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**Toledo School for the Arts**
**2021-2022 Student Parent Handbook**
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## TSA Mission Statement

Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.

## TSA Vision Statement

Toledo School for the Arts strives to fulfill every student's intellectual, ethical, social, emotional, entrepreneurial, and physical potential by integrating the arts with superior college-preparatory and vocational academics. TSA nurtures learners with a passion for the arts, respect for others, and an active commitment to inclusiveness and community.

## Purpose of the Student Parent Handbook

This handbook is designed to familiarize students and parents or guardians with the major policies and practices in place at Toledo School for the Arts. While every effort has been made to make this handbook as complete and encompassing as possible, it cannot address all situations but does provide general guidance in many areas. Further elaborations on TSA policies are found in the Office of the Human Resources and Diversity Manager.

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# Letter from the School Principal

Dear TSA students and families,

Welcome to the 2021/2022 School Year, live and in person!

The past year and a quarter have been extremely trying and stressful while everyone had to learn to navigate a world with a potentially deadly virus and remote schooling. We all (or the vast majority of us) missed the wonderful chaos that usually permeates our halls and walls. We are so looking forward to First Fridays again, concerts, gallery shows, class change music, and Happy Birthday sung very off key to friends. With all this happy chaos we also get learning at full speed ahead!

This handbook is designed to be your first point of reference to guide you through the responsibilities and options you have for your educational and artistic success. This handbook will explain the resources available to you and acquaint you with the different daily procedures that help our School operate smoothly. You will learn the rules and regulations that will encourage you to model the good behavior expected by your parents, your community, and our staff, and you will gain information, which will allow you to become a part of the total School program. When you have a question, use the handbook first to see if you can gain your answers. But if you need more guidance, please seek out your counselor, a faculty or staff member.

Toledo School for the Arts has a growing tradition of student, staff, and alumni accomplishments. This pursuit of amazing achievements has set the bar high. We not only expect you to reach that bar, we honestly believe you can jump over it! We look forward to working with you this year as you pursue your own path to AMAZING!

Sincerely,

Letha Ferguson

Principal

# 2021-2022 Calendar

First Quarter (August 18th -October 8th)

| | | | |
|---|---|---|---|
| Tuesday | August | 10 | Teachers' First Day |
| Monday | August | 16 | Meet the Teacher Night |
| Tuesday | August | 17 | New Student Orientations |
| Wednesday | August | 18 | First Day of School: all students |
| Friday | September | 3 | First Friday |
| Monday | September | 6 | No School (Labor Day) |
| Saturday | September | 18 | Flying Pig Art Festival |
| Wednesday | September | 22 | 2 Hour Delay |
| Friday | October | 1 | First Friday |
| Friday | October | 8 | End of 1st quarter |

Quarter 2 (Oct 12-December 17)

| | | | |
|---|---|---|---|
| Monday | October | 11-12 | No School/ Teacher Work Days |
| Tuesday | October | 13 | Quarter 2 begins |
| Wednesday | October | 20 | 2 Hour Delay |
| Thursday | October | 28 | No School/ Parent Teacher Conference |
| Friday | October | 29 | No School |
| Thursday | November | 4 | Grandparents Day |
| Friday | November | 5 | First Friday |
| Saturday | November | 6 | Open House |
| Wed-Fri | November | 24-26 | Thanksgiving Break |
| Friday | December | 3 | First Friday |
| Wed-Fri | December | 15-17 | Exams (Release at 11:15) |
| Friday | December | 20 | Winter Break Begins |

Quarter 3 ( January 5th- March 10th)

| | | | |
|---|---|---|---|
| Monday | January | 3 | No School |
| Tuesday | January | 4 | No School/ Teacher Work Day |
| Wednesday | January | 5 | Quarter 3 Begins |
| Friday | January | 7 | First Friday |
| Monday | January | 17 | No School/ MLK Day |
| Wednesday | January | 19 | 2 Hour Delay |
| Friday | January | 28 | No School/ Teacher PD day |
| Friday | February | 4 | First Friday |
| Friday | February | 18 | No School/ Teacher PD Day |
| Monday | February | 21 | No School/ Presidents Day |
| Friday | March | 4 | First Friday |
| Thursday | March | 10 | Quarter 3 ends |

Quarter 4 (March 14- May 25)

| | | | |
|---|---|---|---|
| Friday | March | 11 | No School/ Teacher Work Day |
| Monday | March | 14 | Quarter 4 Begins |
| Friday | April | 1 | First Friday |
| Mon-Friday | April | 4-8 | Senior Intern Week |
| Tues-Fri | April | 5-8 | State Testing |
| Friday | April | 15-25 | No School/ Spring Break |
| Friday | May | 6 | First Friday |
| Mon-Sat | May | 9-14 | Kaleidoscope Tech Week – More Info Coming |
| Tuesday | May | 17 | Seniors' Last Day |
| Friday | May | 20 | Awards Ceremony, Exam 1, Early Release at 1pm |
| Mon-Wed | May | 23-25 | Exams (Release at 11:15) |

## Community School Notice

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

## Parent and Foster Caregiver Involvement

For purposes of TSA policies the term "Parent" includes guardians, foster parents, court-appointed custodians or official grandparent caretakers. The School recognizes that having Parents of students actively involved in students' education promotes student success in educational efforts. The involvement of Parents is likely to bring about overall improvements in academic achievement and encourage positive student behavior. In order for our faculty and staff to effectively educate our students, we welcome our Parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our School.

Parents will be expected to participate in requested conferences with the teachers and the principals and to sign an agreement with the School confirming their commitment to the educational success of their child. Parent/Teacher conferences will occur after the first quarter and are a formally scheduled conversation between faculty and Parents in order to discuss their student's development and progress. Parents should attend conferences if requested in order to review written report cards. The School also encourages Parents to initiate conferences about their questions and concerns with the Principal or his/her designee and/or faculty members.

The School further encourages Parents to do the following:

1. Engage in consistent and meaningful communication with the School, including active participation in any Parent-Teacher conferences;
2. Prioritize student learning in both the School setting as well as at home;
3. Be aware of School policies, procedures and curriculum and contribute in order to promote the improvement of the School;
4. Participate in School activities where appropriate, including through efforts as a volunteer; and
5. Support and reinforce student learning at home.

The School will make available information regarding the School's policies, procedures, programs, and curriculum in both a format and language that is understandable to Parents.

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (Family) of the students being served. Please see all of our Title I Involvement Policies in the School Human Resource and Diversity Manager's Office.

## Parent/School/Student Compact

Every year TSA collaboratively sets out a School/Family Compact. Below is the 2020-2021 Compact.

The School and all Parents and family members (Family) of students, including the Family of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act ("ESSA"), agree that this compact outlines how the Family, the entire School staff, and the students will share the responsibility for improved

student academic achievement and the means by which the School and Family will build and develop a partnership that will help students achieve both TSA's and the State of Ohio's high standards.

School Responsibilities

The School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet both TSA's and the State of Ohio's high academic standards.
2. Hold Parent-Teacher conferences annually, during which we will discuss the individual student's achievement and the behaviors that lead to the achievement. Conferences will be held shortly after the 1st quarter of each school year.
3. Provide Family access to reports on their student's progress; specifically, the School will provide access as follows: all grades, comments, and academic progress are made available to parents via PowerSchool and Schoology.
4. Provide Family reasonable access to staff. Specifically, staff will be available for consultation by way of phone, email or meetings. Staff email addresses are provided on the website and on PowerSchool. Teachers at TSA have been asked to reply, under normal circumstances, within 24 business hours (3 school days) to Parents who contact them.
5. Provide Family opportunities to volunteer and participate in their student's class.
6. Treat all members of the Family with respect and dignity.
7. Know the curriculum and state standards and implement instruction based on the state standards.
8. Establish clear rules for acceptable behavior, class participation, grades, and assignments.
9. Discipline students in a fair and consistent manner as outlined in the Student Code of Conduct.
10. Provide filtering and monitoring of internet usage in accordance with The Children's Internet Protection Act; provide digital message filtering, monitoring, and blacklisting with automatic forwarding of keywords to administrative staff for further review.
11. The School will provide in a timely manner, the following information on the student's classroom teachers:
    a. Whether the teacher(s) have met the State requirements for certification or licensure for the grade level and subject areas in which they teach;
    b. Whether the teacher(s) are teaching under any emergency or provisional status through which the State requirements have been waived;
    c. Whether the teacher(s) are teaching in the field of discipline of their certification;
    d. Whether any paraprofessionals are providing services to their child(ren) and the qualifications of those paraprofessionals, where applicable.
    e. **Please forward all requests under #11 to the Human Resources and Diversity Manager.**

Family Responsibilities

We, as Family, will support our student's learning in the following ways:

1. We will treat all members of the School with respect and dignity.
2. We will support the teachers and staff of the School by reading and requiring compliance with all rules and regulations as described in the Student Handbook.
3. We will communicate our comments, questions, and concerns regarding our student's health, attendance, or other educational matters to the appropriate personnel, and we will provide truthful and accurate information to faculty and staff.
4. We will send our student to School in accordance with the School dress code.
5. We will attend any meeting concerning the welfare and well being of our student, including report card conferences, IEP meetings, and any other intervention meetings, and we will initiate requests for teacher conferences regarding academic concerns, if any.
6. We will attend shows and performances specific to our student's class obligations demonstrating interest and support of our student's progress.
7. We will send our student to School on time and on a regular basis as required by the law, and we will follow attendance procedures and provide proper documentation for excused absences in a timely manner.
8. We will inform the School of changes to phone numbers and addresses.

9. We will provide adequate and appropriate study space at home, and support the completion of all homework, and missed classroom work.
10. We will provide oversight and ensure that our student's use of the School iPad is appropriate according to the Technology and Internet Acceptable Use Policy, School rules, and teacher/administrator directives.
11. We will participate, as appropriate, in decisions relating to our student's education.
12. We will stay informed about our student's education, activities, and progress; this includes communicating with the School by promptly reading and responding to all notices from the School and accessing Schoology for assignments and PowerSchool for grades.
13. We will serve; to the extent possible, on policy advisory groups or other School advisory groups. We will be willing to volunteer assistance when called upon by the School.
14. We will be sure that our student attends all Extended Day Educational Services, such as tutoring or rehearsal sessions before or after School or during weekends. We recognize that those supplemental activities are a required part of the student's educational program and curriculum; failure to assure a student's attendance at such sessions could result in retention or discipline under School policy.

Student Responsibilities

I, as a student, will strive to achieve my absolute academic and artistic best. I understand that this compact is a promise between TSA and myself and that I am expected, to the best of my ability, to live up to the terms of this agreement. Specifically, I will:

1. Read and adhere to the TSA Code of Conduct and Dress Code, and accept any consequences for my actions.
2. Strive to contribute in class, complete my assignments in a timely manner, and assist my peers in any way possible without sharing my work directly. I will refer to Schoology and PowerSchool frequently. I understand that academic achievement comes from hard work.
3. Do my homework every day and ask for help when I need it. I will adhere to my teachers' homework policies as outlined in their syllabus.
4. Fully participate in every class regardless of my ability level or interest.
5. Appreciate the quality of the facility at TSA and work to keep it free from careless damage. I will report any malicious actions by my classmates to a teacher or staff member immediately.
6. Respect all students, adults, and my environment. I will treat them in the same manner that I wish to be treated.
7. Be respectful and listen when others are speaking. I will watch my words to make sure they are not unkind or offensive to others; this includes striving to refrain from the use of profanity or other insensitive language.
8. Report to School and to each class on time.
9. Keep my voice at a moderate and respectful level while changing classes. I will move between classes appropriately while keeping my hands to myself. I will not be a disruption in the hallways.
10. Use the iPad appropriately according to the Technology and Internet Acceptable Use Policy, School rules, and teacher/administrator directives.
11. Give my Family or the adult who is responsible for my welfare all notices and information received by me from my School every day.

## Notice of Non-Discrimination

The Toledo School for the Arts does not discriminate on the basis of race, color, national origin, sex or sexual orientation, gender or gender expression, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Human Resources and Diversity Manager
333 14th Street
Toledo, OH 43604
419-246-8732 ext. 228

The designated individual will serve as the requisite coordinator for each of the following School Policies found in her/his office: Policy 221 (Access to Equal Educational Opportunity), Policy 222 (Title IX Coordinator), Policy 228 (Section 504), Policy 264 (Sexual and Other Forms of Harassment), and Policy 305 (Nondiscrimination).

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

The Board appoints the Principal or his/her designee (the Human Resources and Diversity Manager) to be the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination rights under applicable laws is provided to students, their Family, staff members, and the general public.

Any complaints shall be addressed in accordance with the provisions, respectively, of the following TSA policies found in the Diversity Manager's Office:

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

## Sexual and Other Forms of Harassment

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

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

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

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

## Anti-Harassment, Intimidation and Bullying Policy

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

"Harassment, intimidation, or bullying" means either of the following: 1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student or students more than once and the behavior both causes mental or physical harm to the other student(s); and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student(s); or 2) violence within a dating relationship. The definition of "harassment, intimidation or bullying" also includes the above-described acts, which are electronically generated, stored or transmitted, sometimes called "cyber bullying".

The School reserves the right to discipline students' off campus behavior, which substantially disrupts the School's educational process or mission, or threatens the safety or well being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

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

All School personnel, volunteers and students are required to report prohibited incidents of which they are aware to the School administration. All other persons may also report prohibited incidents of which they are aware to the School administration. Anonymous communications, if necessary, may be made by telephone, electronic mail, or submitting the online form located on the School's website. The Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported . Once an investigation is completed, if the reported incident has been substantiated, the Parent of any student involved in the prohibited incident shall be notified. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. All School personnel, volunteers and students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures. However, Students who deliberately make false reports of harassment, intimidation, or bullying will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims: supervise and discipline offending students fairly and consistently; provide adult supervision during lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if

assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to insure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

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

1. Non-disciplinary Interventions

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

2. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

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

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

## Visitors, Volunteers and Guests

The Governing Authority of TSA welcomes and encourages visits to school programs by Parents, other adults, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including Parents and volunteers, must report to the School office upon entering the School building and sign the guest register. This procedure has been adopted for the safety of our students and staff. Children from other schools may not visit during the school day. Exceptions may be made at the Principal or his/her designee's discretion for Families who are considering enrollment.

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

The Principal or his/her designee may promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks.

All volunteers (both new and current) having unsupervised access to students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check.

Please see policies 427 Visitors Volunteers and Guests, 422 Public Conduct on School Property and 349 Threatening Behavior Toward Staff Members, found in the Diversity Coordinator's office.

## Attendance/Truancy/Withdrawal

General Policy

Students enrolled in the School must attend school regularly in accordance with the laws of the state. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School whenever a student is absent within the first hour of school by calling or emailing the school as indicated below:

If the student is in grade 6 – 8: 419-246-8732 x 422 (ajones@ts4arts.org)

If the student is in grade 9 – 12: 419-246-8732 x 400 (hpyle@ts4arts.org)

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

Excused Absences

Absences due to the following will be excused when documented:

1. Personal physical illness such as to prevent attendance at school

2. Personal mental illness such that the student will not benefit from instruction

3. Illness in the family if student is age fourteen or older

4. Quarantine of the home

5. Medical, dental, or mental health appointments

6. Death in the family

7. Observance of religious holidays

8. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status

9. Absence due to a student being homeless

10. Necessary work at home in a family business or on a family farm due to absence of parents/guardians

11. An emergency or set of circumstances, which in the judgment of the School constitutes a good and sufficient cause for absence

12. If a student is absent from school for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

13. College visitations (Juniors/Seniors) -- Two (2) college visitation days are permitted per year for Juniors and Seniors for a total of four (4) days. Students must complete and submit a Preplanned Absence Form and follow these expectations:

a. Student must obtain a College Visitation Verification form in addition to the Preplanned Absence form

b. When visiting a college, the College Visitation Verification form must be completed and returned to the Main office within five (5) school days of the visit

c. Seniors may not take a college visit during the second semester without special permission from the School Counselor

Upon return to School for any absence, the student must provide to the School a written statement from a parent of the cause for absence and/or any allowable medical or other documentation, or the absence will be considered unexcused. The Principal or his/her designee reserves the right to verify such statements and to investigate the cause of each individual absence. These documents can be emailed (hpyle@ts4arts.org) or faxed to the school (419-244-3979)

All TSA courses require no more than six (6) undocumented days absence occur in a semester for students to receive full credit for the course. Attendance codes are marked as follows in PowerSchool:

AD = Excused Absence Documented (does **not** count against six (6) absences per year). Documentation includes:

a. A physicians or other medical authority's note
b. Obituary stating time of service and relationship to student
c. Court subpoena
d. College Visit Form (see above for more info)
e. Other documentation deemed sufficient by the Principal

ADP = Excused Absence Documented by Parent (does **not** count against six (6) absences per semester).

a. A parent's signed note, phone call, or email for the first two (2) days of illness for the year; absences after the first two (2) days require a medical note

AR = Absence Recorded (**does** count against six (6) absences per semester), meaning the parent notified the office of the absence, or parent was contacted by the School and verified the absence, but did not provide documentation from a physician, etc. These absences are beyond the first two (2) days of absences per year for illness documented by a parent.

U = Unexcused Absence (**does** count against six (6) absences per semester) include but are not limited to:

a. Absences not verified by a parent
b. Unapproved employment
c. Oversleeping
d. Missing the bus
e. Car trouble
f. Individual recreation trips
g. Leaving the building or a class during the school day without permission from the office

ISS = In-School Suspension (does **not** count against six (6) absences per semester)

OSS = Out-of-School Suspension (**does** count against six (6) absences per semester)

FT = Field Trip (does **not** count against six (6) absences per semester)

Pres-OC = Present but Out of Class (does **not** count against six (6) absences per semester)

Q = Documented/Required Quarantine (does **not** count against six (6) absences per semester)

Credit Loss Due to Absences

A student will lose credit when a student accumulates more than six (6) undocumented absences in a semester (see above for which type of absences count toward the six). The credit loss will be for each class that reaches more than six (6) undocumented absences regardless of the grade earned for the course.

The school will notify parents by mail when a student reaches four (4) undocumented absences for any classes during the semester. If a parent is notified of such accumulation of absences and disputes the absences as undocumented, the parent should contact the office and request an Attendance Review within three (3) business days of the receipt of the notice. The parent may provide documentation not previously received by the office to reassign absences as AD, if applicable.

When a student exceeds six (6) undocumented absences for one or more classes in a semester, the parent and student will be notified of a Loss of Credit Due to Absences.

Credit Reinstatement Process

1. Process

a. If a student receives a notice of loss of credit (more than six (6) absences from any class in a semester), a Reinstatement Petition may be filed with the Principal.

b. Filing a petition of reinstatement of credit is the responsibility of the student and must be obtained from the Principal.

c. The Principal, with assistance from the teacher(s) and counselor determines reinstatement of credit. In order for credit to be reinstated, the student must complete the activities assigned by individual teachers in the time allotted to earn back credit in that class.

d. If the seventh ($7^{th}$) undocumented absence is earned during the last week of the second semester, a petition may not be filed and the student will lose credit.

2. Examples of absences that will not be considered as a basis for reinstatement include, but are not limited to: unapproved employment, oversleeping, missing the bus, hair appointments, car trouble, individual recreation trips, leaving the building during the school day without permission from the office, and any other absence classified as unexcused (U in PowerSchool) by the school.

3. Procedures to follow in order to re-establish credit status

a. If a student or parent demonstrates appropriate and valid documentation of reasons for absenteeism, credit will be reinstated. Documentation can be emailed or faxed to 419-244-3979, in addition to presented in person.

b. If a student does not provide appropriate and valid documentation for absences, credit will only be reinstated if i) the Principal, counselor, and teacher(s) agree to allow the student to be reinstated and ii) the student, after meeting with the Principal, counselor, and teacher(s), agrees to complete the appropriate amount of time and activities associated with the loss of credit in each course affected.

c. All documentation for reinstatement shall be provided to the Principal no later than the last official school day of the school year (or last day for seniors if the student is a senior).

d. Opportunity for reinstatement will not be available for any reason not listed under school policy after this date.

e. All medical related documentation regarding excused absences, as listed under school policy, will not be accepted after the last day for second semester exams.

Withdrawal

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

Whenever a student withdraws from the School voluntarily, the student's teachers shall attempt to ascertain the reason for withdrawal and shall immediately inform the Principal or his/her designee of the reason for the withdrawal. If the student voluntarily withdrew from the School as a result of a change in residence, the Principal or his/her designee shall notify the superintendent of the district to which the student has moved of all essential information regarding the student, including the student's new address.

If the Principal or his/her designee becomes aware that a student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Principal or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the student's likely violation of the state's compulsory education laws. Notice shall be given within two weeks and shall include the student's name, address, date of birth, school, and the district where the student resides. The Principal or his/her designee shall immediately rescind any notice given in error.

Disciplinary Action for Unexcused Tardiness

Repeated unexcused absences/tardiness shall be grounds for disciplinary action. Administrative discretion will determine the scope and nature of any disciplinary consequence.

A student will be considered tardy if they are late to school. A student will be considered Late to Class if they are not in their classroom or seat when class is scheduled to begin as defined by the School schedule. If a student misses more than half of a class, the student will be marked absent for the class unless excused pursuant to this policy. Parents MUST find solutions to getting students to school on time.

Excessive Tardiness to School Consequences

- Tardy 4 = lunch detention
- Tardy 6 = parent contact and lunch detention
- Tardy 8 = parent contact and Saturday detention
- Tardy 10 = principal/parent conference and an Attendance Plan/Contract
- Tardy 12 = Parent contact and In-School Suspension

TSA reserves the right to file a report with Ohio BMV on students with a driver's license potentially jeopardizing the student's driving privileges until graduation

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

Truancy and Absence Intervention Strategies

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

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within

seven (7) days of a student becoming excessively absent from school, the attendance officer shall notify the student's parents of the student's absences in writing.

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

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

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

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

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

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

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

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

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

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

1. the student is a habitual truant;

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

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

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

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

This Board consulted with the juvenile court of the counties in which the School is located, Parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

## Inclement Weather/Snow Days

If school is cancelled due to snow, ice, heat, cold, or other serious conditions every attempt will be made to notify local news media as soon as possible, as well as to post a notification on the TSA Schoology website. TSA makes every attempt to stay open and often holds school even when many local districts delay or cancel. If TSA does cancel or delay, the School will be listed on the local television stations' tickers. If it is not, school will operate as usual. Please consult the television or Schoology rather than calling the School or the staff to find out if classes will be held on a given day.

Teachers are expected to post assignments to Schoology after the 3rd Inclement Weather or Snow Day, and students are expected to complete assignments as assigned.

## Calamity Day Make-up

Prior to August 1 of each school year, the Board may adopt a plan that requires students to access and complete classroom lessons posted on the School's website in order to make up hours in that school year on which it is necessary to close the School for any of the following reasons:

1. Disease epidemic;
2. Hazardous weather conditions;
3. Law enforcement emergencies;
4. Inoperability of school buses or other equipment necessary to the school's operation;
5. Damage to the school building; or
6. Other temporary circumstances due to utility failure rendering the school building unfit for school use.

A plan adopted by the Board shall provide for making up any number of hours, up to a maximum of the equivalent of three (3) school days. The plan must provide for the following:

1. Not later than November 1, each classroom teacher shall develop a sufficient number of lessons for each course taught by the teacher that school year to cover the number of make-up hours specified in the plan. The teacher shall designate the order in which the lessons are to be posted on the School's website in the event of a school closure.
2. To the extent possible and necessary, a classroom teacher shall update or replace, based on current instructional progress, one or more of the lesson plans before they are posted on the website.
3. As soon as possible after a school closure, a school employee responsible for website operations shall make the designated lessons available to students on the School's site. A lesson shall be posted for each course that was scheduled to meet during the hours of the closure.
4. Each student enrolled in a course for which a lesson is posted on the site shall be granted a two-week period from the date of posting to complete the lesson. The student's classroom teacher shall grade the lesson in the same manner as other lessons. The student may receive an incomplete or failing grade if the lesson is not completed on time.
5. If a student does not have access to a computer or IPad at the student's residence and the plan does not include "blizzard bags" (see below), the student shall be permitted to work on the posted lessons at the School after the School reopens. If the lessons were posted prior to the reopening, the student shall be granted a two-week period from the date of the reopening, rather than from the date of posting as otherwise required. The School may provide the student access to a computer before, during, or after the regularly scheduled school day or may provide a substantially similar paper lesson in order to complete the lessons.

## Student Council

Student Council representatives must be elected by their classmates. School-wide elections are held at the end of April each year for the following year's Council. Students eligible to run for the following year can be in grades 6-11.

Requirements to become a student council member include: a) four teacher recommendations, two of which must be current academic teachers; b) personal application including short essay from applicant explaining reasons for applying and what they can bring to the organization; c) must be a student in good standing in grades 7-12 at TSA. The advisers review prospective candidates' application materials and accepted candidates will then be permitted to campaign for the election.

## Fundraising Activities

Any school organization wishing to conduct a money raising activity must fill out the fundraiser form and obtain prior permission of the Development Director or his designee. All monies collected and disbursed by any school club or organization must be handled by and accounted for by the School's bookkeeper. Students may not sell any items for their own profit.

## Health Services

Emergency Medical Authorization

A form has been prepared for Parents in order to authorize emergency treatment for children who become ill or injured at school or a School-sponsored event.

For the well-being of TSA students, the School must always be notified of changes regarding name, address, and telephone numbers of home, Parent's work and mobile numbers, medications and/or changes in medication and current emergency information. If a change is necessary, the Parent must log into School Admin and re-submit the form with all updated information.

First aid supplies are available in the School's health care professional's office. Students showing signs of illness should be referred to the School's health care professional.

The total responsibility for dispensing or administering any medication or treatment shall rest solely with the Parent(s) and their child. Before any medication or treatment may be administered to any student during school hours, the School shall require the Physician Request for Medication Form. If this form is not on file the School cannot administer any type of medication. This must be accompanied by the written authorization and waiver of the Parent. This document shall be kept on file in the main office of the School with the secured medical files. Parents may elect to come to school and administer medication as needed themselves.

Only medication in its original prescription bottle labeled with the date of prescription, student's name, and exact dosage will be administered. Parents, or students authorized in writing by physician and Parents, may self-administer medication or treatment at any time. However, only insulin, inhalers and Epi Pens or similar devices are medications that students are authorized to self-carry and self-administer. Any other medications need to be kept in the office and administered by a TSA licensed health professional.

Only staff of TSA who are licensed health professionals or who have completed a Board-approved drug administration program conducted by a licensed health professional may administer to a student a drug prescribed for the student. See Policies 402, 403, 405 and 406 for related information.

## Immunizations

| VACCINES | FALL 2017 IMMUNIZATIONS FOR SCHOOL ATTENDANCE |
|---|---|
| DTaP/DT<br>Tdap/Td<br>Diphtheria,<br>Tetanus,<br>Pertussis | K<br>Four (4) or more of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the fourth birthday, a fifth (5) dose is not required. *<br>1-12<br>Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up.<br>Grades 7-12<br>One (1) dose of Tdap vaccine must be administered prior to entry. ** |
| POLIO | K-7<br>Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th birthday regardless of<br>the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required. ***<br>Grades 8-12<br>Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required. |
| MMR<br>Measles,<br>Mumps,<br>Rubella | K-12<br>Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1. |
| HEP B<br>Hepatitis B | K-12<br>Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose.<br>The last dose in the series (third or fourth dose), must not be administered before age 24 weeks. |

| | |
|---|---|
| Varicella (Chickenpox) | K-7<br>Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid.<br>Grades 8-11<br>One (1) dose of varicella vaccine must be administered on or after the first birthday. |
| MCV4 Meningococcal | Grade 7-8<br>One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.<br>Grade 12<br>Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. **** |

NOTES:

- Vaccine should be administered according to the most recent version of the Recommended Immunization Schedules for Persons Aged 0 Through 18 Years or the Catch-up Immunization Schedule for Persons Aged 4 Months Through 18 Years Who Start Late or Who Are More Than 1 Month Behind, as published by the Advisory Committee on Immunization Practices. Schedules are available for print or download at http://www.cdc.gov/vaccines/recs/schedules/default.htm.
- Vaccine doses administered ≤ 4 days before the minimum interval or age are valid (grace period). Doses administered ≥ 5 days earlier than the minimum interval or age are not valid doses and should be repeated as age-appropriate. If MMR and Varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.
- For additional information please refer to the Ohio Revised Code 3313.67 and 3313.671 for School Attendance and the ODH Director's Journal Entry (available at www.odh.ohio.gov, Immunization: Required Vaccines for Childcare and School).
- These documents list required and recommended immunizations and indicate exemptions to immunizations.
- Please contact the Ohio Department of Health Immunization Program at (800) 282-0546 or (614) 466-4643 with questions or concerns.

*Recommended DTaP or DT minimum intervals for kindergarten students four (4) weeks between doses 1-2 and 2-3; six (6) month minimum intervals between doses 3-4 and 4-5. If a fifth dose is administered prior to the fourth birthday, a sixth dose is recommended but not required.

** Pupils who received one dose of Tdap as part of the initial series are not required to receive another dose. Tdap can be given regardless of the interval since the last Tetanus or diphtheria- toxoid containing vaccine. DTaP given to patients ages 7 or older can be counted as valid for the one-time Tdap dose.

*** The final polio dose in the IPV series must be administered at age 4 or older with at least six months between the final and previous dose.

**** Recommended MCV4 minimum interval of at least eight (8) weeks between dose one (1) and dose two (2). If the first (1st) dose of MCV4 was administered on or after the 16th birthday, a second (2nd) dose is not required. If a pupil is in 12th grade and is 15 years of age or younger, only 1 dose is required. Currently there are no school entry requirements for meningococcal B vaccine.

ODH Immunization 1/12/17 Imm Sch Sum 2017-18.docx
Imm Sch Sum 2017-18.docx

**COVID-19 IMPLICATIONS:** In order to reduce the visits to the Nurse's Office, first aid supplies like bandaids, peppermints, and feminine hygiene products will be kept in each classroom and in the offices. Ask your teacher for these items when there is a need, rather than asking to see the nurse. Quarantine procedures will be followed by the recommendation of the Lucas County Health Department. Students and staff who have been vaccinated may not need to quarantine if they come into contact with a person who tests positive for the novel corona virus.

## Fire, Tornado Safety and A.L.I.C.E. Drills

TSA conducts fire, safety and lockdown drills as required by law. Students are expected to cooperate and take all such drills very seriously. TSA trains using the A.L.I.C.E. model for intruder safety scenarios.

## Parking Procedures for Student Drivers

All students that drive to campus must register their vehicle, and obtain a parking sticker in the Front Office. The sticker is to be placed in the lower driver's side corner of the windshield. Failure to register your car, or failure to park in an approved spot may result in temporary loss of driving privileges or the car being towed at the owner's expense. Students are to drive slowly and safely around campus.

## Lost & Found

Misplaced items are kept where they are found (i.e.: in a classroom, the lunch room, etc.). Instruments, iPads, and other electronics are taken to the main office. Items can be retrieved before school, during lunch or after school. Students need to have a pass from their teacher to search the lost and found during class hours.

## Eighteen Year Old Students

State law identifies 18 years of age as being of adult status in our society. State law also requires that all students (regardless of age) adhere to school rules and regulations. Consequently, an 18-year-old (who is not legally emancipated or who lives with his/her/their Parents) will be required to have parental permission for all activities that would require parental permission of the non-18 year old. School notices will also be sent to the home address of the student.

## Student Identification Cards

Identification card (ID) pictures are taken at the beginning of the school year. All students must carry ID cards as required identification when entering the school and at lunch. ID cards are also required for admittance to dance and school events and when picking up yearbooks. ID cards need to be carried at all times. Students may be asked by staff to present their ID cards. Failure to present ID cards upon request may result in disciplinary action. The replacement charge for a lost or misplaced ID is $5.00.

## Graduation Requirements

Testing

All Junior grade level students are required to participate in either the ACT or the SAT test during the Junior year. All Juniors will have the opportunity to take the ACT (without the writing portion) one time in their Junior year at TSA's expense. Any additional tests students want to take are at their own expense and will be offered off-site. These additional tests are students' own responsibility to register for online at www.act.org for ACT or www.collegeboard.com for SAT.

Tests (or information) made available through or at TSA:

- + ACT -- required for all Juniors and offered once at TSA (without the writing portion)
- *+ SAT I & II (if the ACT is not taken, the SAT is required)
- +PSAT -- Pre-SAT
- First Semester Exams
- Second Semester Exams
- AIR Testing and Ohio End of Course Exams (EOC)

*Not offered at TSA

+ Fee waiver forms are available for students who qualify for free or reduced lunch when registering for these tests

American Institutes for Research (AIR) Assessments and End of Course Exams (EOC)

All students in grades 6-12 will participate in the statewide assessments as defined by Ohio Department of Education (ODE). Grades 6 – 8 will take both English Language Arts and Mathematics tests. 8th Grade will also take the 8th grade Science Test. For 9th and 10th grade students, these are tests they will need to take after completing the corresponding course: Algebra I and Geometry, English Language Arts I and II, Biology, American History, and American Government.

In addition to completing the required course of study, the graduating classes of 2021 and 2022 have 3 pathways by which they may earn graduation, or by meeting the Permanent Requirements that the class of 2023 and beyond are required to meet.

Pathways (for the class of 2022 only)

1. Earn 18 points on Ohio's State End-of-course Tests
2. Earn a remediation free score on the ACT or SAT
3. Score work ready on the WorkKeys and earn a 12-point, approved industry-recognized credential (or group of credentials)

Permanent Requirements (for the class of 2023 and beyond)

1. Demonstrate Competency in math and English by passing the state's Algebra I and English II tests. Students who have taken required tests more than once without passing and have received remedial supports are able to show competency through one of the options below:
    - Earn credit for one math and/or one English course through College Credit Plus;
    - Demonstrate career readiness and technical skill through foundational and supporting options;
    - Enter into a contract to enlist in the military upon graduation.
    -
2. Preparation for College or Careers is demonstrated by students earning two diploma seals, one of which must be state defined.

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

***Students must meet the graduation pathways required to complete graduation by the Ohio Department of Education.***

Grading Scales

| TSA REGULAR GRADE SCALE | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gr | % | Pts | | Gr | % | Pts | | Gr | % | Pts | | Gr | % | Pt |
| A+ | 98-100 | 4.3 | | B | 86-88 | 3 | | C- | 74-76 | 1.7 | | F | 0-64 | 0 |
| A | 95-97 | 4 | | B- | 83-85 | 2.7 | | D+ | 71-73 | 1.3 | | | | |
| A- | 92-94 | 3.7 | | C+ | 80-82 | 2.3 | | D | 68-70 | 1 | | | | |
| B+ | 89-91 | 3.3 | | C | 77-79 | 2 | | D- | 65-67 | 0.7 | | | | |

| TSA HONORS GRADE SCALE* | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gr | % | Pts | | Gr | % | Pts | | Gr | % | Pts | | Gr | % | Pts |
| A+ | 98-100 | 5 | | B | 86-88 | 3.7 | | C- | 74-76 | 2.4 | | F | 0-64 | 0 |
| A | 95-97 | 4.7 | | B- | 83-85 | 3.4 | | D+ | 71-73 | 1.3 | | | | |
| A- | 92-94 | 4.4 | | C+ | 80-82 | 3 | | D | 68-70 | 1 | | | | |
| B+ | 89-91 | 4 | | C | 77-79 | 2.7 | | D- | 65-67 | 0.7 | | | | |

| CCP GRADE SCALE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Gr | Pts | | Gr | Pts | | Gr | Pts |
| A | 5 | | B- | 3.7 | | D+ | 1.3 |
| A- | 4.7 | | C+ | 3.4 | | D | 1 |
| B+ | 4.4 | | C | 3 | | D- | 0.7 |
| B | 4 | | C- | 2.7 | | F | 0 |

*Honors grade scale is used for all honors level classes. Students must be signed into honors classes by the teacher of the content area. For more information about honors level classes please contact the Counseling Office.

Graduation Requirements: TSA-Specific

To satisfy the graduation requirements of TSA students must earn the following credits as well as meet the state testing requirements (described in a prior section):

- 4 credits in English
- 4 credits in Math, sequentially including Algebra I, Geometry, Algebra II, and one additional credit of higher level math, i.e. Math Applications, Pre-Calculus, or Calculus
- 4 credits in Social Studies (3.5 credits 2022 and beyond), including World Studies, American History, Government, Senior Humanities
- 3 credits in Science, including Physical Science, Biology, and one of the following: Anatomy (necessary for Dance, Theatre, or Visual Arts Majors), Chemistry, Earth & Environmental Science, Astronomy, Geology or Physics
- 2 Credits in the same Foreign Language (Spanish offered at TSA, other languages may be taken off campus)
- ½ credit in Health
- 1 credit in Business of Arts and Communication
- 1 credit in Physical Education (½ credit if earned outside of TSA)
- 5 credits of Arts electives

- Successful completion of a 30 hour Senior Internship

Some exceptions to the above list may be granted for transfer students, or students who have taken courses outside of TSA. See your guidance counselor for advice concerning possible exceptions.

In order for a TSA student to be enrolled, they must participate as a full-time student taking seven (7) classes each year.

## Toledo School for the Arts Prerequisite Requirements

Classes at TSA must be completed in a sequential order. See below for the order of courses per subject.

| ENGLISH | MATH | SCIENCE | SOCIAL STUDIES (2022 and beyond) | FOREIGN LANGUAGE |
|---|---|---|---|---|
| English 9 | Algebra 1 | Physical Science | World Studies (American History) | Spanish 1 |
| English 10 | Geometry | Biology | American History (Government) | Spanish 2 |
| English 11 | Algebra 2 | *** | Government (World Studies) | Spanish 3 |
| English 12 | Senior level Math* | | Humanities | Spanish 4 |

*Senior level math= Math Applications, Pre-Calculus or Calculus

*** The only prerequisites in science are Physical Science and Biology. The courses taken after Biology can be taken in any order. If a student wants to take Physics, they must first take Algebra 2 and Chemistry. Physics cannot be taken concurrently with its prerequisites.

## Academic Promotion

For students in grades sixth (6th) through eighth (8th), first semester and second semester grades will be averaged together to give an annual percentage for each class. Students that earn an annual grade below 65% in more than one academic class will not be promoted to the next grade level at TSA for the upcoming school year.

- Sixth (6th) grade students must have successfully completed all requirements for the fifth grade at their previous school and shall not have failed more than one academic course.
- Seventh (7th) grade students must have successfully completed a sixth grade course of study and shall not have failed more than one academic course.
- Eighth (8th) grade students must have successfully completed a seventh grade course of study and shall not have failed more than one academic course.
- Ninth (9th) grade students must have successfully completed eighth grade courses and shall not have failed more than one academic course.

High school students must successfully complete a minimum of 6.0 credits at the respective grade level to advance to the next grade level. Students must complete all mandatory courses taken during the previous grade level. For enrolled students, students may not progress to the next grade level if they have more than one failure in any academic courses. A student that

fails a mandatory academic course* must attend an approved Summer School Program or the student will be required to repeat the course during the next school year. The Principal has final discretion on all cases of grade-level promotion.

**All Math classes, all English classes, all History classes, Health, Business, Physical Science, Biology*

## Eligibility Requirements

Students who participate in extra-curricular activities such as Outreach Ensembles, Quiz Bowl, Power of the Pen, TMA Teen Apprentice Program, and TSA theatre productions need to maintain a good academic standing to continue their participation. If a student is found to be failing at least one class, or has two or more classes showing D, then a meeting will convene between the Principal (or her designee) and the student, and may include the teacher, the parent, and a counselor if available. This meeting will be for the purpose of assisting the student to continue in the extra curricular activity while also improving academic performance.

## Semester Exam Exemption Criteria

Students may exempt up to two (2) semester exams per semester if all of the following criteria are met:

- The student earns a minimum of 92% (A-) both quarters for a class
- The teacher permits exam exemptions
- The student has been absent no more than 4 days for any reason during the semester from the class (POC and FT are not counted in this calculation)
- An Exam Exemption form is correctly completed and submitted to the office by the deadline

## Challenging a Grade

Any student and/or Parent wishing to challenge a grade received is required to address the Principal, in writing, within three (3) weeks of the end of the most recent grade period in which the grade was earned.

## Honors and Awards Criteria

Senior Honor Award is bestowed upon twelfth grade students who have earned a cumulative grade point average of 3.5 or higher through the fall semester of the current year.

The Annual Honor Roll and Sweets for Success award are given to students in 6th – 12th grades who have earned all A's and B's for their Semester 1 and Quarter 3 grades.

Quarterly Honor Roll Award acknowledges 6th – 12th grade students that have earned all A's and B's for each Quarter 1, Quarter 2, and Quarter 3 grades.

President's Award for Educational Excellence recognizes 8th and 12th grade students who exemplify outstanding academic success in the classroom. To be eligible for this award, students must meet the following criteria:

- Earn a minimum cumulative grade point average of 3.5 on a 4.0 scale through the fall semester of the current year, and;
- For 12th grade students
    - Have earned a 4 or 5 on at least one ELA End-of-Course exam (I or II) or equivalent, AND;
    - Have earned a 4 or 5 on at least one Math End-of-Course exam (Alg 1 or Geometry) or equivalent.

- For 8th grade students
    - Have earned a 4 or 5 on BOTH the ENG7 and MTH7 (or most recent tests taken) state exams

President's Award for Educational Achievement recognizes 8th and 12th grade students who exemplify outstanding educational growth, improvement, commitment to, or intellectual development in their academic subjects. To be eligible for this award, students must:

- Earn a minimum cumulative grade point average of 3.0 on a 4.0 scale through the fall semester of the current year, and;
- For 12th grade students
    - Have earned a 4 or 5 on at least two of the four End-of-Course exams ELA and Math subjects (ELAI, ELAII, Alg 1, Geometry) or equivalent.
- For 8th grade students
    - Have earned a 4 or 5 on EITHER the ENG7 or MTH7 (or most recent tests taken) state exams

Diploma with Honors is awarded to students who meet the State of Ohio's Diploma with Honors criteria. For more information go to http://education.ohio.gov.

Outstanding TSA Citizen Award is bestowed upon one student at the junior division and one student at the senior division levels who exemplify characteristics of outstanding citizens, which include honesty, integrity, respect, leadership, and a strong work ethic. Faculty and staff are invited to nominate a student who they feel exemplifies these qualities. All nominees are acknowledged and the Outstanding TSA Citizen Award is granted to the student with the most TSA administrative, faculty, and staff votes.

Valedictorian/Salutatorian are recognitions determined by the cumulative grade point average of all high school courses completed through the first semester of the senior year. A student will not be eligible for the acknowledgement as valedictorian or salutatorian unless he/she has been enrolled for three (3) consecutive years at TSA, which must consist of sophomore through senior years.

## College Credit Plus

Ohio's College Credit Plus (CCP) can help you earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college ready students.

Prior to participating in the CCP program, a student shall be provided with specific information and counseling designed to make the student aware of the possible risks and benefits of the program. There are many legal requirements and deadlines for College Credit Plus. Please contact the high school guidance counselor for information. Please also see Policy No. 204.13, which your high school counselor can provide to you.

## Offsite Coursework

Approved coursework taken away from TSA (other than College Credit Plus) must be approved by March 31st of the current year for the following year to be completed within the same academic school year it has begun and concluded by May 1st of the same school year (and no later than May 1st of the Junior year, if it is a required course for graduation). Failure to do so may result in lost credit or jeopardizing graduation requirements. Off-site coursework will have verification and documentation requirements that will have to be adhered to diligently.

## Work Permit

If a student is under 18 years of age and wishes to work a part-time or full-time regular job, they are required to have a work permit. The student must first have a job, since the employer fills out part of the form. The application for a permit, doctor's form, and employer's form are available in the Principal's office.

## Arts Major Certificate Requirements

All Majors Certificate Requirements

Humanities (1 History Credit)
Completion of Senior Internship
Must maintain an annual average grade of B- or higher in Majors-area classes
Business of Arts and Communication
Visual Design or Performing Arts Primer (semester credit) (elective- not required)

Dance Certificate Requirements

Required Dance Courses: Jr Year- Intermediate or Advanced dance course (1-2 credits); Sr. Year- Advanced dance course (1-2 credits)
Anatomy and Physiology*
Required Non-Major (one of the following): Production Technology, Costume Technology, Video Production, Musical Theatre, and Intermediate Acting
Completion of Senior Dance Project approved by Dance Department and successful passage of adjudication

Music Certificate Requirements

Required Courses: Jr Year- Music Ensemble (1 credit); Sr. Year- Music Ensemble (1 credit)
Music Seminar or approved alternative (1 credit)
Required Non-Major (one of the following): Music Technology, Video Production, Photography I, Musical Theatre, Production Technology, Costume Technology
Completion of Senior Music Project approved by Music Department

Theatre Certificate Requirements

Acting Track- Required Courses: Theatre Arts II, Intermediate Acting; Advanced Acting
Additional Acting Track required course (one of the following): Production Technology, Costume Technology, Theatrical Design, Costume Design, Video Production, Musical Theatre
Anatomy and Physiology*
Successful participation in at least one TSA theatrical production
Completion of Senior Project, approved by Theatre Department Staff

Technical Track- Required Courses: Theatre Arts I or 2; Production or Costume Technology; Theatrical or Costume Design
Additional Technical Track courses (two of the following): Production Technology, Costume Technology, Theatrical Design, Costume Design, Video Production, Musical Theatre, Intermediate Acting, Advanced Acting, Photography 1, Graphic Design 1, Music Technology
Anatomy and Physiology*
Successful participation in at least one TSA theatrical production
Completion of Senior Project, approved by Theatre Department Staff

Visual Arts Certificate Requirements

Studio Track- Required courses: Studio Art 1, Studio Art 2D or 3D, Studio Art 4 Portfolio Development; or Photography 1-3, Photography 4 or Studio Art 4 Portfolio Development

Graphic Design Track- Required courses: Graphic Design 1-3; and one of the following: Photography 1, Costume Technology, Production Technology, Music Technology, Video Production

Anatomy and Physiology*

Completion of Senior Portfolio or Exhibition, approved by Visual Arts Department Staff

Creative Writing Certificate Requirements

Required Creative Writing Courses (5 credits required): Creative Writing 1-2, Creative Writing Workshop, Yearbook, and Newswriting

Completion of Senior Project, approved by Language Arts Department

Publication in TSA or other verified publication

Music Theater Certificate Requirements

Musical Theater (1 credit)

Intermediate Acting (1 – 2 credits)

Senior Chorus (1 credit)

Intermediate Stage Dance (1 credit)
Anatomy and Physiology*

Successful participation in at least two musical theatre productions, at least one of which must be a TSA production.

Private vocal lessons and/or dance studio classes, minimum six (6) months

Completion of Senior Project, approved by Dance/Music/Theatre Departments

*Anatomy and Physiology may be replaced with Chemistry, Physics, or higher-level science courses with a the guidance counselor's approval

## Procedure to Notify Parent of Ohio Core Curriculum Requirements

The School hereby notifies the Parent of each student enrolled at TSA of the Ohio graduation requirements and that one consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.

## Student Expression

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions: buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A. A material cannot be displayed if it:

1. Is obscene to minors, libelous, indecent, or vulgar,
2. Advertises any product or service not permitted to minors by law,
3. Intends to be insulting or harassing,
4. Intends to incite fighting or presents a likelihood of disrupting school or a school event.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

## School-Sponsored Publications

The School may sponsor student publications as a means for students to learn, under adult direction, the rights and responsibilities of the public expression in a free society.

Such publications also play a vital role in the School's program by:

1. presenting students and the School to the community;
2. serving as a public relations media;
3. developing skills in communicating via the mass media; and
4. developing acceptable methods for preserving the constitutional provision of free speech.

In sponsoring a student publication, the School is mindful of the fact that it could be available to any student attending the School, and must, therefore, generally be suitable for all students.

Issues on which opposing points of view have been promulgated by responsible opinion may be introduced in a school sponsored publication provided equal opportunity is given to present each view and provided further that the material generally is acceptable to this community.

Advertising may be permitted in school newspapers, yearbooks, programs, etc. which are published by student organizations. Permission must be given by the Principal or his/her designee.

The School reserves the right to designate and prohibit the publications or productions, which are not protected by the right of free expression because they violate the rights of others. Such unprotected materials are those which:

1. are grossly prejudicial to an ethnic, religious, racial, or other delineated group;
2. libel any specific person or persons;
3. seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other religious denomination, sect or point of view; and
4. advocate the use or advertise the availability of any substance or material which may reasonably be believed to:
    a. constitute a direct and substantial danger to the health of students;
    b. contain obscenity or material otherwise deemed to be harmful to impressionable students who may receive them; and
    c. incite violence, advocate the use of force or urge the violation of law or school regulations.

The School also prohibits publications and productions which:

1. fail to identify the student or organization responsible for distribution; and
2. solicit funds for non-school organizations or institutions when such solicitations have not been Board-approved

The decision as whether or not something is published or produced shall be made by the advisor with appeal to the Principal or his/her designee.

## School-Sponsored Trips

Students may be charged fees for School-sponsored trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all School-sponsored trips remain under the supervision of the School and are subject to the School's administrative guidelines and policies.

The Principal has discretion in determining whether students will be allowed to participate in a School-sponsored trip. When a student has had disciplinary issues, the Student may be denied participation in school trips.

## Student Employment

The Board believes that attendance at school should occupy a student's full attention and should take precedence over non-school-related employment.

If a student must work while attending school, s/he should receive counseling and assistance in seeking appropriate job opportunities and in correlating work schedules with school studies and activities. The Principal or his/her designee should monitor any non-school related employment in order to determine the effects on school performance.

The Principal or his/her designee shall prepare guidelines which will ensure that all students employed in out-of-school jobs are monitored by staff regarding school attendance and achievement in order to determine the effects on school performance of the student assuming out-of-school work commitments.

## Military Recruitment and Student Privacy

The School will provide military recruiters with the same access to its secondary school students that the School provides to post-secondary educational institutions and employers. Upon the request of a military recruiter or institution of higher education, the School will provide access to the names, addresses, and telephone listings of its secondary school students.

The School will give notice to the Parents of each of its secondary school students, or eligible students who are 18 years or older, that the eligible student or his/her Parent may request in writing that the School not release the student’s name, address, and telephone listing to any military recruiter or institution of higher education without the prior written consent of a Parent, and the School shall comply with any such request.

## National Honor Society Eligibility and Selection Process

In order to be eligible for induction into the TSA chapter of NHS a student must be a current TSA sophomore or junior with a cumulative high school GPA of 3.750 or higher and have been enrolled at TSA for a minimum of one semester. Eligible Students will receive a communication inviting them to apply for membership. The application must be turned in by the deadline in order to be considered for membership. High school academic teachers will be given the chance to view applications and evaluate potential candidates. The NHS faculty council, a group of 5 academic teachers appointed by the School Principal (NHS is a subsidiary of the NASSP or National Association of Secondary School Principals), will discuss the evaluations of the applicants and determine whether or not a student is inducted into NHS. The faculty evaluations are confidential and are not shared with students or parents. As outlined in Article IX, Section 5 of the Official NHS Constitution the decision of the faculty council regarding selection of individual members to local chapters shall not be reviewed by NASSP.

## Guidance and Counseling Services

School counseling services are an integral part of student life at TSA. Students are assigned to a counselor based on their status as a Junior Division (grades 6-8) or Senior Division (grades 9-12) student. The school counselors provide academic, personal, social, and postsecondary planning services that include career and college advising. Additionally, they assist students in developing a sense of awareness and self-worth, in the attainment of personal exploration and growth, decision-making, goal setting, and skills needed to facilitate their educational development. The counselors meet with students individually, in small group settings, during classroom lessons, and at grade level meetings. Students are also encouraged to request an appointment with the counselor if needed. Appointment request slips are available on the third floor outside the Counseling Office in the bookcase, or students can email their counselor directly. Individual counseling appointments can be made at the request of the student, parent, teacher, administrator, and/or counselor.*

Counseling Department Staff:

**Carlyn Campbell-Johannes - School Counselor - High School**
ccampbell-johannes@ts4arts.org
419-246-8732 ext. 319

**Ciera Ford – School Counselor – High School**
cford@ts4arts.org
419-246-8732 ext. 322

**Stacey Maurer - School Counselor - Middle School**
smaurer@ts4arts.org
419-246-8732 ext. 131

**Laurie Mitchell – Administrative Assitant—Counseling Office**
lmitchell@ts4arts.org
419-24608732 ext. 300

**Janel Hough – Administrative Assistant—Counseling Office**
jhough@ts4arts.org
419-246-8732 ext. 308

**High School CEEB Code: 365043 (Federal School Code)*

## Non-Student Guests at Dances

Permission slips for dances: TSA students wishing to invite outside (non-TSA) students to a school dance must go through the following process: a) obtain an "Outside Guest Dance Permission Slip"; b) the permission slip must be signed and sealed by the Principal of the guest's home school, the guest's parents, and the TSA student's parents; and c) permission slip must be turned in by the advertised deadline before the dance. This deadline is usually 3 to 4 school days before the dance to allow time for checking and approval. All guest permission slips are requests and can be denied at the School's discretion. It is a privilege to invite a guest, not a right. If guests are approved, they must present a photo ID at the dance to be admitted and the guest is subject to all rules and expectations of TSA students.

## Disorder and Demonstration

The School recognizes the right of each student to attend school for the purpose of receiving an education. The disruption of the educational program of the School by disorder or any other purposeful activity will not be tolerated.

For purposes of this policy, disorder shall be any deliberate activity by an individual or a group, whether peaceful or violent, which interferes with the normal operation of the School. The School, having the responsibility for providing an educational program for the students of the School, shall have the authority to preserve order for the proper functioning of that program.

Students shall not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation or programming of the School.

## Lockers

A locker and combination lock are assigned to each student. Lockers should be shut and locked at all times when not in use. TSA is not responsible for stolen items. However, if articles are stolen from lockers, a report should be made to the Assistant Principal or Principal. Locker problems should be reported immediately to the attendance office.

Students are not to give their combination out or share a locker with other students. If a student is found to be in possession of inappropriate material/ items in their locker, they will be held responsible for those items. A student who has forgotten a locker combination should report to the attendance office with their student ID card.

School lockers, desks, and property are on loan to the students and remain the property of the School. They may be inspected and reclaimed at any time.

Students must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks or desks.

Students must open their lockers at the request of School officials (Please see Policy 268- Search and Seizure).

## Enrollees Suspended or Expelled Elsewhere

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

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

### Student Bill of Rights/Responsibilities

The Board recognizes that students possess not only the right to an education but the rights of citizenship as well.

In granting students the education to which they are entitled, the Board shall provide them with the nurture, counsel, and custodial care appropriate to their age and maturity. At the same time, no student shall be deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant upon the rights guaranteed to each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the rules and regulations of the School.

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

As members of the school community, students have both rights and responsibilities described in part below.

1. All individuals are deserving of respect and acceptance. Both adults and youth at the School will exhibit respectful behavior in their speech and actions. All individuals are expected to set positive examples.
2. Students have a right to a learning environment free from physical and verbal threats and harassment. Individuals must not threaten or harass others. Neither must they cause or encourage threatening or harassment of others.
3. Students have a right to learn free from excessive distractions. Individuals must maintain behavior, including dress, vocalization, and other actions, which allows others to learn.
4. Students have a right to the ownership, possession, and respect of their property. Individuals must obtain permission before taking and/or utilizing the property of others. For exceptions, see Policy 268 Search and Seizure. Property must be treated with care and respect.
5. Students have a right and are encouraged to ask questions when they do not understand, as long as the questions are presented respectfully and are appropriate for the setting. At times, questions may need to be deferred.
6. Students have a right to disagree with statements and policies affecting them as long as the students' positions are stated respectfully and in a way, which does not disrupt the functioning of the class. Disagreement does not mean that statements and policies affecting students will be changed.
7. Students have a right to obtain an explanation of rules and expected behaviors before they are accused of breaking the rules.

## Student Code of Conduct

All TSA students are expected to conform to the Student Code of Conduct at School, on the School premises, at School activities or functions whether on or off the School premises and on transportation to and from School, if paid for or provided by the School and are subject to the School's disciplinary process when they fail to do so. Students may also be subject to the School's disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School Staff or their property. The Principal, Assistant Principal, and/or their Designee reserve the right to issue an emergency removal from school with intent to suspend or expel; moreover, progressive steps in the discipline process may be skipped for serious acts of misconduct at the discretion of the Principal, Assistant Principal, and/or Director. The Director may expel a student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the student is permanently excluded under Policy 273.

Academic Dishonesty

Academic dishonesty at Toledo School for the Arts is defined as any form of cheating engaged in by a student for the purpose of academic deception. This may include, but not be limited to, the act(s) of:

a. plagiarism,*
b. copying or stealing another's work or Internet materials,
c. gaining unauthorized access to material, devices, or applications,
d. falsifying information,
e. using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher.

*Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own.

The following are considered to be forms of plagiarism when the source is not noted:

- Word-for-word copying of another person's ideas or words.
- Rewriting another person's ideas or words as your own.
- Fabrication of references (inventing or faking sources).
- Submission of another person's work as your own.
- Neglecting quotation marks on material that is a direct quote.

Students who engage in academic dishonesty are subject to consequences as deemed appropriate by their classroom teacher(s) in conjunction with school administration. These consequences include, but are not limited to:

- Point deduction on a quiz, test, paper, project, or homework assignment; a zero (0) or partial credit given on the assignment in question
- Classroom detention
- A teacher declining to write a letter of recommendation, or rescinding a recommendation after it has been sent with the reason listed as academic dishonesty
- Loss of exam waiver
- Conference with teacher(s), student, parent, counselor, and administrator
- Suspension and/or exclusion from extracurricular activities including, but not limited to, student clubs/organizations, removal from student organizational officer positions, and/or disqualification from membership in the TSA Student Council or National Honor Societies
- In-school suspension

All academic dishonesty infractions are cumulative in both the junior (6th—8th grade) and senior (9th—12th grade) high but do not follow the student as they transition *from* junior to senior high school. Moreover, for both junior/senior high students, a full school year with zero (0) academic dishonesty infractions will result in previous academic dishonesty records not being considered for disciplinary measures.

## Backpack Policy

*Rationale and Purpose*

We believe that creating a safe, comfortable, and orderly learning environment is our number one priority. Carrying large backpacks through the hallways and into the classrooms creates a safety hazard on multiple levels. Large bags and backpacks make the hallways more crowded, add undue physical stress to students, and create trip hazards and crowded classrooms. Due to the safety and space concerns that exist, we expect that students will use their lockers to store materials.

*Policy*

Large backpacks can only be used to transport materials to and from school. If a student needs a bag to help carry materials from class to class, he/she/they may use a small bag during passing time. The bag must be able to fit in our new "bag check box" which is 18 inches long, 12 inches wide, and 5 inches deep. A normal string bag will fit these dimensions. Large bags and backpacks brought from home must stay in student lockers during the school day.

*Responsibilities of Students*

- Use lockers to store materials and lighten the weight load you carry to class
- Keep materials contained to the area beneath your seat

*Responsibilities of Parents*

- Help your child consider ways of organizing his/her/their day and materials

*Responsibilities of Teachers and Administrators*

- Help students come up with routines that make the most sense for their schedule
- Prompt students to put large backpacks in lockers before the beginning of the school day
- Refer a student to a counselor/administrator if you notice a student is continually forgetting to adhere to the policy

## Food in the Classrooms and Hallways

In response to the presence of outside food-based allergies, and in an effort to create a clean and safe learning environment, no food and beverages other than water shall be taken out of the designated eating areas at TSA unless prior approval has been given by both the classroom teacher and direct supervisor, in conjunction with the school nurse (if applicable). The designated areas are the Flying Pig Café and the Student Commons.

## Transportation Discipline

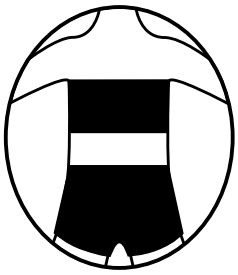
Bus suspensions (for bus riding privileges only, but not for suspension from school) may be imposed for any period of time as set forth in the School's Code of Conduct. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to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

If immediate removal of a student is authorized, the student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal, which must be held within seventy-two (72) hours of the removal. Immediate removal is authorized when the student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School's Code of Conduct. If students are being transported by the home district and not by the School, and if the home district requires its own code of conduct to be imposed, the School shall post the bus riding Code of Conduct of the home school districts from which students are being transported, in a central location in each school building, and make them available to students or Parents upon request. Suspensions or immediate removal from bus riding privileges of disabled students shall be accomplished in accordance with the laws governing suspension and expulsion of disabled students.

Dress Code

The following establishes the acceptable standards for student dress at Toledo School for the Arts:

Certain body parts must be covered for all students. Clothes must be worn in a way such that all regions of the body normally covered by undergarments remain concealed with opaque material, no matter how students move their bodies during the course of normal activities (e.g., sitting, standing, lifting arms, bending over, etc.). Please see general diagram below. All items listed in the "may wear" and "may not wear" categories below must meet this basic principle.



This policy achieves the following goals:

- Maintaining a safe learning environment in classes where protective or supportive clothing is needed, such as science (eye or body protection), dance (bare feet, tights/leotards), or classes that require the use of power tools and other equipment (no loose clothing, closed-toed shoes).
- Allowing students to wear clothing of their choice that is comfortable.
- Allowing students to wear clothing that expresses their gender.
- Allowing students to wear religious attire without fear of discipline or discrimination.
- Ensuring that all students are treated equitably regardless of gender identity, gender expression, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Examples of what students may wear include:

- Midriff-baring tops
- Strapless tops
- Hats and Caps may be worn as long as they do not cover the face. *Teachers reserve the right to ask a student to remove a hat/cap if it is a safety risk and/or impedes participation in an educational activity.*
- Headscarves may be worn as long as they do not cover the face (with religious exception) and/or hang below the shirt collar (safety precaution).

Examples of what students may not wear:

- Clothing with offensive images or language, including profanity, hate speech, and pornography.
- Clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Blankets are not considered an article of clothing and should be kept at home.

In addition:

- Footwear must be worn at all times unless required by course.
- Backless Dresses are not permitted
- All clothing must be clean

**COVID-19 IMPLICATIONS:** Students are required to wear masks over nose and mouth in classrooms and hallways at all times with the following exceptions:
1. While eating in the Flying Pig Café or Commons.
2. While drinking water briefly when needed.
3. In a classroom participating in an activity that a teacher has had preapproved (ie.: playing a brass or woodwind instrument)
4. For medical reasons that have been approved by the administration when a written request has been submitted by parent/guardian. In these cases, face shields may be an alternative to a mask.
5. Masks must be clean and fit properly.

Board Policy 411.1

Use of Tobacco on School Premises

The use of tobacco presents a health hazard that can have serious consequences both for the user and the nonuser and is, therefore, of concern to the School.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco, as well as electronic, "vapor," or other substitute forms of cigarettes. Additionally, "use of betel nuts" shall mean any and all use, possession, consumption or chewing of the areca nut (commonly known as the betel nut) or substances containing the areca nut.

The School cannot, even by indirection, condone the use of tobacco or the use of betel nuts. As such, the School prohibits the use of tobacco on School property.

Electronic Communication Devices

While on School property, in a school vehicle, or while attending School-sponsored or School-related activities, whether on or off School property, students shall be permitted to possess and use electronic communication devices, including, but not limited to, cellular phones, beepers, iPods, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices or other devices deemed to be distractive, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process, or educational mission including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.
2. When students violate this prohibition, they shall be subject to disciplinary action, including but not limited to losing the privilege of bringing the device onto School property. In addition, an administrator or teacher may confiscate the device, which shall only be returned to the student's Parent. All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the School becomes aware of other misuse of the device, or, has a reasonable suspicion of other violations of School policy, the student may be disciplined for additional violations of this or other School policies. In other words, a student loses his/her privacy rights in the device and information contained in the device, once a School policy is violated and the device is confiscated so long as the School has a reasonable suspicion of misuse.
3. Teachers have the authority to disallow devices in their classroom.
4. Students are responsible for devices they bring to school. The School shall not be responsible for loss, theft, or destruction of devices brought onto School property.
5. Students shall comply with any additional rules developed by the School concerning appropriate use of electronic communication devices.
6. Students shall not utilize an electronic communication device in a manner that would violate the School's Technology and Internet Acceptable Use Policy or its Student Code of Conduct.
7. Prohibited behavior involving electronic communication devices include, but are not limited to:
    a. sexting, which is the act of sending sexually explicit messages or photographs, primarily between mobile phones or other electronic communication devices;

b. using digital cameras or camera phones to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another person via email, to another camera phone or by posting it on the web;
c. using digital cameras, camera phones, or any other device to cheat on examination;
d. using digital cameras, camera phones, or any other device to harass or bully another.

School-Owned iPads

School-owned iPads play a large role at TSA and thus have separate rules. Technology's role at TSA is to aid us in the education of the TSA community, and we must view technological devices as tools to achieve this goal. At the same time, technology can threaten our community values. With the iPad, TSA students must consider the effects of their actions on others who share TSA's community. Respect and community engagement are the greatest values that can be lost with the use of iPads, and as a community, we have a responsibility to maintain a high level of community engagement, respect, consideration, trust, and excellence in student-teacher and student-student relationships.

Productive and responsible uses of iPads include, in order of importance:

1. in-class work, such as teacher directed use, taking notes or recording classes;
2. school work;
3. use for research, school projects, or organizational uses such as notes, reminders, to-do lists, or use of the planner;
4. school sponsored clubs and organizational affiliations;
5. educational games & listening to music with headphones only when allowed; and
6. other uses that promote the values and mission of the School

Any activity related to your iPad that do not respect our TSA community and its values or TSA property are not tolerated. Such actions may include:

- Any use that violates TSA's policies on academic honesty
- Being disruptive and/or distracting (e.g. using iPads without headphones)
- Playing games without teacher request or permission
- Persistent use of iPads to avoid community engagement
- Leaving the iPad unattended

iPads must remain in the school issued case for the insurance to be valid. If the iPad is removed from the case then the student and Parent(s) assume responsibility to pay for all repairs or replacement fees.

If the iPad is stolen due to leaving the iPad unattended (i.e.: in a car or at a restaurant or on the dock) then the student and Parent(s) are responsible for the full replacement cost including but not limited to the case, apps, and the device itself. MAKE SURE THE IPAD ISN'T LEFT UNATTENDED OR REMOVED FROM THE CASE.

Technology and Internet Acceptable Use

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

All users are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, e-mail, and all other similar networks and devices. Users are expected to be responsible and use Technology to which they

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

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

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

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; using other users' e-mail addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Student Code of Conduct. Do not view, send or access materials that you would not want your instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the Technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
    a. any activity that requires an exchange of money and/or credit card numbers;
    b. any activity that requires entry into an area of service for which the School will be charged a fee;
    c. any purchase or sale of any kind; and
    d. any use for product advertisement or political lobbying.
2. Neither the Internet nor any other Technology may be used for any purpose, which is illegal, or against the School's policies or contrary to the School's mission or best interests.

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

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

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

is not responsible for the accuracy or quality of the information obtained through or stored on the School system. The School will not be responsible for financial obligations arising through the authorized use of the system.

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

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

# Corrective Strategies for Level I Offenses*

**A Level I Offense could be upgraded to a Level II or Level III Offense, depending on the circumstances.*

| District-wide Expectations<br>What's Expected of Students | Expected Behavior<br>What Students Should Do | Infractions of Expectations<br>What Students Should Not Do | Choices to Address Student Infractions<br>* These are not intended to be the only choices or sequential.<br>* School officials will make selections in a least-restrictive and progressive manner as the law permits and the violation dictates. |
|---|---|---|---|
| BE TRUSTWORTHY | • Be respectful<br>• Make smart choices<br>• Keep it clean | • Inappropriate Language<br>• Minor Safety | • Teacher conference with Student<br>• Re-teach the behavioral expectations<br>• Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors<br>• Have the student choose a method of apologizing or making amends to those harmed or offended. *Note: no forced apologies<br>• Provide a reflective activity<br>• Refer to intervention team<br>• Office referral<br>• Detention, during which student completes work and/or reflective activity<br>• ISS during which school work is completed<br>• File charges if law is broken<br>• Restitution<br>• Parent contact/conference |
| BE SENSIBLE | • Follow directions<br>• Report problems to an adult<br>• Communicate respectfully | • Dress Code Violation<br>• Public Display of Affection (PDA)<br>• Gambling | |
| BE ARTISTIC | • Be professional<br>• Support others<br>• Keep it clean | • Trespassing<br>• Electronic and other Communication Devices Violations | |

# Corrective Strategies for Level II Offenses*

**A Level II Offense could be upgraded to a Level III Offense, depending on the circumstances.*

| District-wide Expectations<br>What's Expected of Students | Expected Behavior<br>What Students Should Do | Infractions of Expectations<br>What Students Should Not Do | Choices to Address Student Infractions<br>* These are not intended to be the only choices or sequential.<br>* School officials will make selections in a least-restrictive and progressive manner as the law permits and the violation dictates. |
|---|---|---|---|
| BE TRUSTWORTHY | • Be respectful<br>• Make smart choices<br>• Keep it clean | • Theft/possession of stolen property<br>• Sexual Misconduct<br>• Fraud/False Identification<br>• Disruptive Behavior | • Teacher conference with Student<br>• Re-teach the behavioral expectations<br>• Loss of specific privilege(s)<br>• Create a contract that includes expected student behaviors, and consequences for infractions and incentives for demonstrating expected behaviors<br>• Have the student choose a method of apologizing or making amends to those harmed or offended. *Note: no forced apologies<br>• Provide a reflective activity<br>• Refer to intervention team<br>• Office referral<br>• Detention, during which student completes work and/or reflective activity<br>• In-School suspension, during which school work is completed<br>• Out-of-school suspension, during which work is completed<br>• File charges if law is broken<br>• Restitution<br>• Parent contact/conference |
| BE SENSIBLE | • Follow directions<br>• Report problems to an adult<br>• Communicate respectfully | • Disobedience/ Insubordination<br>• Harassment /Intimidation/Bullying<br>• Fighting<br>• Sale, use, or possession of tobacco | |
| BE ARTISTIC | • Be professional<br>• Support others<br>• Keep it clean | • Destruction/ Mistreatment of Property | |

# Corrective Strategies for Level III Offenses

**All Level III Offenses must be referred to the office.*

| District-wide Expectations<br>What's Expected of Students | Expected Behavior<br>What Students Should Do | Infractions of Expectations<br>What Students Should Not Do | Choices to Address Student Infractions<br>* These are not intended to be the only choices or sequential<br>* School officials will make selections in a least-restrictive and progressive manner, as the law permits and the violation dictates |
|---|---|---|---|
| BE TRUSTWORTHY | • Be respectful<br>• Make smart choices<br>• Keep it clean | • Major Safety/Bomb Threat<br>• Gang/Hate group activity<br>• Sexual Assault<br>• Physical Assault | • Re-teach the behavioral expectations<br>• Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors<br>• Have the student choose a method of apologizing or making amends to those harmed or offended. *Note: no forced apologies<br>• Provide a reflective activity<br>• Refer to intervention team<br>• Arrange linkage with counseling agency or interagency team<br>• Require student to complete a community service task<br>• In-school suspension<br>• Out-of-school suspension, with possible recommendation for expulsion**<br>• File charges if law is broken<br>• Restitution<br>• Parent contact/conference |
| BE SENSIBLE | • Follow directions<br>• Report problems to an adult<br>• Communicate respectfully | • Criminal Act<br>• Firearms**<br>• Firearm lookalikes<br>• Dangerous Weapons<br>• Extortion | |
| BE ARTISTIC | • Be professional<br>• Support others<br>• Keep it clean | • Culturally insensitive language/behavior<br>• Sale, use, possession of alcohol, drugs, or other controlled substance | |

*Firearms require expulsion

## Definition of Terms for Level I Offenses

Students will receive consequences and corrective instruction when they commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner even if not completed in any of the offenses designated in this section.

In most instances, Level I infractions will be corrected by the teacher or supervising adult in the setting where the misbehavior occurs. If a pattern of these offenses persists, consultation with an administrator to set up a corrective plan may be necessary. Teachers and other school adults may consult with and/or forward issues of particular severity to administrators at any time.

**Dress Code Violation**

In addition to the consequences listed above, students who violate the dress code must change into a school-issued attire for the day and return it at the end of the school day.

**Electronic and Other Communication Devices**

During the entire School day, electronic devices other than School-issued iPads should not be visible or used in class without approval from the classroom teacher; this includes cell phones, smart watches, gaming devices, etc. *Teachers reserve the right to disallow these devices in their classroom on an individual basis at any time and/or for any reason*. Students may use electronic devices during lunch and/or in between classes (bell to bell); however, using such an electronic device in a manner that harms another student and/or violates the TSA Code of Conduct in any other way will result in more severe disciplinary consequences. (See Policy 264.1 Anti-Harassment, Intimidation and Bullying Policy)

**Inappropriate Language**

Using or directing profanity and/or other offensive language, including put-downs, making fun of, or negatively talking about, either written or verbal, toward a peer, peer's family, School personnel, or any member of the School community.

**Minor Safety**

Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: talking during safety drills; running, yelling, or other inappropriate hallway behaviors; throwing objects; blocking stairwells and/or entrances/exits.

**Public Display of Affection (PDA)**

Intimate touching, kissing, necking, fondling or cuddling (consentual).

**Trespassing**

Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/ caregiver or emergency contact person, to enter a building or location other than their own. **Students must not return to the school while suspended, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person. During a removal, students may not go to the school, or any school activity, except with specific permission and supervision as described in this paragraph.**

**Gambling**

Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

## Definition of Terms for Level II Offenses

Students who commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner even if not completed in the commission of any of the offenses designated in this section will be required to participate in activities designed to prevent repetition of the offenses. Teachers or supervising adults may choose corrective strategies for Level II infractions including, but not limited to, referral to school administrators. Students may be recommended for alternative program placement for chronic and/or aggravated offenses of Level II behaviors.

**Disruptive Behavior**

Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines. If a teacher or other school adult is prevented from starting or continuing an activity or lesson due to a student's behavior, the behavior is considered disruptive. Another student must not interrupt the learning process of other students willfully.

**Insubordination/Disobedience**

Refusing to comply with a reasonable request or directive given by a School adult while on School property or at any School related activity or event. School adults include any member of the faculty and staff including paraprofessionals, lunch aides, custodians, as well as any school volunteers.

**Destruction/Mistreatment of School Property**

Textbooks, computers, and school facilities are available for student use. Proper care and use of School property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to:

a. Defacing textbooks, library books, and other School materials.
b. Destruction or improper use of School computers, printers, or other technology.
c. Defacing/destruction of School property including desks, walls, lockers, iPads etc.
d. Failure to respect the property of other students, teachers, School personnel, etc.
e. Placing chewing gum on School property.
f. Improper use of restrooms and/or supplies.

**Theft/Possession of Stolen Property**

Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.

**Harassment/Intimidation/Bullying**

Threats, verbal or physical that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, social media, instant messaging, defamatory person Web sites, applications, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on school time or the school premises, at school events, programs or activities or off school time or school premises if such acts affect other students or staff of the School. (See Policy 264.1 Anti-Harassment, Intimidation and Bullying Policy)

**Fighting**

Attempting to or causing physical injury to another person; willful use of physical force or violence upon another person including but not limited to kicking, punching, slapping, hitting, or pushing.

**Sexual Misconduct**

Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature, including electronic. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. (See Policy 264 Sexual and Other Forms of Harassment)

**Sale, Use, Possession, or Distribution of Tobacco Products**

Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia including e-cigarettes, vapor-based devices, nicotine products, and lighters. (See Policy 269 Use of Tobacco and Other Stimulants on School Premises)

**Fraud/False Identification**

Students are expected to be honest. Students must not trick, or cause someone to be tricked, by not telling the truth. Students must not sign or give a name other than their own.

## Definition of Terms for Level III Offenses

Students who commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner even if not completed in the commission of any of the offenses designated in this section will be required to participate in activities designed to prevent repetition of the offenses. Teachers or supervising adults may choose corrective strategies for Level III infractions including, but not limited to, referral to school administrators. Students may be recommended for alternative program placement for offenses of Level III behaviors.

A limited number of offenses constitute the basis for referral of a student to a suspension and/or expulsion. The principal, or her designee, finding a student has committed, attempted to commit, aided or abetted the commission of, conspired to commit, or participated in any manner even if not completed in the commission of any of the following offenses will submit a recommendation to the Director that the student be Suspended with the intent to Expel. The Principal, or her designee will immediately notify Toledo Police if a criminal offense is suspected to have been committed.

**Obscenities/Culturally Insensitive Language/Behavior**

Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.

**Major Safety/Bomb Threat**

Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to leaving the school building or grounds without permission, pulling a fire alarm, opening school doors for non-TSA students and/or unknown persons, and/or other acts that could harm the student or others. This includes making a bomb threat to the School or School property, or to any property owned, used, or leased by the School for school, school extracurricular or school-related activities and events at the time of the threat.

**Gang/Hate Group** Activity**

No student shall be involved in initiations, hazing, intimidations, and/or related activities of gang and/or hate group affiliations, which are likely to cause mental anguish, bodily danger, physical harm, personal degradation, or disgrace to students or staff. No student shall wear, carry, or display gang or hate group paraphernalia. No student shall exhibit behaviors or gestures, which symbolize gang/hate group membership or cause participation in gang or hate group-related activities. (See also Policy 264.3 Gang or Hate Group Activity Policy)***Hate Group is defined as those groups whose beliefs, goals, and/or activities attack or malign an entire class of people, typically for their immutable characteristics. This includes those under or affiliated with the following hate groups: Ku Klux Klan, Neo-Nazi, White Nationalist, Racist Skinhead, Neo- Confederate, Black Separatist, Anti-LGBT, Anti-Muslim, Anti-Immigrant, Holocaust Denial, and/or other groups espousing similar hateful ideologies.*

**Physical Assault**

When an individual or a group attacks a non-consenting individual or group of persons physically, with or without the use of a weapon, or verbally threatens to hurt them physically in the school building, on School property, or at an interscholastic competition, extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant. This includes, but is not limited to:

- Degrading verbal attacks; injury, or death threats;
- Physical intimidation; making threatening gestures;
- Violence or attacks of a physical nature;
- Injuries e.g. bites, bruises, cuts, dislocations, fractures;
- Assault with a weapon or object wielded as a weapon;
- Armed robbery with a firearm or other object using force, or the threat of force.

**Sexual Assault**

When an individual or a group attacks an individual or group of persons sexually, with or without the use of a weapon, or verbally threatens to hurt them sexually in the school building, on School property, or at an interscholastic competition, extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant. This includes, but is not limited to:

- Degrading verbal attacks; rape, injury, or death threats;
- Sexual intimidation;
- Stalking;
- Violence or attacks of a sexual nature;

**Criminal Act**

Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property in the school building, on School property, or at an interscholastic competition, extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant.

**Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Controlled Substances**

Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant in the School building, on School property, or at an interscholastic competition, extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant at the time.

**Firearms**

Students must not possess, handle or transmit, conceal or use firearms. Students violating the firearms prohibition must be expelled in accordance with State and Federal laws (e.g., educated in a placement other than the school of attendance) for one calendar year.

Firearms are any weapon (including starter guns) that will, or are designed to or may readily be converted to, expel a projectile by explosion (gunpowder) including the frame or receiver of any weapon and any firearm mufflers or silencers or any destructive devices (as defined in 18 USCA Section 921), which include any explosives, incendiary or poisonous gas bombs, grenades, rockets having a propellant charge of more than four ounces, missiles having an explosive or incendiary charge of more than four ounces, missiles having an explosive or incendiary charge of more than one quarter ounce, mines or devices similar to any of the devices described above.

NOTE: Federal law requires the Superintendent to expel a student for one calendar year if the student brings a gun onto school property, into a school vehicle, or to a school-sponsored event.

**Firearm look-alikes**

Students must not possess, transmit or conceal any item that resembles a firearm. Firearm look-alikes can propel an object or substance with force by spring load or air pressure (i.e., toy guns, cap guns, BB guns, pellet guns).

**Extortion**

Students must accept "no" for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make people do anything they do not want to do by using threat or force.

**Dangerous Weapons**

Students must keep dangerous objects out of school. Students must not possess, handle, transmit or use as a dangerous weapon an instrument capable of harming another person. Dangerous weapons include but are not limited to:

- **Knives** Students must not possess, handle, transmit, conceal or use knives.. NOTE: State law gives the Superintendent the option to expel a student for up to one calendar year for bringing a knife onto school property, into a school vehicle, or to a school-sponsored event.
- **Defensive Weapons** Students must not possess chemical Mace, pepper gas or like substances; or stun guns/tasers.
- **Other Items** — Students must not possess items such as razors, box cutters, hammers, baseball bats, chains, tattoo paraphernalia, bullets or any other items that can be considered a weapon or can be used as a weapon. School supplies (i.e., compass, scissors, pens, etc.) must not be used as weapons.

*Due to the nature of any offense, TSA Administration reserves the right to assign any disciplinary action deemed necessary for violations of the Code of Conduct as noted above*

## Discipline of Disabled or Special Needs Students

Students with an Individualized Education Plan (IEP) or a Section 504 Plan are disciplined in accordance with the laws governing those areas. Those laws are supplemental to, and sometimes supersede the above suspension and expulsion processes. Please see the Principal or Special Education Staff for further information.

## Complaint Procedure

This procedure is to be used only when no other complaint, reporting or appeal procedure is specified in the School Policies. Complainants must follow the order stated below.

1. A written complaint is first given to the staff person at the lowest level most directly involved in the complaint. As an alternative, a complainant may come in to the office and have an administrator write down the complaint for them, in the complainant's own words. At this first level, a complaint would be made to the student's teacher for a parent, or, the teacher's/next highest supervisor, or, for staff, that staff person's supervisor. A complaint of harassment may skip a level if the level skipped is the level of the alleged harasser.
2. If the person complaining (complainant) is unsatisfied with the response or the complaint is unresolved after the response, the written complaint should be given to the staff person's supervisor. The supervisor will consider all of the facts and circumstances and call or write to the complainant with his/her decision or comments.
3. If the person complaining is still unsatisfied and the complaint remains unresolved, the written complaint should be addressed to the Principal. If the complainant is unsatisfied after the investigation and an opinion or resolution offered by the Principal, then the complainant may proceed to step 4.
4. The written complaint will be tendered to the Superintendent by the person complaining.
5. The Superintendent verifies that the complainant has followed the complaint procedures listed above. If steps 1-4 above have not been followed, the Superintendent directs the complaint back to the proper lower level.
6. If the step 1-4 procedures have been properly followed, the Superintendent speaks directly with the complainant, any staff involved, the Principal, and supervisor, and modifies, overturns or upholds the prior determinations.
7. If the complainant is still not satisfied, the complainant may request reconsideration within 10 days of receipt of the resolution or a plan of action by tendering the complaint to the Board of Directors, c/o the President.
8. An investigator may be assigned, and the Board President provides appropriate information to the investigator. An investigator may be a third party, or an attorney who represents the Board, or a management company (if any), or a committee of the Board.
9. The investigator reviews all information and develops a plan of action, proposed resolution or findings.
10. The plan of action is implemented and the findings are reduced to writing.
11. The complainant is kept informed.
12. The investigator or the Board President contacts the complainant to inform them of the resolution, findings, and/or a plan of action, if any.