required.)

### Academic Credits Required:

Subject	Ohio Core Beginning with class of 2014
English Language Arts	4
Mathematics	4
Science	3
Social Studies	3
Health	½
Physical Education	½
Fine Arts	1
Electives	5*

\*Includes the equivalent of 1 credit of Technology/Arts/Foreign Language/Business or other core area course beyond the above-listed requirements. Students in DOPR programs must also complete a yearly success plan.

Also, per new state requirements (2025), students must take Financial Literacy as a separate course which may be considered for a non-Algebra I, Geometry, or Algebra II math credit.

The Ohio Core graduation requirements will be followed for students who are first-time freshmen in the school year 2010-2011. Components of the Ohio Core requirements include Algebra II or equivalent as part of the math requirement, Financial Literacy and Economics as part of another course or as a standalone course, and 2 semesters of Fine Arts in grades 7-12. Ohio Core also requires that

Science is taught with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. In addition to the previous Science requirement of 1 credit of Physical Science and 1 credit of Life Science, 1 credit of Advanced Science is now required. The previous requirement of ½ credit of American History and ½ credit of American Government are both included in the Ohio Core requirement for Social Studies.

Students may opt-out of the Ohio Core by following the State of Ohio's Opt-Out Provision. The student (and parent, if student is under 18) must sign a form indicating the student (and parent, if student is under 18) understands that opting out requires the student to attend a junior college or community college for at least one semester prior to attending most 4-year state colleges and attend required career counseling provided by the School.

### **Class 2023 and Beyond**

#### *Ohio Revised Code section 3313.618*

Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** key components:

#### **1. Course Completion**

Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.

#### **2. Demonstrating Competency**

Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.

#### **3. Demonstrating Readiness (Seals)**

Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.

## Complete Courses:

Take and earn a state minimum of 20 credits in specific subjects.

General Course Requirements	State Minimum
English language arts	4 credits
Health	½ credit
<u>Mathematics</u>	4 credits
<u>Physical education</u>	½ credit
<u>Science</u>	3 credits
<u>Social studies</u>	3 credits
<u>Electives</u>	5 credits

## Other Requirements:

Students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts (during grades 7-12).

*\* Beginning with students who enter 9<sup>th</sup> grade after July 1, 2022, students will need ½ credit of financial literacy.*

*\*\*Fine arts may not be required for students in career-tech programs unless it is a component of local course requirements.*

Beginning with students who enter 9<sup>th</sup> grade after July 1, 2022, students must receive instruction on the proper interactions with peace officers. This instruction is required to occur within at least one course required for high school graduation.

NOTE: As a student of Gateway Online Academy of Ohio, students will be required to complete a Success Plan which is embedded into the Career Based Intervention Classes through Gateway Online Academy of Ohio.

## Demonstrating Competency

To graduate, students must earn a “competency” score on the English language arts II and Algebra I (or integrated math I) end-of-course tests or complete other options. Students not earning competency scores on the first attempt must be offered appropriate remediation and

supports and retake the relevant test at least once. In lieu of attaining competency scores on the state tests, students can choose between four other ways to demonstrate competency following remediation and second test attempts. See Ohio Revised Code section 3313.618(B)(1).

### **Competency Score**

Ohio law directed the Department of Education, in collaboration with the Ohio Department of Higher Education and the Office of Workforce Transformation, to establish a competency score on the English language arts II and Algebra I end-of-course tests. The Ohio Department of Education, after gathering feedback from education stakeholders and business communities of Ohio, determined that “competency” would be set at a score of 684 for both the English language arts II and Algebra I tests. See Ohio Revised Code section 3301.0712(B)(10)

### **Alternative Demonstrations of Competency**

Ohio law establishes multiple pathways to demonstrating competency beyond Ohio's state tests. Prior to being eligible to demonstrate competency in these, students first must receive remedial supports and retake the test. The alternative ways to demonstrate competency are as follows:

- **College Credit Plus**
- ACT or SAT
- Career Experience and Technical Skill
- Military Enlistment

### **Demonstrating Readiness – Graduation Seals**

In addition to fulfilling curriculum requirements and meeting the competency requirements listed above, students also must show they are prepared for their next steps after high school. State law created 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths. Students will demonstrate readiness by earning at least two diploma seals, one of which must be state-defined. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school. Schools should consider encouraging students to pursue seals that meet their individual interests and skills. Graduation planning will be an important step in supporting students in earning their seals.

### Graduation Seals:

- Seal of Biliteracy
- Citizenship Seal
- College-Ready Seal
- Community Service Seal
- Fine and Performing Arts Seal
- Honors Diploma Seal
- Industry-Recognized Credential Seal
- Military Enlistment Seal
- OhioMeansJobs Readiness Seal
- Science Seal
- Student Engagement Seal
- Technology Seal

Source for Graduation Requirements for Classes 2023 and Beyond: Ohio Department of Education.

<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Ohio%E2%80%99s-Graduation-Requirements>

### Credit Flexibility Plan Option

Gateway Online Academy offers the Credit Flexibility Program (CFP) to all students.

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of our global and technological age. Ohio's plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. The plan is designed to customize learning around students' interests and needs.

### Students may earn credits by: Completing coursework;

- Testing out of or demonstrating mastery of core content; or
- Pursuing one or more "educational options" (e.g., distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects and sports).
- Credit flexibility is intended to motivate and increase student learning by allowing:
  - Access to more learning resources, especially real-world experiences;

- Customization around individual student needs; and
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply the learning, or document performance.

### **Process to Initiate a Plan**

Any student can initiate a plan to complete credit utilizing credit flexibility by submitting a written request to the guidance counselor. The guidance counselor will then create a formal individual student Credit Flexibility Plan (CFP) with the student in conjunction with the Highly-Qualified Teacher (HQT).

### **Plan Requirements**

Each Credit Flexibility Plan must include:

- Course content and academic standards components (How the student will demonstrate proficiency)
- What types of assessments and/or educational programs will be used to demonstrate proficiency
- Progress measures and dates
- Due date for the completion of the CFP
- Grade determination (most courses will be assigned letter grades, but all course grading must follow the grade plan for the standard course with the same name)
- Consequences of failing work or non-completion of the CFP
- Designated Highly Qualified Teacher of record and administrative staff member who will monitor the plan
- The names and signatures of student, parent (if student is a minor), teacher of record, and administrative staff member
- Cost, if any, that must be assumed by the student (most cases cannot require cost) An appeal process for this CFP

### **Roles and Responsibilities**

Students utilizing an approved CFP may earn:

- Credit in courses that count toward high school graduation requirements
- Credit in a course not currently offered at the high school if the student provides a mutually acceptable course of study or educational program
- Simultaneous credit in multiple courses if standards are mastered from more than one course

- Partial credit for a course

A student will be marked present for attendance purposes if the student is working on the CFP off- site, such as participating in an internship, and reports to that location daily rather than the school.

Any student participating in the College Credit Plus Program who is enrolled in a college course as part of the CFP and drops or fails that course must then pay for the course himself.

Staff responsible for monitoring the CFP will:

- Regularly check progress and proficiency according to the CFP
- Provide detailed report of progress measures and achievement in regular mailings to students and parents
- Provide warning to the student who may not be on track to complete the course that credit will not be earned if the student does not take measures to successfully complete the course prior to the CFP becoming officially cancelled
- Work collaboratively with the student behind on deadlines to establish steps to get the student back on track for successful course completion

The school is required to:

- Keep accurate records of all students currently working on CFPs Track student/plan progress
- Store CFP progress records in one location
- File completed CFPs in one location and a copy in the student's academic file
- Forward the CFP and progress information to the transfer school if a withdrawing student wishes to take their CFP with them to his or her next school. It will be the decision of the transfer school how much, if any of the CFP, they will accept.

A student may appeal any Credit Flexibility Plan that is denied by submitting a written request by email to:

Gateway Online Academy Credit Flexibility Appeals

[wgarth@gatewayoh.org](mailto:wgarth@gatewayoh.org)

## **v. School Operations**

### **Field Trips**

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate. Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips.

Gateway teachers arrange a variety of special gatherings for students and families monthly. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process, or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement.

The Board recognizes that students attending Gateway gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

## **vi. Health and Safety**

The school provides a safe and clean environment and takes precautions to protect students and staff.

### **Medication Administration**

The administration of medication to students during the school day is the responsibility of the parents per Ohio Code 3314.03 11(d). The self-administer prescribed emergency or

acute medications, such as but not limited to epinephrine, insulin, asthma inhaler or ibuprofen when the prescription indicates that said student may maintain possession of the medication. The student must be able to bring the medication to school, carry the medication in a safe and responsible manner, and use the medication only as prescribed. At the discretion of county boards of education, high school students may be allowed to carry and self-administer non-prescribed OTC medication with parent/guardian authorization, unless restricted by the administrator/principal.

### **Technology and Internet Safety**

The use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

**By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:**

- To abide by all school policies relating to the use of technology;
- To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

**The parent/student further agrees and understands that the student may have his/her privileges revoked or other disciplinary actions taken against him/her for actions or misuse such as, but not limited to, the following:**

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized

purposes – the school technology resources are intended only for educational use;

- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the school;
- Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for all costs; and
- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary actions, other than those specifically set forth above, including but not limited to suspension or expulsion.

### **Acceptable Use of Technology**

All students and parents must be aware of and understand their responsibilities when accessing and using school technology and resources. The Gateway Online Academy instructional computing resources include any computer, software or transmission system that is owned, operated, or leased by Gateway Online Academy.

Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in the removal of your access to the school's instructional computing resources, which could result in your inability to complete learning activities.

### **Accountability**

Posting anonymous messages is not permitted unless expressly authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own username and password and do not share these with anyone.

In addition:

- Do not interfere with other users' ability to access the Gateway Online Academy's AMP system or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activities that is associated with your username and password.
- Change your password(s) frequently, at least once per semester or course.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non- Gateway Online Academy commercial activities, non-Gateway Online Academy product advertising, or political lobbying on a Gateway Online Academy-owned or leased instructional computing resource.
- Do not use the Gateway Online Academy instructional computing resources to sell or to purchase any illegal items or substances.
- Do not upload or post any software that is not specifically required and approved for your assignments on the Gateway Online Academy instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Gateway Online Academy server.

### **Student Internet Safety**

Do not reveal personal information about yourself or other people. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to people outside of the Gateway Online Academy. Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the Gateway Online Academy.

## **“Netiquette”**

At the Gateway Online Academy, parents and students are expected to follow the rules of network etiquette, or “netiquette.” The word netiquette refers to common-sense guidelines for conversing with others online. Students are expected to refrain from using profanity and derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Any responses should be focused on the questions or issues being discussed, not on the individuals involved. Criticism should be constructive not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect other people’s privacy. Don’t broadcast online discussions and never reveal other people’s e- mail addresses.

## **Use of Copyrighted Materials**

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Students shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using the Gateway Online Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected. Source Citation Many courses require written work in which students will need to cite sources. Any direct quotations from instructional materials can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. When citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

## **Appropriate Use of Technology**

Gateway Online Academy reserves the right to review any material transmitted using school instructional computing resources or posted to a school instructional computing resource to determine the appropriateness of such material. Gateway Online Academy may review this material at any time, with or without notice. E-mail transmitted via school instructional computing resources is not private and may be monitored.

## Harassment, Intimidation, Bullying

As more fully set forth in the School's Safe School Policy, policy is attached as Appendix I to this Handbook, Harassment, Intimidation, or Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include but is not limited to, counseling, suspension, or expulsion from School. The school's commitment to address Harassment, Intimidation, and Bullying; involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty or School personnel.

It is imperative that Harassment, Intimidation, and Bullying be identified only when the specific elements of the definition are met, because the designation of conduct of such behavior carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as Harassment, Intimidation, or Bullying will result in appropriate disciplinary consequences for the perpetrator.

### Prohibited Gang Activity

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event whether at the school or outside of the school facility, and on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

The term "gang" is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term "gang activity" is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty, or membership in any way while on school grounds or while attending a school function.

These activities may include things such as recruiting students for membership in a gang and threatening or intimidating other students or staff against their will to promote the

common purpose and design of any gang.

### **Drug-Free School**

In accordance with applicable law, the school prohibits the use, possession, concealment, or distribution of drugs by students on the school grounds, in the school building, on school buses, or at any school related event. Drugs include any alcoholic beverage, an anabolic steroid, and any dangerous controlled substance as defined by state or federal statute, or any substance that could be considered a “look alike” controlled substance. Compliance with this school policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action as specified in this Parent/Student Handbook, up to and including expulsion from the school. When required by state law, the school will also notify law enforcement officials.

## **Weapon-Free School**

No student at any time, for any reason shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon or considered a “look-alike” weapon in or on property of the school, school bus, or any school-sponsored activity held away from the school property. Possession of a weapon may result in immediate expulsion and involvement of local law enforcement.

- A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear (examples: guns, knives, knuckles, clubs, box-cutters, etc.).
- A dangerous instrument is anything that although not specifically designed to hurt someone, can be used to hurt someone, or put someone in fear (examples: belts, combs, compasses, etc.).
- An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.).
- Any object that closely resembles a weapon or explosive and could put people in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.).

Firearm has the same meaning as provided under the “Gun Free Schools Act of 1994.” At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter’s gun) which will or is designed to or can 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. If the definition of a firearm as provided by the “Gun Free Schools Act of 1994” changes, then the definition outlined in this policy shall automatically change to conform to it.

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

### **Police and Child Protective Services**

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services (CPS), per required timelines. The school must also investigate for the purpose of determining whether there has been a violation of the School Policy or Procedure, even if law enforcement or CPS is also investigating. All school personnel must cooperate with investigations by outside agencies.

### **School Crisis Response Plan**

Gateway Online Academy shall create a comprehensive crisis response plan, appropriate for a virtual school, with necessary safeguards to protect information contained in each response plan that may be considered protected critical infrastructure information, law enforcement sensitive information or for official use only. The crisis response plan will conform with the Ohio Safety and Violence Education Students Act.

### **Positive Behavior Interventions and Supports (PBIS)**

PBIS is a framework that guides our school team in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. The PBIS process emphasizes four integrated elements: **data** for decision making, evidence-based **interventions and practices** that support varying student needs (multi- tiered), **systems** that efficiently and effectively support implementation of these practices and continual progress monitoring to ensure **outcomes** are met. PBIS is not a curriculum. PBIS is systems change process that requires on-going commitment in order to create effective systems for teaching and addressing student needs.

Our PBIS team has developed the Five Keys to Gateway for students to focus on throughout the year to help them be successful.



## VII. School Records

At Gateway Online Academy, we take student records and their confidentiality very seriously and have a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon request from that school or from a signed release by the parent/guardian or as otherwise required by law.

### Current Information

To ensure student records are up-to-date parents must inform the school of address, telephone (home/work), and legal custody changes as they occur during the school year.

## Request for Records

The school secretary will request student records from the previous school(s) upon completion of enrollment. Pursuant to the Ohio code, the requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

### Student Directory Information

Directory Information may consist of the following as defined by state and federal law:

- Name
- Address
- Telephone listing
- Electronic mail address
- Date and place of birth

- Major field of study
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Date of graduation
- Awards received

The school has not designated any personally identifiable information as directory information and will not include such information in school publications, recognition lists, programs or student directories or give such information to third parties without parental consent or as otherwise required by law (such as military recruiters.).

### **Audio-Visual Information**

Gateway Online Academy recognizes the value of audio-visual and other types of electronic communication in providing our students with an effective education. In communicating our school- related activities, opportunities exist to photograph and/or videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include Gateway Online Academy newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in our schools is an integral part of the reporting responsibility to the community.

However, we will respect your wish for privacy in this area. Please call the school should you have any questions or concerns. You may also notify the school in writing if you prefer that we do not use your student's name, picture and/or work product for presentations or other uses.

### **Release of Student Records**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("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 forty-five (45) days after the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school principal 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. 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 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 provide written consent before the school discloses personally identifiable information (PII) from 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. A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including but not limited to management company/operator employees, health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.
  - b. 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.
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

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

### Non-Custodial Parent Record Request

The school will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

Gateway Online Academy, parent and non-custodial parent must act in accordance with the Board of Director's Student Records Policy when addressing student records issues.

### Release of Information to Military Recruiters

There are currently two federal laws that require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings. Gateway Online Academy will provide the requested information to military recruiters unless a parent or guardian has advised, in writing, that they do not wish to have Gateway Online Academy release this information. If you do not want Gateway Online Academy to disclose directory information from your child's education records to military recruiters, you must notify Gateway Online Academy

in writing.

## **Protection of Pupil Rights Amendment (PPRA)**

### **Notification Description of Intent**

Description of Intent. The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA, as revised by the No Child Left Behind Act. For example, the names of the student, Parent/Guardian, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

### **Rights Afforded by the PPRA.**

The PPRA affords emancipated minors and students of age eighteen and older (Eligible Students) and Parent/Guardians of minor's certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

The right to provide consent before students is required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:

- political affiliations or beliefs of the student or student's parent
- mental or psychological problems of the student or student's family
- sex behavior or attitudes
- illegal, antisocial, self-incriminating, or demeaning behavior
- critical appraisals of others with whom respondents have close family relationships
- legally recognized privileged relationships, such as with lawyers, doctors, or clergy
- religious practices, affiliations, or beliefs of the student or Parent/Guardian
- income, other than as required by law to determine program eligibility

The right to receive notice and an opportunity to opt a student out of the following:

- any other Protected Information Survey, regardless of funding
- 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 screenings, or any physical exam or screening permitted or required under state law

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

The right to inspect, upon request and before administration or use, of the following:

- Protected Information Surveys of students
- instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- instructional material used as part of the educational curriculum

These rights transfer from the Parent/Guardian to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

#### **Notification Procedures.**

The school will work to develop and adopt policies regarding these rights in consultation with Parent/Guardian. The school will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the Parent/Guardian of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method Parent/Guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the Parent/Guardian to opt students out of participation of the specific activity or survey. The school will make this notification to Parent/Guardian near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the Parent/Guardian will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The Parent/Guardian will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

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

- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the Student will be notified as described above.

### **Reporting a Violation**

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

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

## **VIII. Child Find**

### **Student Identification and Child Find**

Gateway Online Academy is participating in an effort to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive FAPE (Free and Appropriate Public Education).

School districts across the state of Ohio are also participating in this effort to identify disabilities such as autism, deaf blindness, hearing impairment, deafness, intellectual disabilities, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness.

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may possess. However, in order to accomplish this goal, we must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to helping schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have

special needs, please notify Gateway Online Academy's Special Education Administrator. Kristal Lockwood [specialeducation@gatewayoh.org](mailto:specialeducation@gatewayoh.org) or 216-353-8987

Gateway Online Academy will contact the parents or guardians of the child to find out if an evaluation is needed. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

### **What will happen when you contact your local school?**

The school will ask for information about the child, asking such questions as: What is the problem? What has already been done about the problem? What background information is available? This information may be collected in several ways including interviews, observation, screening, 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 needs special services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law.

### **What are your rights as a parent?**

Parents and students have rights in this process. 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. The district has a process to resolve disagreements about information collected.

## **IX. Parent's Right to Know Teacher Qualifications**

Gateway Online Academy will annually notify parents of their right to know. A parent or guardian may request the following professional qualifications of each of their classroom teachers:

- Licensure and certification information
- Emergency or provisional status
- Educational background
- Qualifications of Instructional Aides (if applicable)

## x. Parent Involvement Policy

The School's Title I program is intended to foster and enhance parent-involvement in the school. The goal of Gateway Online Academy is to involve parents in their children's learning and to form an open line of communication between school and home. This will be accomplished through the following policies:

1. Information. Parents are informed about school activities and events through interim progress reports, report cards, and notes sent home; parent newsletters; parent/teacher conferences; and informal personal and telephone conferences.
2. Annual Title I Meeting. Parents have an opportunity to review Title I programs and provide input into the planning process during the annual Title I meet held at the School during flexible dates and times. Additionally, parent's rights and Title I requirements will be discussed. Additionally, parents should contact the school Director about ways to be involved at the School including the process for providing input regarding Title I planning and the parent involvement policy.
3. Curriculum. The school provides a high-quality curriculum to enable our students to meet high standards and prepare for the state graduation exam. The school shares these results with parents and provides an explanation of the results with parents during the course of the school year.
4. Board of Directors Meetings. The Board of Directors meets numerous times throughout the year to review the state of the school. Board meeting dates and times are posted on the school's website and published in the local newspaper. All parents and guardians are invited to attend Board meetings and can receive a Board meeting calendar upon request.

## xi. Complaint Procedure

The Gateway Online Academy is committed to fostering and achieving student/ family satisfaction. The Gateway Online Academy does not discriminate based on a protected class including but not limited to race, color, national origin, age, religion, disability or sex (including sexual stereotype nonconformity), in the programs or activities which it operates or the employment therein or admission thereto. The school strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by

the appropriate people in a timely manner. Gateway Online Academy has designated several staff members as coordinators of non-discrimination and anti-harassment. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassment laws. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School will respond within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of School contact information is in the school handbook and is listed in the Help section on the school's AMP learning system.

Step 2: If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Gateway Online Academy Board of Directors, and they will attempt to resolve the issue. To be consistent with the follow-up timeline of the Head of School, the Board President or designee will meet with the parent within ten days. A meeting will be scheduled virtually, by phone or in person that will include the parent, Board President/designee, Head of School, Principal, teacher and/or student if applicable. The Board of Directors contact information will be available in the school handbook and website.

Step 3: If the Gateway Online Academy governing board does not resolve the situation, the family may file a complaint with the Ohio Professional State Charter School Board.

## **xii. Non-Discrimination and Title IX/ Section 504 Notice**

The school provides an equal opportunity for all students to learn regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category. It is the intention of the school to comply with Title IX of the Education Amendments Act of 1972.

### **Title IX Coordinator**

The principal shall designate a Compliance Officer/Title IX Coordinator, (the "Title IX Coordinator," [shorne@gatewayoh.org](mailto:shorne@gatewayoh.org) | 216-201-9481) and is responsible for leading investigations into any complaint alleging noncompliance with Title IX. The Title IX Coordinator's contact information must be made available to all students, employees, parents or legal guardians, and applicants for admission and employment. The Title IX

Coordinator's contact information must also be displayed in a conspicuous location on the school's website. The coordinator should be involved with the drafting a revision of all policies and procedures to ensure that they comply with the requirements of Title IX  
Shaquila Horne [shorne@gatewayoh.org](mailto:shorne@gatewayoh.org)

### **Postings**

The school shall publish a notice in a conspicuous location on the school's website which shall contain the following information:

- The General Notice of Non-Discrimination and Board adopted grievance process and policy.
- A statement stating that any person may make a report at any time to a school employee.
- A statement stating that any questions regarding Title IX and the School's policy may be referred to the Title IX Coordinator;
- Contact information for the Title IX Coordinator including name/title, office address, telephone number, and email; and
- All Title IX materials used to train the Coordinator and School personnel must be published on the School's website.

## **Title IX Grievance Procedure**

The Title IX Grievance Procedure below is meant to provide for timely and equitable resolution of complaints. The school shall respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent. This means that the school's response will not be considered unreasonable in light of the known circumstances.

Any individual may report allegations of sex discrimination, including sexual harassment (victim or third-party), by any means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time by using the contact information listed for the Title IX Coordinator.

A School employee or School official receives notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator.

### **Subsection A: Grievance Process for Complaints Not Alleging Sexual Harassment**

#### **Level I**

If a student or employee (the "grievant") believes there is a Title IX grievance, they may present the grievance to the coordinator. The alleged grievance shall be investigated by the Title IX Coordinator, and they shall meet with the grievant and attempt to resolve the matter informally. The decision on the grievance shall be delivered orally to the grievant.

#### **Level II**

If the grievant believes that the grievance has not been resolved appropriately, they may make a statement in writing of the alleged grievance to the Governing Authority of the School. This statement must be filed within ten (10) days of the date of the Title IX Coordinator's decision. The statement shall state the nature of the alleged grievance and the relief sought. If the grievant is a student, the coordinator shall assist in the preparation of the statement and submission to the Governing Authority within the appropriate time frame.

The Board or its designee (1-3 members of the Board) shall decide on the grievance and shall give that decision in writing to the Title IX Coordinator and the grievant.

#### **Level III**

If the grievant is not satisfied with the decision of the Governing Authority, they may appeal it to the Office of Civil Rights. A complaint should be filed in writing and sent to Office for Civil Rights, U.S. Department of Education, 600 Superior Avenue East, Suite 750,

Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination.

### **Subsection B: Grievance Process for Complaints of Sexual Harassment**

#### **Definitions**

For purposes of this grievance process,

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

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

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

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

1. An employee of the school conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct (quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where

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

## **Training**

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

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

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

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

## **Presumption of No Responsibility**

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

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

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

## **Good Cause Delay**

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

### **Level I – Response to Report**

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

**Level II – Formal Complaint**

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

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

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

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

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

**Investigation:**

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

- (A) Remain neutral and impartial during the investigative process, and must not have a conflict of interest for or against complainant(s) or respondent(s);
- (B) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the School must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- (C) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- (D) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- (E) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- (F) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- (G) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in

reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report;

(H) Keep party and witness identities confidential except as permitted by law or the Family Educational Rights and Privacy Acts (FERPA); and

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

### **Question and Answer Period**

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

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

### **Dismissal**

The school must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that

conduct for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another provision of the school's code of conduct.

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

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

## **Determination Regarding Responsibility**

The Regional Vice President as decision-maker must issue a written determination regarding responsibility within fifteen (15) business days of the conclusion of the question-and-answer period.

### **The written determination must include:**

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the school's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
- (F) The school's procedures and permissible bases for the complainant and respondent to appeal. The School must provide written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the school provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If a determination of responsibility for sexual harassment has been made against a respondent, the school will provide remedies to a complainant. The Title IX Coordinator is responsible for effective implementation of any remedies. Possible remedies to the complainant that the school may implement include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work

locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures or individualized services offered as may be appropriate and reasonably available, without fee or charge to the complainant, that are designed to restore or preserve equal access to the School's education program or activity, to protect the safety of the complainant or the School's educational environment, or to deter sexual harassment.

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

### **Level III – Appeal to ACCEL Senior Vice President**

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

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

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

The Title IX Coordinator shall give the written appeal to an Executive Vice President Natalee Long for decision.

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

Within fifteen (15) business days after the time for the other party to submit a written statement has passed, the ACCEL Senior Vice President shall issue a written decision describing the result of the appeal and the rationale for the result and provide the written decision simultaneously to both parties.

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

## Office for Civil Rights

If the student (or their parent or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights.

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

### Informal Resolution Process

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

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

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

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

### Emergency Removal

Nothing in this grievance procedure precludes the School from removing a respondent

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

### **Administrative Leave**

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

### **Recordkeeping**

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

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

For each response to a report or formal complaint of sexual harassment in an education program or activity, the school must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If the School does not provide a complainant alleging sexual harassment with supportive measures, then the school must document the reasons

why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the school in the future from providing additional explanations or detailing additional measures taken.

### **Retaliation Prohibited**

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

The School must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20

U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

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

### **XIII. Work Permit Policy**

A critical component of Gateway Online Academy Education Model is the employability skills training and employment of our students. Pursuant to Ohio Law, any student who is a minor, at least sixteen years old, and who desires to work may do so through a validly issued Age and Schooling Certificate (work permit). The Ohio Department of Commerce, Division of Labor and Worker Safety Wage and Hour

(hereinafter referred to as “Wage and Hour”) has granted to Gateway Online Academy the authority to issue and revoke such Age and Schooling Certificates for its students.

Any student may request an Age and Schooling Certificate who is at least sixteen years of age

If a student is eligible to receive an Age and Schooling Certificate, that student may begin the Age and Schooling Permitting Process described below:

## **The Work Permit Process**

1. If the student is a qualified applicant as described above, he/she shall be given an Application to obtain Gateway Online Academy Age and Schooling Certificate. The student and his/her parent/guardian shall complete the form in the following manner:
  - a. The parent/guardian must complete the Student Information Section.
  - b. The employer shall complete the Employer’s Agreement Section.
  - c. The student’s physician must complete the Physical Examination Section.
2. Once the aforementioned sections of the Application are complete and reviewed by the Director, the Director may complete the school records section.
3. Once the certificate is complete, the student shall sign the section titled “Signature of Minor.” The Age and Schooling Certificate shall be issued to the student.
4. When the Age and Schooling Certificate is fully executed, the white original form shall be sent to the employer and the student may be employed.

It is important to note that the Age and Schooling Certificate issued to the student is employment and employer specific, and as such, a new Application and Age and Schooling Certificate must be submitted and procured respectively for each new different employment opportunity of the student. In addition, at the termination of any previous employment relationship, Gateway Online Academy must secure the return of the employer’s original Age and Schooling Certificate and a reason for termination, which when obtained shall be kept in the student’s file at the Gateway Online Academy.

### **Revocation of the Age and Schooling Certificate**

The right of a student to work does not come without responsibility. Gateway Online Academy reserves the right to revoke the student’s Age and Schooling Certificate if the following occurs: the student’s academic achievement falls below an acceptable level; the student does not meet the minimum attendance requirement of Gateway Online Academy; the student violates Gateway Online Academy’s Parent/Student Handbook, Code of Conduct, or other School rules, regulations, policies and/or procedures; or the Director believes that the employment represented by the Age and Schooling Certificate is

jeopardizing the student's education.

#### **xiv. Homeless Policy**

The school provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. Accordingly, the School will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The school shall fully comply with McKinney-Vento Homeless Assistance Act.

The school shall designate a staff member to be the school liaison for homeless students ("School Liaison"). The school shall display the contact information for the School Liaison in the building. Homeless issue awareness training shall be provided to all staff members. All questions and concerns of the staff members should be referred to the School Liaison at [clamorgese@gatewayoh.org](mailto:clamorgese@gatewayoh.org) | 330-267- 4274.

The School Liaison for Homeless Students shall ensure that the parent or guardian of a homeless student and any unaccompanied youth is:

- Assisted in accessing transportation to the selected school
- Provided assistance in exercising the right to attend the school of his/her choice
- Serviced without being labeled as homeless by school personnel
- Provided the information in this policy in a manner and form understandable to the parent or guardian, and if necessary, in the native language of the parent or guardian
- Assisted in the Dispute Resolution process as outlined herein

**Eligibility:**

A student may be considered eligible for services as a “Homeless Child” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- With other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubling up”)
- In a shelter, temporary shared housing, or transitional living program
- In emergency or transitional shelters
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus or train station, park, car, or abandoned building, public spaces, substandard housing
- In a temporary or transitional foster care placement or awaiting placement
- Abandonment in hospitals
- A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Migratory students

**Placement:** The School shall make school placement determinations based on the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student’s parent or guardian or otherwise not in the best interest of the student.

To the extent feasible, the school shall comply with a request made by parents regarding school placement regardless of whether the student lives with the homeless parents or is temporarily residing elsewhere.

**Immediate Enrollment:** Should a dispute arise over eligibility, school selection, or enrollment the dispute resolution procedures shall be followed as provided herein and the student shall be immediately enrolled during the pendency of the dispute and all appeals. Proof of residence, birth certificate, immunization records, and other documentation

cannot serve as a barrier to enrollment in a school.

**School Selection:** The eligible student has the right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

**Participation in Programs:** Eligible students have a right to access all the school's programs and services on the same basis as all other students, including special education, and any extracurricular activities.

**Dispute Resolution:** The student, parent or guardian has the right to appeal to any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent, or guardian through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian, or unaccompanied youth cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

Should a dispute arise over eligibility, school selection, or enrollment in a school the following procedure is to be followed:

1. The school shall immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment for these purposes is defined as attending classes and participating fully in school activities.
2. Upon determination of eligibility, enrollment, or school selection, the school will provide a written explanation of any decisions made to parents, guardians, or unaccompanied youth. The school should use Attachment 1 to capture all relevant information. Regardless of what form is used, the written explanation should be easy to understand and free of jargon. When appropriate, the school will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the school reached its decision regarding eligibility, school selection, or enrollment will include:
  - A description of the action that the school proposed or refused
  - An explanation of why the school proposed or refused the action
  - A description of any other options the school considered
  - The reasons why the school rejected any other options
  - A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination. (This includes the facts,

witnesses and evidence relied upon and their sources.)

- Appropriate timelines to ensure any relevant deadlines are met
  - Contact information for the school liaison and state homeless education coordinator and a brief description of their roles
  - Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal
3. The school will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the school follows the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal to the school's eligibility, school selection or enrollment decision as parents and guardians. The role of the Liaison is to assist the student, parent, or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
  4. Following an appeal at the school level, if the student, parent, or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education. The School Liaison will forward all written documentation and related documents to the state coordinator for Homeless Education at the Ohio Department of Education. The School Liaison may use Attachment 2 to help capture all relevant information. Upon receipt of any requested documentation, the state coordinator for Homeless Education will investigate the dispute and request applicable documentation. The Ohio Department of Education will decide within 15 school days from the receipt of all necessary materials. The Department will provide the final decision to the school superintendent, building principal, School Liaison, and parent, guardian, or unaccompanied youth. All parties must immediately adhere to the final determination.

Disclaimer: Parent-Student Handbook is based in significant part on policies contained in the Board Policy Manual adopted by the Board of Directors. Those Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated. If anything in this Parent-Student Handbook conflicts with a Board Policy, the Board Policy Manual shall supersede the Parent-Student Handbook. If you have questions or would like more information about a specific policy or document, contact the school principal.

## **XVI. Diploma Seals**

Students must earn two Diploma Seals in order to earn their diploma. One of the seals must be a state seal, the other may be a local seal. The following presents the opportunities for students to earn a local seal.

### **Gateway Online Academy of Ohio**

#### Locally Defined Graduation Seal Guidelines

In addition to fulfilling curriculum requirements and meeting competency requirements listed associated with graduation, students also must show they are prepared for their next steps after high school. State law has created 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. The criteria required for each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths. Students will demonstrate readiness by earning at least two diploma seals, one of which must be state defined. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school.

Gateway Online Academy of Ohio has developed the following guidelines associated with meeting the requirements of locally defined graduation seals with the intent of fostering and promoting the vital professional, social and emotional, and leadership and reasoning skills that are necessary for success after high school in addition to the state developed graduation seals.

Community Service Seal: Students will meet the requirement of the Community Service Seal by completing a community service project that meets the following guidelines:

- Completing a minimum of 40 hours (unpaid) of a community service project that has been approved by the School administrator or their designee; and
- Completing a reflection paper or presentation, including a description of the work the student completed, how the project benefits the community, and what the student learned or what skills the student developed by completing the project.

Students will need to provide documentation of completed hours to Gateway Online Academy of Ohio administration in an agreed upon manner and timeline, such as weekly, monthly, or upon project completion. Hours completed before receiving approval for the project will only count towards earning the Community Service Seal at the School's discretion. Court appointed hours of community service and hours of community service completed by the student prior to enrolling in the School may be counted towards earning the Community Service Seal at the discretion of the School.

Fine & Performing Arts Seal: Students will meet the requirement of the Fine & Performing Arts Seal by demonstrating skill in the fine or performing arts aligned with the following guidelines:

- Successfully completing at least 2 credits of fine art and/or performing art course(s) offered by Gateway Online Academy of Ohio;
  - Successful completion of said course(s) is demonstrated by a minimum course grade of D or higher or
- Participating in at least 2 full seasons of the following fine arts or performing arts extracurricular activities offered or approved by Gateway Online Academy of Ohio.
  - Examples may include:
    - A pre-approved community Choir or Band,
    - A pre-approved community Drama Club or Theatre, or
    - A Gateway Online Academy of Ohio or pre-approved Community Art Show or Project.
  - Each extracurricular activity may have individual participation requirements which will be presented to students at the beginning of the activity's normal starting date.
  - In determining whether to approve a Community Art Show or Project, the School will consider, among other things, the associated benefit to the community; and the time, attention and skill necessary for the student to complete the Show or Project.

Student Engagement Seal: Students will meet the requirements of the Student Engagement Seal by participating in extracurricular activities such as (but not limited to) athletics, clubs or student government, to a meaningful extent, in accordance with the following guidelines:

- Demonstrating meaningful participation in at least 2 activities for a full academic year each of the following student engagement activities:
  - Examples may include:
    - Student Government
    - National Honor Society
    - Other Gateway Online Academy of Ohio approved leadership organization
    - School Sponsored Clubs
    - Pre-approved athletics through your home district or community

Students will need to meet all attendance requirements associated with the specific extracurricular activity as determined by Gateway Online Academy of Ohio. Documentation of attendance is to be kept and monitored by the supervisor of the Gateway Online Academy of Ohio school organization or outside leadership organization. Each extracurricular activity may have individual participation requirements

which will be presented to students at the beginning of the activity's normal starting date.

## LOCAL DIPLOMA SEALS

The Board of Education authorizes students to earn the following local seal(s) to fulfill State requirements to earn a diploma.

### Community Service Seal

**A student may earn a Community Service Seal by completing a minimum of forty (40) hours of community service during high school in a high-quality community service experience.**

**Students who transfer to Gateway Online Academy of Ohio in their junior/senior year will receive a prorated requirement:**

- Students starting at Gateway Online Academy of Ohio in their junior year will need thirty (30) hours
- Students starting at Gateway Online Academy of Ohio in their senior year will need twenty (20) hours

**A high-quality community service experience achieves the following:**

- provides an opportunity for students to explore possible career options and gain valuable work skills
- exposes students to the needs of their community while promoting an understanding of, and the value in, civic engagement as well as volunteerism

### Tracking and Approval

- All volunteer service hours must have prior approval by administrator or school counselor.
- Students are responsible for tracking hours and having hours certified by a volunteer coordinator/supervisor (no relatives can verify these hours).
- It is preferable that hours are completed with a charitable organization which is registered as a nonprofit organization in Ohio.
  - Students may verify whether a nonprofit organization is registered in Ohio on the Ohio Attorney General's website at <https://charitableregistration.ohioattorneygeneral.gov/charities/Research-Charities.aspx>.
- Hours must be submitted to the applicable Gateway Online Academy of Ohio school counselor along with a written reflection that includes a summary of tasks completed as well as an assessment of how the service has benefited both the student and the community, for final approval no later than May 1<sup>st</sup> each year.

Guidelines provided by the Ohio Department of Education can be found at:

[http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-CI-1/Work-and-Community-Service-Experience-and-Capstone/Work-Experience\\_2020\\_Graduation.pdf.aspx?lang=en-US](http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-CI-1/Work-and-Community-Service-Experience-and-Capstone/Work-Experience_2020_Graduation.pdf.aspx?lang=en-US)

## FINE & PERFORMING ARTS SEAL

**A student may earn a Fine & Performing Arts Seal by completing a minimum of forty (40) hours of lessons or instruction during high school in a high-quality learning environment.**

A high-quality fine and performing arts experience achieves the following:

- By successfully completing at least 2 credits of fine and/or performing arts the student obtains a greater understanding and appreciation of the fine arts and its impact personally and society, which exposes students to the creativity of people in history as well as the impact on modern society.
- By participating in at least 2 full seasons (or for a total of five months) of the following fine arts or performing arts extracurricular activities offered or approved by Gateway Online Academy of Ohio, the student will gain greater ability and capacity to express themselves as an individual and/or in collaboration with others and contributing to the greater arts or entertainment community.
- Through earning the Fine and Performing Arts Seal, the student will have gained skills that foster and promote vital professional, leadership, reasoning, and social and emotional skills that are necessary for success after high school.

### Tracking and Approval

- Any professional training or preparation must be tracked and supervised by a Gateway Online Academy of Ohio
  - Examples may include:
    - A pre-approved community Choir or Band,
    - A pre-approved community music or art instructional program,
    - A pre-approved community Drama Club or Theatre, or
    - A Gateway Online Academy of Ohio or pre-approved Community Art Show or Project.
  - Each extracurricular activity may have individual participation requirements which will be presented to students at the beginning of the activity's normal starting date.
  - In determining whether to approve a Community Art Show or Project, the School will consider, among other things, the associated benefit to the community; and the time, attention and skill necessary for the student to complete the Show or Project.
  - If the supervisor is an approved non-Gateway Online Academy of Ohio individual offering supervision, instruction, and/or coaching, they must assist in tracking lessons and/or practice sessions which the student will be rated as satisfactory or unsatisfactory rating for each lesson or practice session.
  - Hours must be submitted to the applicable Gateway Online Academy of Ohio school

counselor along with a written reflection that includes a summary of tasks completed as well as an assessment of how the performance or presentation has benefited both the student and the community, for final approval no later than May 1<sup>st</sup> each year.

- Successfully completing at least 2 credits of fine art and/or performing art course(s) offered by Gateway Online Academy of Ohio;
  - Successful completion of said course(s) demonstrated by a minimum course grade of D or higher.
  - Courses may include normal coursework as well as independent instruction courses supervised by a Gateway Online Academy of Ohio teacher licensed in the area of the fine art studied.
  - In addition to the coursework, a written reflection must be submitted to the supervising teacher that includes a summary of the courses completed and how the fine arts studied have impacted world history, U.S. History, its impact in society today, and possibly in the future.

Guidelines provided by the Ohio Department of Education can be found at:

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Arts-Honors-Diploma>

Parent/Student  
Handbook Contract  
2025-2026

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_

***PLEASE PRINT***

**Parent's/Guardian's Name:** \_\_\_\_\_

***PLEASE PRINT***

We have read and understand all the information contained in this manual including the student code of conduct, internet usage policy and related policies. We agree to abide by and support the school's policies and code of Conduct in the Parent Student Handbook and all policies included in the Board of Director's Board Policy Manual.

Agreed to by:

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Guardian's Signature

\_\_\_\_\_  
Date

Please return signed form to the school Office by emailing  
jbrown@gatewayoh.org This agreement will be placed into the student's  
file.

**\*\*\*Not receiving this signed Agreement will be considered cause for student dismissal.\*\*\***

## Media Release

### STUDENT INFORMATION FORM

Please print clearly:

\_\_\_\_\_  
Name of Participating Student

\_\_\_\_\_  
Age

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade

\_\_\_\_\_  
City/Town/Zip

I/We understand that as part of our child's/my attendance at Gateway Online Academy, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos and quotations.

I/We grant permission to the School and its Board Members, Management Company, employees, agents and representatives to use such materials for the promotion of the program and to use this student's name, photographic likeness, alone or in a group, in any publication, document, TV production, video or to release said name or likeness to any media outlets including, but not limited to, newspapers, magazines or TV stations for publicity and/or recognition purposes and/or to use this student's name and/or photographic likeness, alone or in a group, on the official web site of the School and/or Management Company.

I agree that I and/or my child shall have no right, title, or interest in any photo or videotape covered by this agreement and waive any right to compensation for such use. I release the School, its Board members, the Management Company, employees, agents, representatives and all organizations and individuals related to the school from any and all liabilities or damages that result from the use of this student's name and/or photographic likeness as described above.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

- **PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.**
- PLEASE RETURN THIS FORM TO THE OFFICE BY EMAILING [jbrown@gatewayoh.org](mailto:jbrown@gatewayoh.org)

## Appendix I

### HARASSMENT, INTIMIDATION, BULLYING, AND TITLE IX POLICY

#### Gateway Online Academy of Ohio

The Harassment, Intimidation, Bullying, and Title IX Policy of **Gateway Online Academy of Ohio** (the “School”), an Ohio non-profit corporation and tax-exempt organization, has been established to set forth requirements established by the United States Department of Education, the Ohio Department of Education, and the Ohio Revised Code, with respect to school policies prohibiting harassment, intimidation or bullying.

#### Article I: Harassment, Intimidation, and Bullying

##### Section I: Policy

1. It is the policy of the school that any form of bullying behavior, whether in the classroom, on school property, to and from school or at school-sponsored events, is expressly forbidden.
2. The disciplinary procedure for any student guilty of harassment, intimidation, or bullying shall not infringe on any student’s rights under the first amendment to the Constitution of the United States.
3. The School’s administration shall semiannually provide the president of the board of directors a written summary of all reported incidents and post the summary on its web site, to the extent permitted by section 3319.321 of the Revised Code and the “Family Educational Rights and Privacy Act of 1974,” 88 Stat. 571, 20 U.S.C. 1232q, as amended.
4. The school’s policy on harassment, intimidating and bullying shall appear in any student handbooks, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students. Information regarding the policy shall be incorporated into employee training materials.
5. Any School employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this policy if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in this policy.

6. Except as provided in paragraph five (5) above, nothing in this section prohibits a victim from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.
7. This policy does not create a new cause of action or a substantive legal right for any person.
8. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The school's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by students, faculty or school personnel.
9. It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

## **Section II: Definitions**

1. Harassment, intimidation or bullying means either of the following:
  - a. Any intentional written, verbal, or physical act that a student has exhibited toward another student more than once and the behavior both:
    - i. Causes mental or physical harm to the other student;
    - ii. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
  - b. Violence within a dating relationship.
2. Harassment, intimidation or bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:
  - a. Causes mental or physical harm to the other student/school personnel; and
  - b. is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

3. In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.
4. A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by The School.

### **Section III: Types of Conduct**

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

#### Section IV: Complaint Process

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

## Section V: Complaints

### 1. Formal complaints

- a. Students, parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the principal for review and action in accordance with Section 7 of this policy.

### 2. Informal complaints

- a. Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the principal for review and action in accordance with Section 7 of this policy.

### 3. Anonymous complaints

- a. Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (i) does not disclose the source of the complaint, and (ii) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

4. False complaints
  - a. Students are prohibited from deliberately making false reports of harassment, intimidation or bullying. Any complaints made or reports filed alleging harassment, intimidation or bullying, as provided in this policy found to be false will be disciplined according to current school disciplinary procedure(s) established and implemented and being consistent with due process rights of all students involved, including the student(s) making such false claims. If it is found that a student made deliberately false claim(s) of harassment, intimidation, or bullying the student is subject to the full range of disciplinary consequences in accordance with Section 7 of this policy and being consistent with due process rights of the student making such false claims.

#### **Section VI: School Personnel Responsibilities and Intervention Strategies**

1. Teachers and other school staff
  - a. Teachers and other school staff who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the principal and/or their designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the principal and/or their designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the principal and/or their designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the principal and/or their designee.
  - b. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct

that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”

## 2. Administrator responsibilities

### a. Investigation

- i. The principal and/or their designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the principal and/or their designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
- ii. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

### b. Remedial actions

- i. Verified acts of harassment, intimidation, or bullying shall result in an intervention by the principal and/or their designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
- ii. Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students.

Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that

risers to the level of “harassment, intimidation or bullying,” as defined above, will generally warrant disciplinary action against the perpetrator of such prohibited behaviors, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the principal. The following sets forth possible interventions for principals to enforce the board of directors’ prohibition against “harassment, intimidation or bullying.”

c. Non-disciplinary interventions

- i. When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, 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.
- ii. 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. Alternatively, peer mediation may be deemed inappropriate to address the concern.

d. Disciplinary interventions

- i. When acts of harassment, intimidation and bullying are verified, or a false claim alleging the same is substantiated, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.
- ii. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to

explain the situation.

- iii. Expulsion may be imposed only after a hearing before the board of directors, or an impartial hearing officer designated by the board of directors in accordance with board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

### 3. Intervention strategies

#### a. General

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

students;

9. creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines);
10. employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
11. form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.

b. Intervention strategies for protecting victims

- i. Supervise and discipline offending students fairly and consistently;
- ii. provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
- iii. maintain contact with parents and guardians of all involved parties;
- iv. provide counseling for the victim if assessed that it is needed;
- v. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
- vi. check with the victim daily to ensure that there have been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

### **Section VII: Reporting Obligations**

1. Report to the parent or guardian of the perpetrator

- a. If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the principal and/or their designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

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

### **Section VIII: Police and Child Protective Services**

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

## Section IX: Training

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

*Policy References: ORC §§3313.666, 3313.667*

## **Article II: Title IX Compliance**

### **Section I: General Notice of Non-Discrimination**

The school provides an equal opportunity for all students to learn regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category. It is the intention of the school to comply with Title IX of the Education Amendments Act of 1972.

### **Section II: Title IX Coordinator**

The Principal shall designate a Compliance Officer/Title IX Coordinator (the "Title IX Coordinator") and is responsible for leading investigations into any complaint alleging noncompliance with Title IX. The Title IX Coordinator's contact information, must be made available to all students, employees, parents or legal guardians, and applicants for

admission and employment. The Title IX Coordinator's contact information must also be displayed in a conspicuous location on the School's website.

The Coordinator should be involved with the drafting a revision of all policies and procedures to ensure that they comply with the requirements of Title IX.

### **Section III: Postings**

The School shall publish a notice in a conspicuous location on the School's website which shall contain the following information:

- The General Notice of Non-Discrimination and Board adopted grievance process and policy;
- A statement stating that any person may make a report at any time to a School employee;
- A statement stating that any questions regarding Title IX and the School's policy may be referred to the Title IX Coordinator;
- Contact information for the Title IX Coordinator including name/title, office address, telephone number, and email; and
- All Title IX materials used to train the Coordinator and School personnel must be published to the School's website.

## **Section IV: Title IX Grievance Procedure**

The Title IX Grievance Procedure below is meant to provide for timely and equitable resolution of complaints. The School shall respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent. This means that the School's response will not be considered unreasonable in light of the known circumstances.

Any individual may report allegations of sex discrimination, including sexual harassment (victim or third-party), by any means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time by using the contact information listed for the Title IX Coordinator.

A School employee or School official receives notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator.

### **Subsection A: Grievance Process for Complaints Not Alleging Sexual Harassment**

#### **Level I**

If a student or employee (the "grievant") believes there is a Title IX grievance, they may present the grievance to the Coordinator. The alleged grievance shall be investigated by the Title IX Coordinator, and they shall meet with the grievant and attempt to resolve the matter informally. The decision on the grievance shall be delivered orally to the grievant.

#### **Level II**

If the grievant believes that the grievance has not been resolved appropriately, they may make a statement in writing of the alleged grievance to the Governing Authority of the School. This statement must be filed within ten (10) days of the date of the Title IX

Coordinator's decision. The statement shall state the nature of the alleged grievance and the relief sought. If the grievant is a student, the Coordinator shall assist in the preparation of the statement and submission to the Governing Authority within the appropriate time frame.

The Board or its designee (1-3 members of the Board) shall make a decision on the grievance and shall give that decision in writing to the Title IX Coordinator and the grievant.

### **Level III**

If the grievant is not satisfied with the decision of the Governing Authority, they may appeal it to the Office of Civil Rights. A complaint should be filed in writing and sent to Office for Civil Rights,

U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination.

### **Subsection B : Grievance Process for Complaints of Sexual Harassment**

#### **Definitions**

For purposes of this grievance process,

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

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

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

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

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct (quid pro quo sexual harassment);
- (2) Unwelcome conduct determined by a reasonable person to be so severe,

pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or

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

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

### **Training**

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

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

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

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

### **Presumption of No Responsibility**

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

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

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

### **Good Cause Delay**

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

## **Level I – Response to Report**

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

## **Level II – Formal Complaint**

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

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

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

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

The School may consolidate formal complaints as to allegations of sexual harassment

against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

**Investigation:**

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

- (A) Remain neutral and impartial during the investigative process, and must not have a conflict of interest for or against complainant(s) or respondent(s);
- (B) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the School must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- (C) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- (D) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- (E) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

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

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

(H) Keep party and witness identities confidential except as permitted by law or the Family Educational Rights and Privacy Acts (FERPA); and

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

### **Question and Answer Period**

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

Before reaching a determination regarding responsibility, the **Regional Vice President** must afford each party five (5) business days to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. However, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than

the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The **Regional Vice President** must explain to the party proposing the questions any decision to exclude a question as not relevant.

## **Dismissal**

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

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

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

### **Determination Regarding Responsibility**

The **Regional Vice President** as decision-maker must issue a written determination regarding responsibility within fifteen (15) business days of the conclusion of the question and answer period.

**The written determination must include:**

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

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

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

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

### **Level III – Appeal to Senior Vice President**

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

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

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The Title IX Coordinator shall give the written appeal to an **ACCEL Senior Vice President** for decision.

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

Within fifteen (15) business days after the time for the other party to submit a written statement has passed, the **ACCEL Senior Vice President** shall issue a written decision describing the result of the appeal and the rationale for the result and provide the written decision simultaneously to both parties.

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

### **Office for Civil Rights**

If the student (or their parent or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights.

A student (or their parent or guardian) or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights,

U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114- 2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination, or, if this grievance procedure is utilized, within sixty (60) days after the last act of the grievance process.

### **Informal Resolution Process**

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

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

- (A) Provides to the parties a written notice disclosing: the allegations, the

requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

(B) Obtains the parties' voluntary, written consent to the informal resolution process; and

(C) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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

### **Emergency Removal**

Nothing in this grievance procedure precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. However, this provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

### **Administrative Leave**

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

### **Recordkeeping**

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

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

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

## **Retaliation Prohibited**

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

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

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

*See 34 CFR part 106.*

## Formal Complaint of Sexual Harassment

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

Name of the Individuals Involved in the Incident:

Date and Location of the Alleged  
Incident: \_\_\_\_\_

Description of Conduct Constituting Sexual Harassment:

I acknowledge that the information I have provided is not false. Further, I acknowledge that if I knowingly make a false statement or submit false information, it will be in violation of the School's Bullying, Harassment, and Intimidation Policy.

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

**ADOPTION OF HARASSMENT, INTIMIDATION, BULLYING, AND TITLE IX  
POLICY**

Gateway Online Academy of Ohio

Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_.

Roll Call:

<b>Board Member Name/Initials</b>	<b>AYE</b>	<b>NAY</b>	<b>OTHER (Not Present, Abstain, Etc.)</b>
Kimberly Bartlett			
Diane Faehnrich			
Steven Kunberger			
Mark Sanzotta			
Jonathan Petrea, Chair			

Duly adopted by a vote of the Board on this \_\_\_\_\_ day of 2022.

\_\_\_\_\_

*Jonathan  
Petrea, Chair Gateway  
Online Academy of Ohio*

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**Harassment, Intimidation, Bullying, and Title IX Policy Acknowledgement**

This is to acknowledge receipt of Gateway Online Academy of Ohio’s policy concerning harassment, intimidation and bullying. I have carefully read and understand the policy and procedures contained in the policy concerning harassment, intimidation and bullying and acknowledge that it applies to me both in my present capacity and in any future position I may hold with the school and/or board of directors. I will comply with all said policies and procedures as set forth in the policy concerning harassment, intimidation and bullying. I understand that I should immediately report any violation of this policy.

I understand this will be filed in my official personnel folder and/or board member folder.

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

Printed Name: \_\_\_\_\_

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Board Approval (Add Date)

Draft: Board Approval Needed